

Instructional Units PR Y5 2021-2022 VfS-Goal Setting Report

LMC Arts/Human - Art - ART:

Date: 03-21-2022

• Instructional Units Program Review Year Five Update - Art Department (Art/Fine Arts/Art History/3D Design)

Sorted by: Program

SI Section Templates: 2. Vision for Success Goals Update

LMC Arts/Human - Art - ART

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Art Department (Art/Fine Arts/Art History/3D Design)

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					

***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	75.8	Completed (2020 F 69.5%) (2021 Spring 69.7)			
Degrees (AA, AS, ADT)	AA 4 AAT Studio 2 AAT Art History 1	AA: Fine Arts: 3 AAT studio: 3 AAT Art History 2			
Certificates of Achievement	NA				
Unit Reduction					
CTE Jobs					

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 disadvantage 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	54.5	60 Brentwood 58.5 Pittsburg			
Low Income	76.1	70.5 Brentwood 68.6 Pittsburg			
Foster Youth	60.1	66.7 Brentwood 46,2 Pittsburg			

Instructional Units PR Y5 2021-2022 VfS-Goal Setting Report

LMC Arts/Human - Graphic Comm - ART:

Date: 03-21-2022

• Instructional Units Program Review Year Five Update -
Graphic Communications Department

Sorted by: Program

SI Section Templates: 2. Vision for Success Goals Update

LMC Arts/Human - Graphic Comm - ART

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Graphic Communications Department

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. *

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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	76.0%	70.6%	5 years	Eric Sanchez, Lucy Snow, Ken Alexander	<p>As long as there is an unclear path with the COVID-19 pandemic to endemic and our vision on course deliveries, we anticipate our ability to move the needle in a positive direction will have delays. We need clear vision from management on what the future is over the next five years so our program can focus efforts and resources to that direction.</p> <p>With what we know now we are working to</p>

					increase core success by integrating more hybrid options for the horses that are most difficult to teach 100% online.
Degrees (AA, AS, ADT)	AA - 11	AA - 10	5	Eric Sanchez, Lucy Snow, Ken Alexander	With the decrease in the overall student population it does not look promising to meet the agreed goal with the reduction of steel body and participants in our program.
Certificates of Achievement	CA - 2.4	CA - 1	5	Eric Sanchez, Lucy Snow, Ken Alexander	With the decrease in the overall student population it does not look promising to meet the agreed goal with the reduction of steel body and participants in our program. How do we work to create the online photography degree, we anticipate this might increase our certificates to help me to goal.
Unit Reduction	AA - 79 CA - 79	AA - 80 CA - 93	5	Eric Sanchez, Lucy Snow,	In spring of 2021 we

				Ken Alexander, Counseling faculty, Student Retention Support Services	worked with the guided pathways pilot, in this pilot we found that reaching out to students with 60+ units in the spring semester is a good proactive strategy to try to help reduce the overall units at completion. This outreach effort also syncs with the student retention office educating students to achieve their degree or certificate goals.
CTE Jobs	73.23	82.35	5	Eric Sanchez, Lucy Snow, Ken Alexander, Bill Bankhead	The job market is promising for students who have a bachelors degree, so we are working to have a better portfolio development process to link to entry-level positions from the AA perspective. We are working on annual Fall projects provide students with examples of

					<p>how to professionally percent from selves for internships, jobs, or transfer institutions.</p> <p>From numbers perspective we're doing great!</p>
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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 disadvantage 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.*

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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					
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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	60.92%	55.8%	5	Eric Sanchez, Lucy Snow, Ken Alexander	The numbers are disheartening because we actively have discussions during flex week, department meetings, and outside of the classroom with one on one and faculty mentoring. We have been working really hard to take additional steps for communication and having more of a one on one connection with the AA population. We are open to ideas and use advice on how departments who are more successful during the online instruction have been able to achieve their

<p>Low Income</p>	<p>77.1%</p>	<p>68.9%</p>	<p>5</p>	<p>Eric Sanchez, Lucy Snow, Ken Alexander</p>	<p>goals. One strategy we applied in the spring 2021 semester was to provide students who could not afford supplies with a couple of kits that was sponsored through the student senate funds. César Reyes has assisted in an a lending library of our older iMacs for students that did not have the proper equipment at home. This is most likely due to an income barrier and this has helped the few students that we could loan equipment to. <i>(The chrome books that are on loan for through the college cannot operate the software used for our animation and graphics programs.)</i></p>
<p>Foster Youth</p>	<p>61.1%</p>	<p>49.1%</p>	<p>5</p>	<p>Eric Sanchez, Lucy Snow, Ken Alexander</p>	<p>To be blunt and honest we are not sure how to work with this particular population. I</p>

					know from research that was done within our institution that often foster youth does not self identify when they register at the community college level. So this has been a difficult task to actively work with this population. We are open to ideas and any assistance or good practices that have been applied in other programs.
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Instructional Units PR Y5 2021-2022 Vfs-Goal Setting Report

LMC Arts/Human - Humanities - HUMAN:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update - Humanities Department

Sorted by: Program

LMC Behav Sciences - Anthropology - ANTHR:

- Instructional Units Program Review Year Five Update - Anthropology

LMC Behav Sciences - Psychology - PSYCH:

- Instructional Units Program Review Year Five Update - Psychology

LMC Behav Sciences - Sociology - SOCIO:

- Instructional Units Program Review Year Five Update - Sociology

LMC Biological Sciences - Nutrition - BIOSC/NUTRI:

- Instructional Units Program Review Year Five Update - Biological Sciences

SI Section Templates: 2. Vision for Success Goals Update

LMC Arts/Human - Humanities - HUMAN

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Humanities Department

This section has no content

LMC Behav Sciences - Anthropology - ANTHR

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update -Anthropology

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. *

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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					

					2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Level 1	Level 2	Level 3	Level 4	Level 5	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	ANTHR				79.0%	78.1%	78.1%	77.9%	76.3%	77.9%
Grand Total					79.0%	78.1%	78.1%	77.9%	76.3%	77.9%

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	78.1 (Y3 Goal) Modified to 76%	Modified	FA22	Liana Padilla Wilson	This goal was modified as since the last PR the program experienced loss of faculty to teach sections, and reduction in course offerings due to pandemic and transition to online instruction.
Degrees (AA, AS, ADT)	AS-1 AAT-3	Modified	FA22	Liana Padilla Wilson	This goal was modified to increase the number of degrees awarded, as the program has been successful in student completion (i. e. degrees awarded).
Certificates of Achievement					
Unit Reduction					

CTE Jobs			
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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 disadvantage 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.*

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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					

African American

					2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Level 1	Level 2	Level 3	Level 4	Level 5	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	ANTHR	African_American			70.7%	71.3%	73.6%	69.2%	58.8%	68.4%
		American_Indian			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Asian			88.4%	87.2%	73.3%	84.6%	86.4%	83.9%
		Filipino			86.8%	79.5%	75.5%	85.7%	73.9%	80.3%
		Hispanic			80.1%	75.6%	76.0%	74.2%	77.5%	76.6%
		Multi_Ethnicity			72.5%	78.2%	81.9%	83.6%	80.0%	78.9%
		Other/Undeclared			100.0%	50.0%	50.0%	81.8%	79.2%	77.8%
		Pacific_Islander			66.7%	100.0%	25.0%	66.7%	83.3%	66.7%
		White_Non_Hispanic			80.9%	82.8%	86.3%	83.3%	81.5%	83.0%
Grand Total					79.0%	78.1%	78.1%	77.9%	76.3%	77.9%

Low Income

					2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Level 1	Level 2	Level 3	Level 4	Level 5	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	ANTHR	No			82.6%	78.4%	79.5%	78.3%	77.7%	79.2%
		Yes			75.8%	77.8%	76.6%	77.6%	74.6%	76.6%
Grand Total					79.0%	78.1%	78.1%	77.9%	76.3%	77.9%

Foster Youth

					2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Level 1	Level 2	Level 3	Level 4	Level 5	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	ANTHR	No			79.2%	78.4%	78.7%	78.5%	76.7%	78.3%
		Yes			75.0%	69.2%	62.1%	60.0%	65.2%	66.4%
Grand Total					79.0%	78.1%	78.1%	77.9%	76.3%	77.9%

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	76.4 (Y3) Modified to 70%	Modified	FA22	Liana Padilla Wilson	Goal was modified due to decrease in course offerings and transition to online due to pandemic, experienced overall reduction in student enrollments and DI populations. Continue to

					increase awareness of student resources such as the library, intervention counseling and counseling services, student services, Learning Communities, the Food Pantry, and other resources offered both in the asynchronous and synchronous classroom.
Low Income	78 (Y3) Modified to 75%	Modified	FA22	Liana Padilla Wilson	While the course success rate for this DI population remained somewhat steady since PR Y3, this goal was modified as overall course enrollments have decreased resulting in slight decreases in student enrollments and subsequently course success rates for this DI population. Continue to

					<p>incorporate technology tools to communicate support to students and customize the student experience through CANVAS this will increase options for our overall student population. Continue to enhance my Canvas modules and course by taking classes like the BEOI to enhance student success. Increase collaboration with local schools to ensure potential students are aware of the programs and classes offered. Get an Anthropology tutor in the COOR to work with students in the various courses offered in the discipline.</p>
Foster Youth	62	Completed	SP21	Liana Padilla Wilson	<p>Goal was attained with a 65.2% course success rate in 2020-2021 for Foster Youth</p>

						students enrolled in Anthropology courses. The program will continue to monitor the data and develop additional strategies if needed should course success rates for this DI population decrease below goal. Continue to purchase materials and supplies to upgrade the Anthropology Program and enhance student learning. The purchasing of more Fossils/Fossil Kits, Documentaries/Videos, Artifacts, and other resources provides students with visual and tactile aids because it is important for educators to understand the differences in their students' learning styles, so that they can implement best practice
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					strategies into their daily activities, curriculum, and assessments. These material resources will help my students both synchronously and asynchronously, to understand the terms and concepts in anthropology and better critically analyze the curriculum. In addition, I will continue to provide knowledge to students about job/employment opportunities in the field and bring in resources/people to provide them with real life job opportunities.
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LMC Behav Sciences - Psychology - PSYCH

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Psychology

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. *

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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					

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

Vision for	Program Set	Status	Timeline	Responsible	Action Steps/
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Success Indicators and ACCJC Indicator	Goals (from PR Year 3 Update)	(Indicate Modified, Completed, or Abandoned)		Parties	Explanation
Course Success	75.4%	Completed, In progress and ongoing.	Fa2022 completed and ongoing.	Estelle Davi lead and all faculty members teaching psychology.	<p>Action: Notify to students about Los Medanos College's student support services – examples are Counseling, Child Care Services, DSP&S, Employment Center, Financial Aid, and LGBT Resources Center. These are just a small list of services that Los Medanos College offers.</p> <p>Action: Recruit tutors for Psychology courses.</p> <p>Action: Develop and enhance professional knowledge,</p>

					<p>practice, and quality of learning</p> <p>quality of learning, and teaching by attending district activities (workshops, flex activities, and other offerings) that address equity, diversity, and racial justice.</p> <p>Action: Review and update material regarding culture of equity, diversity, inclusion, and racial justice.</p> <p>Action: Update and utilize Canvas by adding practice application questions and incorporate more of Canvas</p>
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					<p>technical offerings such as commenting on student assignment with an audio and/or visual component. Action: Incorporate more student use of Canvas's audio and/or visual components for student assignments.</p>
<p>Degrees (AA, AS, ADT)</p>	<p>AA--1 ATT--81.6</p>	<p>Completed, In progress and ongoing.</p>	<p>Fall 2020 completed and ongoing.</p>	<p>Estelle Davi lead and all faculty members teaching psychology.</p>	<p>Develop and offer informational workshops which address lower division requirements for the psychology major and discuss</p>

					career fields in psychology.
Certificates of Achievement	NA	NA	NA	NA	NA
Unit Reduction	NA	NA	NA	NA	NA
CTE Jobs	NA	NA	NA	NA	NA

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.

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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					

African American

Level 1	Level 2	Level 3	Level 4	Level 5	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
					Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	PSYCH	African_American			55.6%	53.4%	59.0%	65.5%	75.1%	61.0%
		American_Indian			66.7%	50.0%	0.0%	50.0%	80.0%	60.0%
		Asian			77.5%	79.2%	60.7%	81.8%	89.3%	78.7%
		Filipino			79.0%	79.8%	75.5%	83.6%	89.2%	82.2%
		Hispanic			71.7%	69.1%	66.6%	71.9%	80.9%	71.9%
		Multi_Ethnicity			58.7%	70.2%	70.6%	68.9%	73.8%	68.5%
		Other/Undeclared			100.0%	50.0%	81.8%	73.3%	83.6%	79.5%
		Pacific_Islander			71.4%	46.7%	33.3%	80.0%	75.0%	63.8%
		White_Non_Hispanic			77.7%	79.7%	75.6%	80.5%	87.5%	79.9%
Grand Total					70.2%	70.2%	67.8%	73.7%	81.8%	72.7%

Low Income

Level 1	Level 2	Level 3	Level 4	Level 5	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
					Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	PSYCH	No			73.4%	74.0%	69.7%	74.8%	84.8%	75.4%
		Yes			67.5%	67.1%	66.2%	72.8%	78.7%	70.2%
Grand Total					70.2%	70.2%	67.8%	73.7%	81.8%	72.7%

Foster Youth

Level 1	Level 2	Level 3	Level 4	Level 5	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
					Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	PSYCH	No			71.0%	71.5%	68.5%	74.1%	82.3%	73.4%
		Yes			56.1%	46.6%	53.3%	64.4%	69.3%	56.9%
Grand Total					70.2%	70.2%	67.8%	73.7%	81.8%	72.7%

African American Success Rate: 2018-2019 59.0% 2019-2020 65.5% 2020-2021 75.1%

Low Income Success Rate: 2018-2019 66.2% 2019-2020 78.7% 2020-2021 72.5%

Foster Youth Success Rate: 2018-2019 53.3% 2019-2020 64.4% 2020-2021 69.3%

It is encouraging to see that the program goals set for African American, economically disadvantaged students (low income and foster youth) students **exceeded program goals set for all groups.**

African American Students: Psychology Department Goal: 61%
 In 2018-2019 the success rate for African American students was 59% and improved over three years to 75.1% in 2020-2021.

The success rate improved by 14.4%.

Low Income Students: Psychology Department Goal: 69.7%
 In 2018-2019 the success rate for Low Income students was 66.2% and improved over three years to 78.7% in 2020-2021.

The success rate improved by 12.5%.

Foster Youth Success Rate: Psychology Department Goal: 54.1%
 In 2018-2019 The success rate for Foster Youth was 64.4% and improved over three years to 69.3%.

The success rate improved 16%.

Despite the 2020 Covid-19 shut down and all psychology courses being online through Fall 2021, there has been an excellent course success rate improvement.

The psychology department far exceeded its goal for African American, low income, and foster youth.

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	61%	Completed and ongoing.	Fa 2022	Estelle Davi and faculty that teach psychology.	1. Continue to provide and refer students to student support services. 2. Continue to provide and update support services and programs included in Canvas and/or handout material. 3. Integrate in course presentations services that can be utilized

					<p>by students when addressing mental health concerns.</p> <p>4. Utilize and update Canvas.</p> <p>5. Continue to provide information on The Associate in Arts in Psychology for transfer.</p> <p>6. Provide career information for students who are majoring in psychology.</p> <p>7. Offer curriculum in different formats -- face to face, hybrid, synchronous, and asynchronous courses.</p> <p>8. Review/purchase/ update instructionally relevant material that addresses equity and inclusion.</p>
Low Income	69.1%	Completed and ongoing.	Fa 2022	Estelle Davi and faculty that teach psychology.	<p>1. Continue to provide and refer students to student support services.</p> <p>2. Continue to provide and update support services and</p>

					<p>programs included in Canvas and/or handout material.</p> <p>3. Integrate in course presentations services that can be utilized by students when addressing mental health concerns.</p> <p>4. Utilize and update Canvas.</p> <p>5. Continue to provide information on The Associate in Arts in Psychology for transfer.</p> <p>6. Provide career information for students who are majoring in psychology.</p> <p>7. Offer curriculum in different formats -- face to face, hybrid, synchronous, and asynchronous courses.</p> <p>8. Review/purchase/update instructionally relevant material that addresses equity and inclusion.</p>
Foster Youth	54.1%	Completed and ongoing.	Fa 2022	Estelle Davi	1. Continue

				and faculty that teach psychology.	to provide and refer students to student support services. 2. Continue to provide and update support services and programs included in Canvas and/or handout material. 3. Integrate in course presentations services that can be utilized by students when addressing mental health concerns. 4. Utilize and update Canvas. 5. Continue to provide information on The Associate in Arts in Psychology for transfer. 6. Provide career information for students who are majoring in psychology. 7. Offer curriculum in different formats -- face to face, hybrid, synchronous, and asynchronous courses.
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					8. Review/purchase/ update instructionally relevant material that addresses equity and inclusion.
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LMC Behav Sciences - Sociology - SOCIO

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Sociology

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. *

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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	2016-17 61.6% 2017-18 61.1% 2018-19 65.1% 2019-20 65.0% 2020-21 72.7%	The Sociology Program goal was 63.6% Success Rate (This was a 2% increase.) The Sociology Program Grand Total was 65.2% The Sociology program will continue to work for an increase in the student success rate by using modified course strategies (see 3b).	ongoing	Alex Sample	See 1c and 3b
Degrees (AA, AS, ADT)	AAT-Grand Total Number of Records-152---Average Units earned-86	The status of Average Units earned has been consistent over the years.	ongoing	Alex Sample	See 1c and 3b

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 disadvantage 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					

****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)	Timeline	Responsible Parties	Action Steps/ Explanation
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		or Abandoned)			
African American	2016-17 50.9% 2017-18 42.6% 2018-19 54.1% 2019-20 54.1% 2020-21 56.4%	The Grand Total Success Rate: 51.6% The 2017 Goal was 53.9% The success rate has been above the 50% rate for four out of five consecutive years. There however is room for continued improvement (modified course strategies-see 3b) in the success rate for this student population segment.	ngoing	Alex Sample	See 1c and 3b
Low Income	2016-17 61.9% 2017-18 60.6% 2018-19 66.3% 2019-20 65.3% 2020-21 72.2%	The Grand Total Success Rate: 65.2% The 2017 Goal was 64.9% The success rate was above the goal of 3% increase from 2016-2017 (64.9% goal). There however is room for continued improvement (modified course strategies-see 3b) in the success rate for this student population segment.	ngoing	Alex Sample	See 1c and 3b

Foster Youth	2016-17 49.3% 2017-18 36.2% 2018-19 46.2% 2019-20 55.9% 2020-21 56.8%	The Grand Total Success Rate: 48.4% The 2017 Goal was 52.3% The success rate was under the 3% increase from 2016-2017 (52.3% increase). There is a need for continued improvement (modified course strategies-see 3b) in the success rate for this student population segment.	ongoing	Alex Sample	See 1c and 3b
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LMC Biological Sciences - Nutrition - BIOSC/NUTRI

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Biological Sciences

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	Program	Status	Timeline	Responsi	Action
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Success Indicators and ACCJC Indicator	Set Goals (from PR Year 3 Update)	(Indicate Modified, Completed, or Abandoned)		Responsible Parties	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	76.1%	77.8% (Completed)		All Bio Dept	We met and exceeded our goal. We will continue doing what we are doing but also work to continue to increase student success the following ways:

					<ul style="list-style-type: none">• Budget additional hours for Student Workers (“TAs”) to host study sessions in preparation for quizzes and tests.• Strengthen relationship between Center for Academic Support and Biology Department.<ul style="list-style-type: none">• Create massive online banks of practice quiz and test questions for students to utilize.• Develop community network for internship opportunities and speakers to increase engagement with materials<ul style="list-style-type: none">• Improved technology resources• Develop within department advising for students to connect with faculty to experience in field of interest• We will examine our retention and success rates
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					in our online vs hybrid vs in - person courses to determine which modalities are likely to maximize student success in bio classes going forward.
Degrees (AA, AS, ADT)	AS 49 AST 4 Total degrees awarded = 54	AS 6 AST 38 Total degrees awarded = 44	Starting Fall 2020	All Bio Dept Faculty	<ul style="list-style-type: none"> • There is an overall decrease in biology degrees, which likely mirrors the overall decrease in college enrollment over the last two years due to the pandemic. We plan to collect additional information from the District office and analyze it to determine our next steps. <ul style="list-style-type: none"> • Increase sections of Bio 20 & Bio 21 with the opening of the new Brentwood Center (In progress; goal FA2022) • Increase degree options by adding

					possible AS (Biology: Health Sciences) for students completing the "pre-nursing" courses
Certificates of Achievement					
Unit Reduction	AS 79 AST 79	AS 138 AST 102		All Bio Dept Faculty	Before setting a progressive goal to reduce biology AST units, we would like to better understand where the extra units are coming from. Some of the questions we would like answers to are the following: Are they taking preparatory courses (extra math, English, non-majors science courses) to be ready for majors classes? Are they undecided/changing major? Are they preparing for a double major? To answer these questions, we can submit a research request with

					the District Office Research and Planning Department. Depending on the results of the research, we can then set goals and develop strategies to target unit reduction in biology.
CTE Jobs					

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 disadvantage 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
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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	63.8%	69.1% (Completed)		All Bio Faculty & Staff	<p>We met and exceeded the goal. We will continue doing what we are doing but also work to continue to increase student success.</p> <ul style="list-style-type: none"> • Encourage all faculty participation in equity-mindedness training FLEX workshops • Pedagogy Innovation Project (PIP) focuses on decolonized assessment and trauma-informed, healing-centered pedagogy • Encourage PT

						faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program <ul style="list-style-type: none">• Increase student's awareness and participation in UMOJA, MESA, CalWORKs/EO PS/CARE, BOEP• Invite speakers from above programs to speak to faculty & staff during Department's Flex workshops• Implement mentoring programs (peer-to-peer, teacher/student)• Create summer bridge programs<ul style="list-style-type: none">• Invite guest speakers to increase visibility of African Americans in STEM & healthcare professions; Invite LMC Alumni to speak to classes
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					<p>“Alumni Spotlight”</p> <ul style="list-style-type: none"> • Include/increase “Science Spotlights” which showcase African Americans who have made contributions in STEM and healthcare <ul style="list-style-type: none"> • Select course TAs that reflect diverse populations (esp. African Americans) <ul style="list-style-type: none"> • Feature student alums in display/recognition areas in Science spaces <ul style="list-style-type: none"> • Host class reunions where a diverse cast of former students are invited back as guest speakers to the new students; this doubles as a networking opportunity. <ul style="list-style-type: none"> • Develop community networks to allow for mentoring/job opportunities <ul style="list-style-type: none"> • Develop within department advising
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					program for students to have access with faculty that have experience in field of interest
Low Income	75.1%	78.4% (Completed)		All Bio Faculty & Staff	<p>We met and exceeded the goal. We will continue doing what we are doing but also work to continue to increase student success.</p> <ul style="list-style-type: none"> • Increase the number of Zero Textbook Costs sections for our courses • Encourage all faculty participation in equity-mindedness training FLEX workshops (i. e., PIP) • Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program • Increase student's awareness and participation in EOPS/CARE training FLEX workshops

					<ul style="list-style-type: none"> • Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program <ul style="list-style-type: none"> • Increase student's awareness and participation in EOPS/CARE <ul style="list-style-type: none"> • Dedicate display spaces to important student resources, like food pantry, EOPS, etc <ul style="list-style-type: none"> • Create and offer at least one scholarship each semester funded by Biology Department faculty and staff <ul style="list-style-type: none"> • Develop community networks to allow for mentoring/job opportunities <ul style="list-style-type: none"> • Develop within department advising program for students to have access with faculty that have experience in field of interest
Foster Youth	64.5%	67.3% (Completed)		All Bio Faculty & Staff	We met and exceeded the

					<p>goal. We will continue doing what we are doing but also work to continue to increase student success. .</p> <ul style="list-style-type: none">• Increase the number of Zero Textbook Costs sections for our courses• Encourage all faculty participation in equity-mindedness training FLEX workshops<ul style="list-style-type: none">• PIP - we discuss ACEs and how multiple childhood traumas impact learning engagement• Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program<ul style="list-style-type: none">• Increase student's awareness and participation in EOPS/CARE;<ul style="list-style-type: none">• Could we dedicate display spaces to important
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					student resources, like food pantry, EOPS, etc <ul style="list-style-type: none">• Develop community networks to allow for mentoring/job opportunities• Develop within department advising program for students to have access with faculty that have experience in field of interest
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Instructional Units PR Y5 2021-2022 Vfs-Goal Setting Report

LMC Communication - Journalism - JOURN:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update - Journalism Department

Sorted by: Program

LMC Communication - Speech - SPCH:

- Instructional Units Program Review Year Five Update - Speech/Communications

LMC Drama - DRAMA:

- Instructional Units Program Review Year Five Update - Dramatic Arts

LMC English - ENGL:

- Instructional Units Program Review Year Five Update - English Department

LMC English as a 2nd Language - ESL/ESLN:

- Instructional Units Program Review Year Five Update - English as a Second Language Department

SI Section Templates: 2. Vision for Success Goals Update

LMC Communication - Journalism - JOURN

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Journalism Department

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	78% from goal provided	74% from data set provided	Ongoing	Journalism course faculty	<p>From PR Year 3 update: Add additional resources for students to syllabus.</p> <p>Status: Immediately following the</p>

					<p>PR update, the pandemic hit and all courses were forced online. Additional resources were made available, not in the syllabus, but in the Canvas course shell where they could be more robust. One of the many examples of this is that we switched from a printed textbook to free online educational resources available directly from Canvas as links and/or PDFs. Now that we are transitioning back to campus, we will continue to use Canvas modules to provide additional resources, which we plan to keep improving. So we will modify the action step to account for that.</p> <p>Revised action step: Add additional</p>
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					resources for students to Canvas course shells to support their success and continue improving those currently available.
Degrees (AA, AS, ADT)	AA = 1 AAT = 8	From data set provided: AA = 3 (2019-20) / 0 (2020-21); average over 5 years (5) = 1 AAT = 10 (2019-20) / 2 (2020-21); average over 5 years (34) = 7	Spring 2022-Fall 2022	Journalism course faculty	<p>From PR Year 3 update: Add list of courses required for the major to the syllabus.</p> <p>Status: Immediately following the PR update, the pandemic hit and all courses were forced online. Because the immediate concern was supporting students by creating online course content and resources for success, this particular action was put on the back burner. We now plan to add an abbreviated major requirements list in the syllabus, but expand on it in a Canvas module. What we did do, however, was</p>

					<p>create a Next Steps module in Canvas to let students know the next course/s they should sign up as a journalism major. That was posted about two thirds of the way through the semester around the time the course schedule was published.</p> <p>Revised action step: Add abbreviated major requirements list to the syllabus, and an expanded Major Requirements module to Canvas. Make this major requirements module available to all adjunct faculty teaching in the Journalism Program.</p> <p>New action step: Once the Guided Pathways map is complete, include in the Major Requirements module in Canvas the</p>
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					names and contact information of pathway counselors students should consult for educational guidance.
Certificates of Achievement	n/a	n/a			
Unit Reduction	College-wide goal = 79 (did not have a program goal in last update)	AA = 74 (2019-20); no degrees in (2020-21) AAT = 87 (2019-20) 123 (2020-21)		Cindy McGrath	Narrative: Incoming Journalism majors should be advised to begin their major sequence with Journalism 110, but they often start in Journalism 100 because it is a "lower" number. However, while Journalism 100 can be taken at any time, Journalism 110 is a prerequisite to Journalism 130, which is a prerequisite to Journalism 131. So it is more efficient to start with 110. And if students begin their major in the spring of their freshman year with Journalism

				<p>100, that kicks them into a third year at LMC in which they often take other additional courses to remain full-time for a variety of reasons, thereby accumulating more units. We have considered changing the course numbers, but they match the C-ID numbers and the common course number system is coming, so we have opted not to do that. In addition, some students who take Journalism 110 as an elective and then decide to change their major, which is not uncommon, also accumulate additional units.</p> <p>No previous action steps</p> <p>New action step: Once the Guided Pathways map</p>
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					is complete meet with assigned pathway counselors to discuss the order in which majors should be advised to take classes to minimize their time and/or units.
CTE Jobs	information not available	information not available			

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 disadvantage 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
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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	72.3% from Year 3 PR update (Note: This matches data set provided)	69.7% from data set provided	2022	Cindy McGrath	<p>PR Year 3 update: Explore ways to reach out to students in the Umoja learning community.</p> <p>Status: Immediately following the PR update, the pandemic hit and all courses were forced online. Since there were more pressing matters, this action step was put on the back burner. Now that we are transitioning back to campus, we will begin reaching out to Umoja in spring and fall 2022.</p>

<p>Low Income</p>	<p>77% from Year 3 PR update</p> <p>Note: This is a discrepancy from data set provided which indicates 80.9%</p>	<p>75% from data set provided</p> <p>Note: While this is under the goal, the success rate of low income students is higher than the 72.9% success rate of non-low income students.</p>		<p>Cindy McGrath</p>	<p>From PR Year 3 update: Explore use of more ZTC options for journalism classes</p> <p>Status: We not only explored the use of more ZTC options, we selected ZTC textbooks and/or other free online educational resources for all Journalism courses except the occasional Honors Mass Communication section. So this action step is complete even though the success rate is not yet at goal. Given the fact the data being used was collected during the pandemic when we were fully online, we will see what future data indicate.</p>
<p>Foster Youth</p>	<p>75.4% from Year 3 PR update (Note: This is a discrepancy from data set provided)</p>	<p>75%</p> <p>Note: Although the data represents just 4</p>		<p>Cindy McGrath</p>	<p>From PR Year 3 update: Consider Connect kudos and other options that honor</p>

	<p>which indicates 65.5%)</p>	<p>students, so it may not be statistically significant, it met the goal, whether 75.4% or 65.5% is the correct figure.</p>			<p>small successes along the way</p> <p>Status: Immediately following the PR update, the pandemic hit and all courses were forced online. Since there were more pressing matters, we did not have the time to pursue this strategy. However, the goal has been met so we will focus on other important program projects and abandon this action step for the time being.</p>
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LMC Communication - Speech - SPCH

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Speech/Communications

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	85.3%	2018-19 = 83.1% 2019-20 = 79.3% 2020-21 = 74.4%	To increase by 10% we feel this would take at least 3 years.	Action Step #1: Marie Arcidiacono Kaufman Action Step #2: Star Louis Steers	Explanation: Our course success goal was not met. We attribute this to the COVID-19

					<p>pandemic given that our success rate was consistent in 2016-2017, 2017-2018 and 2018-2019 at 83%. We had a marginal drop with the first year of the pandemic and then saw the larger drop in 2020-2021.</p> <p>Action Step (s):</p> <ol style="list-style-type: none"> 1. Gather more data on success rates for asynchronous, synchronous, hybrid (asych/synch), hybrid (traditional) and face-to-face starting Fall 2021. Gather this data for at least three semesters and then analyze and adjust course offerings as data indicates. 2. Research best practices for course success in the post-COVID 19 world.
Degrees (AA, AS, ADT)	31	2019-20 = 33 2020-21 = 22	To increase by nine we feel this would take	Action Step #1: Star Louis Steers Action Step	Explanation: Our degree goal was not met. We

			roughly 2-3years.	#2: Marie Arcidiacono Kaufman with LMC Marketing Department	<p>attribute this to the COVID-10 pandemic. We had achieved our degree goal in 2019-2020 at 33, however we anticipate that since we could not do the same outreach that we had been doing in the pre-COVID 19 world that we lost potential students in the 2020-2021.</p> <p>Action Step (s): 1) Host a Communication Majors Event. 2) Create "Interested in a Communication Degree?" marketing strategies.</p>
Certificates of Achievement	n/a				
Unit Reduction	79	75	N/A	N/A	Explanation: We attribute this to the overall college efforts to reduce student units.
CTE Jobs	n/a				

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 disadvantage 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	Timeline	Responsible Parties	Action Steps/ Explanation
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<p>African American</p>	<p>86.2%</p>	<p>Abandoned) 2018-19 = 80.9% 2019-20 = 72.2% 2020-21 = 66.5%</p>	<p>To increase by 20% we feel this would take at least 5 years, possibly more.</p>	<p>Action Step #1 & #2: Marie Arcidiacono Kaufman Action Step #3 & 4: Star Louis Steers</p>	<p>Explanation: We attribute this to the COVID-19 pandemic. Prior to COVID-19 the success rates for African American students was high at 80%. We saw an immediate drop in 2019-2020 to 72% and then a larger drop in 2020-2021 to 66.5%.</p> <p>Action Step (s):</p> <ol style="list-style-type: none"> 1. Gather and analyze data on African American student success rates in different teaching modalities from start of pandemic. 2. Gather and analyze data on African America student success rates for different teaching modalities for three semesters starting Spring 2021. 3. Work towards creating an
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					<p>Umoja section of SPCH 110.</p> <p>4. Survey (or review pre-existing College survey if applicable) African American students regarding what they need to be successful in our courses.</p>
Low Income	84.1%	<p>2018-19 = 82.1%</p> <p>2019-20 = 78.6%</p> <p>2020-21 = 73.2%</p>	<p>To increase by 11% we feel this would take at least 3-5 years, or more depending on the state of the economy.</p>	<p>Action Step #1: Star Louis Steers</p> <p>Action Step #2: Marie Arcidiacono Kaufman</p>	<p>Explanation: We attribute this to the COVID-19 pandemic. Prior to COVID-19 the success rates for Low Income students was high at 82%. We saw an immediate drop in 2019-2020 to 78% and then a larger drop in 2020-2021 to 73%.</p> <p>Action Step (s):</p> <p>1) Review literature on how to best provide for Low-Income Students.</p> <p>2) Gather data from students in SPCH with OER/ZTC v. without</p>

					OER/ZTC and analyze the success rates.
Foster Youth	73.7%	2018-19 = 76.4% 2019-20 = 73.4% 2020-21 = 58.5%	To increase by 15% we feel this would take at least 5 years, maybe more depending on that status of resources available.	Action Step #1: Star Louis Steers Action Step #2: Marie Arcidiacono	<p>Explanation: We attribute this to the COVID-19 pandemic. Prior to COVID-19 the success rates for Foster Youth students was consistent at 76%. We saw an immediate drop in 2019-2020 to 73% and then a larger drop in 2020-2021 to 58.5%.</p> <p>Action Step (s): 1) Review literature on how to best provide for Foster Youth Students. 2) Gather data from students in SPCH with OER/ZTC v. without OER/ZTC and analyze the success rates.</p>

LMC Drama - DRAMA

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Dramatic Arts

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 Indicator s and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Complete d, or Abandon ed)	Timeline	Responsi ble Parties	Action Steps/ Explanati on
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	76.6	Modified	ongoing	Nick Garcia	We will continue to improve our course success. Our success has been higher than the college average, but we are seeking to improve. Due to Covid the course success has discovered new challenges in the online process. As we continue to live in a post Covid world we will need to address these challenges as they arise.
Degrees (AA, AS, ADT)		Modified	Ongoing	Nick Garcia	We have had degree completions but the department has noticed that most of our students will complete our course sequence and not receive a degree because of courses

					outside of our department. We are looking to create a certificate of achievement to aid our students.
Certificates of Achievement	0	Modified	2025	Nick Garcia	We do not have a Certificate of Achievement but we are looking into creating one.
Unit Reduction					Our units, like everyone else, have been reduced due to covid.
CTE Jobs					

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 disadvantage 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	Program Set Goals (PR Year	Status (Indicate Modified,	Timeline	Responsible Parties	Action Steps/ Explanati
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Population	3 Update)	Completed or Abandoned)			on
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	68.1	Modified	Ongoing	Nick Garcia	We have noticed that the AA student population decreased in the online platform. We need to address this both as a department and as a college.
Low Income	77.9	Modified	Ongoing	Nick Garcia	The majority of our students are Low Income and when we switched to online with Covid, it was very difficult for them. We will need to address this as a department and college.

Foster Youth	76.6	Modified	Ongoing	Nick Garcia	

LMC English - ENGL

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - English Department

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 Indicator s 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	74%	65.5% (In progress)	Around FA23 although this goal is ambitious and may remain ongoing.	The chair, the composition coordinator(s), and other faculty who volunteer to help with these action	We are working toward this goal through updating and planning to offer a 4-unit ENGL 100 course with a pedagogical shift to be more equitable and professional development to support this revision, which we hope will increase course success. We Continue to connect students with support services

				steps.	such as the Center for Academic Support and continue to advocate for reduced class sizes by not adding over the class max 30.
Degrees (AA, AS, ADT)	15	12 (In progress)	FA22	Literature and Creative Writing Subcommittee Lead	This fall 21 semester we have created a Creative Writing Certificate that was approved by Academic Senate and SGC. We hope this will also lead to more degree completions. We have also aligned the English major with the meta major, and we are in the process of working with counselors as part of a Guided Pathways Team. We also plan to review Literature and creative writing CORs

for more attraction to diverse student populations in course descriptions to attract more students to our major. We just wrote a new Shakespeare course that passed was approved by Curriculum Committee. The Shakespeare are COR we've written is designed specifically to be culturally relevant to BIPOC and queer and trans students, which was something I think you mentioned as a general goal of the literature

					and creative writing courses. We definitely did that here; that ethos is not only in the course description, but in the CSLOs.
Certificates of Achievement	0	2 (Modified)	FA22	Literature and Creative Writing Subcommittee Lead	This fall 21 semester we have created a Creative Writing Certificate of Achievement was just approved by SGC and the Academic Senate. The Literature and Creative Writing Subcommittee would also like to create 1 more certificate of achievement for literature.
Unit Reduction	79	Completed	Completed	Curriculum Subcommittee (Lead: Morgan Lynn) and Chair (Sara Toruno-Conley)	Our department has eliminated the English 95 course from our fall schedule,

					lessening the amount of units for some students.
CTE Jobs	NA				

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 disadvantage 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	61.9%	55.5%	1-2 academic years	The chair, the composition coordinator(s), and other faculty who volunteer to help with these action steps	<ol style="list-style-type: none"> 1. Continue to connect under-served students with support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max. 3. Update the ENGL 100 COR to align with our goal of improving

					course success for this population
Low Income	70.4%	66.2%	1-2 academic years	The chair, the composition coordinator(s), and other faculty who volunteer to help with these action steps	<ol style="list-style-type: none"> 1. Continue to connect under-served students with support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max. 3. Update the ENGL 100 COR to align with our goal of improving course success for this population

<p>Foster Youth</p>	<p>58.9%</p>	<p>47.3%</p>	<p>1-2 academic years</p>	<p>The chair, the composition coordinator(s), and other faculty who volunteer to help with these action steps</p>	<ol style="list-style-type: none"> 1. Continue to connect under-served students with support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max. 3. Update the ENGL 100 COR to align with our goal of improving course success for this population
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LMC English as a 2nd Language - ESL/ESLN

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - English as a

Second Language Department

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 Indicator s and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Complete d, or Abandon ed)	Timeline	Responsi ble Parties	Action Steps/ Explanati on
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
<p>Course Success</p>	<p><u>Stated in Year-3 Update:</u> "Our goal for 2021-22 is to remain within 84-87% success rate." • ESL 2016-17 Success Rate = 86.1% • ESLN 2018-19 (first time ESLN was offered) Success Rate = 81.8% <u>As shown on the "LMC PR Course Success" PDF:</u> • Goal ESL Success Rate: 88.1% • Goal ESLN Success Rate: 83.8% <u>As shown in "LMC PR Course Success" PDF:</u> • ESL 2020-21 (SU20, FA20, SP21), FA Success Rate = 82.5% • ESLN 2020-21 (SU20, FA20,</p>	<p>We have not met the goal stated in the Year-3 Update, nor have we met the 2% increase goal set for all units. The data show that from 2016-17 ESL's success rates had risen slightly to 86.7% or +.6%, and from 2018-19, ESLN's success rate had increased dramatically to 91% or +9.2% during the <u>2019-20</u> academic year, which included SU19 and FA19 of only face-to-face instruction and SP20 when we suddenly had to move instruction online due to the pandemic. Then, during</p>	<p>I'm not sure what timeline or time period I am supposed to put here - the next five years or a single year?</p>	<p>Paula Gunder, all ESL and ESLN faculty, the 60% ESL Counselor, support personnel at the college working in Outreach, Assessment, and other areas whose jobs entail support of this student population</p>	<p>Share and review success rate information with department at upcoming SP22 Department Flex and secure input regarding possible ideas and efforts that could serve to increase ESL and ESLN success rates.</p>

	SP21) Success Rate = 82.4%	<p>the <u>2020-21</u> academic year, when all ESL and ESLN classes were taught fully online and only in distance education mode for the first time in the department's history, ESL's success rates <i>declined</i> 3.6% from 2016-17, and ESLN's success rates <i>increased</i> slightly .6% from 2018-19.</p> <p>In addition to the effects of the pandemic, our department has made a significant amount of curricular changes during the five year time period currently under review here, including the reduction of the number of units from 4 to 3 of each of our 4 Entry/Bridge courses and 2 of our Intermediate and Advanced courses. Essentially, we removed the</p>			
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		<p>"lab hour" from each of these courses. Also, during this time period under review, we moved to a new scheduling method of offering our Entry/Bridge stage courses in 8-week sessions (Entry stage classes are offered the first 8-weeks of the SP and FA semester, and corresponding Bridge stage classes are offered the second 8-weeks of those semesters), and we have experimented with offer all of our 3-unit/54-hour classes during the short 6-week summer session. All of these factors could be contributing to our decline in success rates.</p> <p>At 82.5.5% (ESL) and 82.4% (ESLN) for 2020-21, both our credit and noncredit programs are</p>		
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well above the current college success rate for this same year of 72.8%, and that only seven other program units - out of the 61 program units listed on the PDF/at the college - have higher success rates for this academic year.

While this indicates that both ESL and ESLN are doing well with regard to instructionally supporting our students' success, due to the extent to which online instruction is new to both the department's faculty and student populations, and that, thus far, we are all still learning how best to teach, learn, and support in this environment, it seems logical that our goals be adjusted if possible. That said, I am

		<p>unclear how that is to work or whether this is what we should do.</p> <p>Advice and recommendation from our dean is requested. Am I setting a new goal based on our current success rates and, thus, moving forward from 2020-21 into the future or the next five years in order to participate in addressing this Vision for Success college-wide goal of increasing success rates by 2%?</p> <p>Should I set new goals of 84.5% and 84.4% for ESL and ESNL respectively?</p>			
Degrees (AA, AS, ADT)	NA				
Certificates of Achievement	NA				
Unit Reduction	Done	We reduced the number of units and/or hours of our	None	Paula Gunder	ESL/ESLN need not contribute any further to this

		ESL programs – now Credit and Non-Credit – from 64 to 48			initiative in our professional opinion. Do do, however, need to review and discuss the extent to which the unit, and thus direct student contact and learning hour, reductions to our courses have had detrimental effects to ESL students' language development.
CTE Jobs	NA				

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 disadvantage 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	<p><u>Stated in Year-3 Update:</u></p> <ul style="list-style-type: none"> • Grand Total Success Rate of African American students in ESL from FA15-FA19: 91.7% with a total during that time period of 36 students identifying as "African American" • ESLN from SP19-FA19: 100% with a total of 5 students during that 	ESL 2020-2021		Enrollments	Success Rate

time period identified as "African American." In that ESL does not serve this population of students as the group is commonly identifies, it is unknown who these students are and why ESL students are identifying themselves as belonging to this group.

Our 2021-2022 goal is to remain within the 84-87% Success Rate goal set above for all students or above.

As shown in "LMC PR Course Success - African American Student" PDF:

Goal for everyone = *3% increase from 2016-17*

- Goal ESL African American Student Success Rate: **88.7%**

- Goal ESLN African American

	<p>Student Success Rate: None listed. A 3% increase from the 2018-19 academic year - which is the first year within which noncredit ESL was offer - would be 103%, as the 1 documented enrollment of an African American student in that year accounted for a 100% success rate. Here are ESL and ESLN 2020-2021 African American Success Rates ESL 2020-2021 Enrollments Success Rate 8 100.0%</p> <p>ESLN 2020-2021 Enrollments Success Rate 15.0 60.0%</p> <ul style="list-style-type: none"> • At a 100% success rate for/by African American students, ESL has exceeded the 3% increase goal of 88.7%. 			
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• At a **60%** success rate for/by African American students, but with no goal listed, using the information above, we can see the sharp decline within ESLN. Disaggregating the data in Tableau, to show enrollments within specific courses, and knowing student course-taking patterns based on program design and counselor advising, this low success rate could very well be attributed to one or two students, taking multiple courses not succeeding in each of those courses, and when there are only 2 "African American" students in a course section, and 1 does not succeed, the success rate for each class

	drops to 50%.				
ESL 2020-2021					
Enrollments	Success Rate				
8	100.0%				
ESLN 2020-2021					
Enrollments	Success Rate				
15.0	60.0%				
Low Income	<p><u>Stated in Year-3 Update:</u> The "Grand Total" Success Rate with regard to the feature of "Low Income" is as follows:</p> <p>ESL from FA15-FA19: No – 76.6% Yes – 86.6%</p> <p>ESLN from SP19-FA19: No – 88.8% Yes – this is not listed as a category.</p> <p>Our goal for 2021-2022 is to continue to serve and support low-income designated students.</p> <p><u>As shown in "LMC PR Course Success - Low Income Student" PDF:</u></p> <p>Goal for everyone =</p>	ESL 2020-2021	Enrollments	Success Rate	No 40

	<p><i>3% increase from 2016-17</i></p> <p>ESL 2020-2021 Enrollments Success Rate No 40 75.0% YES 114 85.1%</p> <p>ESLN 2020-2021 Enrollments Success Rate No 340.0 82.1% YES 47.0 85.1%</p> <p>ESL did not meet its 3% increase goal of 94.3%. ESLN exceeded its 3% increase goal of 83.0%.</p> <p>The 2020-21 success rates for low income students in both ESL and ESLN do, however, exceed those of the college at large with its low income student success rate of 72.5% for that academic year.</p> <p>Since offering our mirrored noncredit curriculum, we have seen enrollments</p>			
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steadily increase in the ESLN classes each semester in comparison to enrollments in the credit ESL classes. This means that students in our community, who are perhaps "low income," are taking advantage of these no-tuition courses. This is a positive.

We don't actually know the true number of "low income" students in our ESLN program because most of those students do not apply for financial aid, and in fact if a student is ONLY taking noncredit classes, s/he is not eligible to apply for financial aid.

Our 60% ESL Counselor continues to work one-on-one with any student taking our classes to understand

and complete the financial aid forms, and she also partners with the Financial Aid office to conduct bilingual (English/Spanish) workshops. She also regularly makes program announcements about financial aid deadlines and workshop opportunities to support students.

There could be a need for more multilingual support and support for our foreign born students in understanding the financial aid forms and processes as well as not fear asking about or applying for financial aid.

If our new 'College ESL Student Success' courses and certificate are approved, we will have a program and

	instructional means to help and direct students who need financial support to get help and increase their understanding of this complex process.				
ESL 2020-2021					
Enrollments	Success Rate				
No 40	75.0%				
YES 114	85.1%				
ESLN 2020-2021					
Enrollments	Success Rate				
No 340.0	82.1%				
YES 47.0	85.1%				
Foster Youth	<p><u>Stated in Year-3 Update:</u></p> <p>There are 3 foster youth listed within the ESLN program with 0% Success Rate.</p> <p>From FA15-FA19 the data show 28 foster youth students in the ESL program with a 92.6% success rate.</p> <p>Our goal for 2021-2022 is to work toward equitable</p>	ESL 2020-2021	Enrollments	Success Rate	No 154

	<p>success rates within 84-87% or higher for any foster youth who are ESL/ESLN students.</p> <p><u>As shown in "LMC PR Course Success - Low Income Student" PDF:</u></p> <p>Goal for everyone = <i>3% increase from 2016-17</i></p> <p>ESL 2020-2021 Enrollments Success Rate No 154 82.5% YES 0.0</p> <p>ESLN 2020-2021 Enrollments Success Rate No 387.0 82.4% YES 0.0</p> <p>Neither ESL or ESLN had any students designated as foster youth in the 2020-21 academic year. Therefore, it is not possible to comment on the 3% increase goals of 94.7% and 3%,</p>			
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	<p>respectively.</p> <p>For the 2020-21 academic year, the college at large had a 58.7% success rate among the listed 1,652 foster youth enrollments.</p> <p>As mentioned in the Year-3 Update, we did invite an LMC colleague who works within the college's foster youth support and resources area to our department meeting, but due to certain circumstances of the pandemic, she was unable to attend.</p>			
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ESL 2020-2021			
Enrollments	Success Rate		
No 154	82.5%		
YES 0.0			
ESLN 2020-2021			
Enrollments	Success Rate		
No 387.0	82.4%		
YES 0.0			

ESL 2020-2021	
Enrollments	Success Rate

8	100.0%
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ESLN 2020-2021	
Enrollments	Success Rate
15.0	60.0%

- At a **100%** success rate for/by African American students, ESL has exceeded the 3% increase goal of 88.7%.

- At a **60%** success rate for/by African American students, but with no goal listed, using the information above, we can see the sharp decline within ESLN. Disaggregating the data in Tableau, to show enrollments within specific courses, and knowing student course-taking patterns based on program design and counselor advising, this low success rate could very well be attributed to one or two students, taking multiple courses not succeeding in each of those courses, and when there are only 2 "African American" students in a course section, and 1 does not succeed, the success rate for each class drops to 50%. Completed None Paula Gunder as department chair and all ESL/ESLN faculty Continue to engage in instructionally supporting our students' Habits of Mind (dispositional thinking) practice and acquisition as well as making use of the Appreciative Advising/Instruction practices the faculty have been trained and supported to integrate into our teaching practices. **Low Income Stated in Year-3 Update:**

The "Grand Total" Success Rate with regard to the feature of "Low Income" is as follows:

ESL from FA15-FA19:

No – 76.6%
 Yes – 86.6%

ESLN from SP19-FA19:

No – 88.8%
 Yes – this is not listed as a category.

Our goal for 2021-2022 is to continue to serve and support low-income designated students.

As shown in "LMC PR Course Success - Low Income Student" PDF:

Goal for everyone = 3% increase from 2016-17

ESL 2020-2021	
Enrollments	Success Rate
No 40	75.0%
YES 114	85.1%

ESLN 2020-2021	
Enrollments	Success Rate

No 340.0	82.1%
YES 47.0	85.1%

ESL did not meet its 3% increase goal of 94.3%.
 ESLN exceeded its 3% increase goal of 83.0%.

The 2020-21 success rates for low income students in both ESL and ESLN do, however, exceed those of the college at large with its low income student success rate of 72.5% for that academic year.

Since offering our mirrored noncredit curriculum, we have seen enrollments steadily increase in the ESLN classes each semester in comparison to enrollments in the credit ESL classes. This means that students in our community, who are perhaps "low income," are taking advantage of these no-tuition courses. This is a positive.

We don't actually know the true number of "low income" students in our ESLN program because most of those students do not apply for financial aid, and in fact if a student is ONLY taking noncredit classes, s/he is not eligible to apply for financial aid.

Our 60% ESL Counselor continues to work one-on-one with any student taking our classes to understand and complete the financial aid forms, and she also partners with the Financial Aid office to conduct bilingual (English/Spanish) workshops. She also regularly makes program announcements about financial aid deadlines and workshop opportunities to support students.

There could be a need for more multilingual support and support for our foreign born students in understanding the financial aid forms and processes as well as not fear asking about or applying for financial aid.

If our new 'College ESL Student Success' courses and certificate are approved, we will have a program and instructional means to help and direct students who need financial support to get help and increase their understanding of this complex process.

In progress None ESL faculty
 ESL counselor

Financial Aid A survey about students' financial needs may be help us understand our low income students' needs and ways to support them. This can be discussed at our next Flex week department meeting. **Foster Youth Stated in Year-3 Update:**

There are 3 foster youth listed within the ESLN program with 0% Success Rate.

From FA15-FA19 the data show 28 foster youth students in the ESL program with a 92.6% success rate.

Our goal for 2021-2022 is to work toward equitable success rates within 84-87% or higher for any foster youth who are ESL/ESLN students.

As shown in "LMC PR Course Success - Low Income Student" PDF:

Goal for everyone = 3% increase from 2016-17

ESL 2020-2021

Enrollments	Success Rate
No 154	82.5%
YES 0.0	

ESLN 2020-2021	
Enrollments	Success Rate
No 387.0	82.4%
YES 0.0	

Neither ESL or ESLN had any students designated as foster youth in the 2020-21 academic year. Therefore, it is not possible to comment on the 3% increase goals of 94.7% and 3%, respectively.

For the 2020-21 academic year, the college at large had a 58.7% success rate among the listed 1,652 foster youth enrollments.

As mentioned in the Year-3 Update, we did invite an LMC colleague who works within the college's foster youth support and resources area to our department meeting, but due to certain circumstances of the pandemic, she was unable to attend.

Completed None None None

Instructional Units PR Y5 2021-2022 Vfs-Goal Setting Report

LMC Kinesiology - KINES/KNACT/KNDAN:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update - Kinesiology Department

Sorted by: Program

LMC Library Science:

- Instructional Units Program Review Year Five Update - Library & Learning Resources

LMC Mathematics - MATH:

- Instructional Units Program Review Year Five Update - Mathematics Department

LMC Music - MUSIC:

- Instructional Units Program Review Year Five Update - Music Department

LMC Philosophy - PHIL:

- Instructional Units Program Review Year Five Update - Philosophy

SI Section Templates: 2. Vision for Success Goals Update

LMC Kinesiology - KINES/KNACT/KNDAN

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Kinesiology Department

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	70	69		Kines Dept	maintain/continue success with new facilities and updated courses
Degrees (AA, AS, ADT)	23	27		Kines Dept	maintain/continue growth, supported with new

					facilities, up to date programming
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 disadvantage 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	70/57 KNACT/ KINES	88/43 KNACT/KINES		KINES Dept	maintain/continue growth pandemic may have been a factor for student success in KINES
Low Income	74/67 KNACT/ KINES	88/68 KNACT/KINES		KINES Dept	maintain/continue growth
Foster Youth	65/47 KNACT/KINES	78/50 KNACT/KINES		KINES Dept	maintain/continue growth

LMC Library Science

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Library & Learning Resources

This section has no content

LMC Mathematics - MATH

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Mathematics Department

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 Indicator s and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Complete d, or Abandon ed)	Timeline	Responsi ble Parties	Action Steps/ Explanati on
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	64.5%	In progress	Fall 2023	Department Chair	The department will expand professional development to gateway courses (Math 110, 120, 140, 155 and 210) Design and offer teaching community with a focus on developing affective skills, metacognition and creating meaningful contextualized learning experiences. Use of supplemental instruction to students in Math 110, Math 140 and Math 155.
Degrees (AA, AS, ADT)	AS- 2 AST- 15	In Progress	Fall 2023	Math Department Math Department Chair	Re-new professional development for faculty teaching in STEM pipeline Collaborate with MESA coordinator and MESA counselors to inform students regarding AS and AST degree. Collaborate

					with Faculty teaching Math 250 and 230 to advertise Math AA to students.
Certificates of Achievement					
Unit Reduction	79				
CTE Jobs					

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 disadvantage 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 Abandon)	Timeline	Responsible Parties	Action Steps/ Explanation
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		ed)			
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	54.5%	In Progress	Fall 2023	Math Department	<ul style="list-style-type: none"> • Continue to support the UMOJA scholars program by providing the program with space and with designated Statistics sections. • Expand UMOJA offerings to include Precalculus course. • Develop professional development activities to help faculty create classroom environments that foster a sense of belonging. • Communicate through

					interaction, class policies and materials that the instructor and Math program believes in each students ability to succeed.
Low Income	62.4%	In Progress	Fall 2023	Math Department	<ul style="list-style-type: none"> • Develop professional development activities to help faculty create classroom environments that foster a sense of belonging. <ul style="list-style-type: none"> • Setting and maintaining high expectations through effective pedagogy. • Increase sections offering Zero Cost Textbooks. • Use of supplemental instruction for students in Math 110, Math 140 and Math 155. • Increase access to graphing calculators and increase use of low/zero cost software to improve content development.

Foster Youth	51%	Completed/On going		Math Department	<ul style="list-style-type: none"> • Develop professional development activities to help faculty create classroom environments that foster a sense of belonging. • Develop professional development to help faculty Set and maintain high expectations through effective pedagogy.
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LMC Music - MUSIC

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Music Department

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	Program Set Goals	Status (Indicate	Timeline	Responsible	Action Steps/
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Indicators and ACCJC Indicator	(from PR Year 3 Update)	Modified, Completed, or Abandoned)		Parties	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	69.5%	69.9%			
Degrees (AA, AS, ADT)	5 degrees	2 degrees (2021)			
Certificates of Achievement	0	0			
Unit Reduction	79	111			

CTE Jobs					
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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 disadvantage 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)	Timeline	Responsible Parties	Action Steps/ Explanation
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		or Abandoned)			
African American	52.7%	65.8 %			Umoja relationship with the music program.
Low Income	67.9 %	74.7%			
Foster Youth	62.7 %	42.4%			

LMC Philosophy - PHIL

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Philosophy

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	75.4%	Modified	Spring 2022	Philosophy Department	Currently 74.5% for 20/21 year. Action: 1. Flex discussion about grading more easily to get the last 1%
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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 disadvantage 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	Timeline	Responsible Parties	Action Steps/Explanation
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		Abandon ed)			
African American	70%	Completed			We reached 69.7% up from 54% I will round that up to say we are successful
Low Income	75.4%	Completed			Our success rate exceeds our none low income. Current it is 75.8%.
Foster Youth	45.8%	Completed			Currently it is 53.6%

Instructional Units PR Y5 2021-2022 VfS-Goal Setting Report

LMC Physical Sciences - Astronomy - ASTRO:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update - Astronomy

Sorted by: Program

LMC Physical Sciences - Chemistry - CHEM:

- Instructional Units Program Review Year Five Update - Chemistry

LMC Physical Sciences - Engineering, Physics, Physical Sciences - ENGIN/PHYS/PHY:

- Instructional Units Program Review Year Five Update - Engineering/Physics/Physical Science

SI Section Templates: 2. Vision for Success Goals Update

LMC Physical Sciences - Astronomy - ASTRO

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Astronomy

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 Abandon	Timeline	Responsible Parties	Action Steps/ Explanation
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		ed)			
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	71.4%	In the LMC Program Review Course Success chart, the Grand Total Success Rate is listed as 74.3%. It would appear that this goal has been completed.		Scott Cabral	There may be two reasons that we could hypothesize for the steady increases in the ASTRO success rates between the '16-'17 academic year and the '20-'21 academic year.

				<p>One reason is the support that the astronomy instructional unit has received from various programs, such as the Transfer Academy, PUENTE, and UMOJA when it comes to building up students' time management and study skills. Students may also have benefited from improved learning through the various tutoring services that are available.</p> <p>A second reason could be the interactive and imaginative teaching techniques that have been used by our wonderful astronomy part-timers. This semester,</p>
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					<p>for example, Katie Berryhill gamified her classes to make the learning process more interesting, interactive, and fun. Scott Cabral has also tried to craft classroom learning activities that involve more group work, practice, and reinforcement of the CSLOs during class lessons.</p>
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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 disadvantage 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	Our PR Year 3 Update goal was 62%. In the PR Course Success chart, the Grand Total Success Rate is listed as 63.0%.	It would appear that this goal has been completed.		Scott Cabral	On possible hypothesis for the steady improvement in African American success rates from '16-'17 to '20-'21 is the good relationship and good will that the faculty have created with the African American athletes by attending their games and allowing those students into full astronomy sections. African American students appreciate being granted special arrangements, even when those arrangements involve exceptions to the official class

					<p>policies that are on the syllabus. Students see the good will that the instructors practice and they reciprocate by trying hard, learning, and achieving the CSLOs.</p>
<p>Low Income</p>	<p>Our goal was 73%. The Grand Total Success Rate is 73.4%. In the column labelled "3% increase from '16-'17," the desired success is listed as 71.7%.</p>	<p>The achieved rate of 73.4% equals the 73% goal in the Year 3 Update. The achieved 73.4% is well above the required 3% increase number.</p>		<p>Scott Cabral</p>	<p>The not low-income success rates have fluctuated between the low 70 percentages and the high 70 percentages. The low-income success rate, on the other hand, have been much more variable. They have ranged from the high 60 percentages to the low 80 percentages. Also the low-income success rate have oscillated where some years the low-income</p>

					<p>rate is lower than the not low-income rate and other years the low-income rate is higher than the not low-income. The rates for the low-income and not low-comes were almost always within a couple of percentage points of each other.</p> <p>In the Grand Total Success Rate column, the low-income rate ended up being less than the not low-income rate.</p>
Foster Youth	Our goal was 63%. The Grand Total Success Rate ended up at 61.7%.	We may need to modify the success rate goal for this group.		Scott Cabral	This would seem to be the group where we are no doing as well as we need to. The foster youth success rate jump up and down each year between 51% and 70%. The

					<p>large increases in the rates up and down may be due to the small numbers of students who go into those numbers. This is the one group of the three groups where the foster youth success rate is always below the not foster rate.</p> <p>When it comes to action steps, the first thing that comes to mind is to somehow find out who those foster students are and to try to increase their success with the following ideas.</p> <p>We could do internal student surveys and assessments of their learning styles and then make those learning activities a</p>
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				<p>bigger part of the class. We could create peer support groups and study cohorts in order to get the foster students to collaborate, mentor, and nurture each other. We could be sure that those foster students who need special DSPS-type accommodations get it. We could do everything that we can to permeate the learning environment with a welcoming, accepting atmosphere so that they are fully assimilated into the classroom community and fully involved in student interaction and fellowship.</p> <p>The faculty may need to educate themselves on the nature of</p>
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					<p>foster youth, their psychology, and the best ways to reach them and motivate them to work hard and achieve the CSLOs.</p>
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LMC Physical Sciences - Chemistry - CHEM

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Chemistry

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	80.4 %	73.8% 2020 - 2021 75.1% 2019 - 2020			MESA interactions bring back AEWs

		74.7% 2018 - 2019 78.4% 2017 - 2018 78.4% 2016 - 2017			
Degrees (AA, AS, ADT)	AST: 1	AST: 6			Many students transfer without AST because it is permissible and AST has too many units
Certificates of Achievement	N/A				
Unit Reduction	Slow decrease in the number of units. 79 units is not reasonable for STEM majors. Many students take courses beyond the AST requirement in preparation for transfer and BS degrees.	AST: 104			Many students take courses beyond the AST requirement in preparation for transfer and BS degrees. Many students have multiple degrees in preparation for their transfer and BS degrees.
CTE Jobs	N/A				

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 disadvantage 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	67.4%	70.4% 2020 - 2021 65.0% 2019 - 2020 67.2% 2018 - 2019 77.0% 2017 - 2018 64.4% 2016 - 2017			continued courageous conversation a look at syllabus language

Low Income	80.7%	73.5% 2020 - 2021 74.1% 2019 - 2020 70.6% 2018 - 2019 76.2% 2017 - 2018 77.7% 2016 - 2017			OER lab manuals EOPS interactions
Foster Youth	81.1%	74.4% 2020 - 2021 60.5% 2019 - 2020 61.1% 2018 - 2019 64.7% 2017 - 2018 78.1% 2016 - 2017			Encourage group work and community-building (the laboratory work especially assists with this goal) intrusive advise & supporting PT faculty to do so as well

LMC Physical Sciences - Engineering, Physics, Physical Sciences - ENGIN/PHYS/PHY

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Engineering/Physics/Physical Science

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	Course success rates: PHYS 77.4% PHYSC 74.5%	PHYS: Goal completed by attaining 77.6% Course Success Rate PHYSC: Based on data goal was modified	PHYSC: 2022-23	D. Gravert	PHYSC: provide opportunities for students to share study skills and solutions for better time

		to 70%.			management
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 disadvantage 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	Success rate goal 77% (Modified 70%)	Modified to 70% based on recent data and transition out of pandemic	2022-23	B. Moore/K. Crowder	Probable impact of remote learning environment; we are now offering more in-person sections
Low Income	82% success rate goal	In progress	2022-23	B. Moore/K. Crowder	(same as above)
Foster Youth	Success rate goal 78% (Modified 70%)	Modified to 70% based on recent data and transition out of pandemic	2022-23	B. Moore/K. Crowder	(same as above)

Instructional Units PR Y5 2021-2022 Vfs-Goal Setting Report

LMC Recording Arts - RA:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update - Recording Arts Department

Sorted by: Program

LMC Social Sciences - Administration of Justice - ADJUS:

- Instructional Units Program Review Year Five Update - Administration of Justice

LMC Social Sciences - History - HIST:

- Instructional Units Program Review Year Five Update - History Department

LMC Social Sciences - Social Justice Studies - ETHN/SJS/SOCSC:

- Instructional Units Program Review Year Five Update - Social Justice Studies

LMC Social Sciences - SOCSC:

- Instructional Units Program Review Year Five Update - Social Sciences Department

SI Section Templates: 2. Vision for Success Goals Update

LMC Recording Arts - RA

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Recording Arts Department

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	77%	Modified (pandemic effect)	Timeline: Ongoing – SP22	Dept. Chair	Requested additional tutoring support/unavailable past 2 semesters
Degrees (Data available	Continue to		RA staff	

AA, AS, ADT)	from Office of Instruction (10 in 2020)	monitor RA student grading per semester			
Certificates of Achievement	Data available from Office of Instruction (10 in 2020)	Continue to monitor RA student grading per semester		RA staff	
Unit Reduction	n/a				
CTE Jobs	n/a (Incomplete data available from college)				

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 disadvantage 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 Abandon	Timeline	Responsible Parties	Action Steps/ Explanation
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		ed)			
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	65%	Ongoing - recruitment/ou treach to African American campus clubs, sports team members, other relevant groups...etc.		RA Staff	Ongoing, as above, plus increasing curricular content reflecting significant achievement of all underrepresented groups.
Low Income	75%				
Foster Youth	70%	Ongoing - Provide more flexible Lab times, assignment scheduling		Deans and RA staff	Note: Since info on students in the latter 2 categories is unknowable to this department due to confidentiality, "action steps" must be of a general nature.

LMC Social Sciences - Administration of Justice - ADJUS

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Administration of Justice

This section has no content

LMC Social Sciences - History - HIST

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - History Department

This section has no content

LMC Social Sciences - Social Justice Studies - ETHN/SJS/SOCSC

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Social Justice Studies

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

As there was no Program Set Goals (from PR Year 3 Update), I do not have anything to report here yet. The Social Justice Studies program is extremely new, and we just started offering the ADT recently. When the next review period comes around, we will have more data to report on for the *Vision for Success* indicators mapped in the data (Tableau).

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 disadvantage 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					

Again, I do not have the Program Year Three Update. I did pull data from the past five years, though, that shows success rate/completion in the Social Justice Studies courses for all college students, ethnicity specific data, low income data, and identified foster youth students. The average of the success rates in all categories were between the 70th and 80th percentiles. The lowest success rates were those other/unidentified racial groups that were low income, which were in the 40th percentile in the 2017-2018 academic year. That academic year had some of the lower success rates for students. For additional information about the course success rates in the identified categories, see the table included below.



Course Success View (W/O Student IDs)
If you notice data issues, please contact Chajain Hoeh, LMC Dean of PIE.



Rows Hierarchy:		Columns Hierarchy:										Measures:	
		Level 1 Academic Year					Level 2 All					Level 3 All	
Level 1	Course College												
Level 2	Foster Youth											Grand Total	
Level 3	Ethnicity	Level 1	Level 2	Level 3	Level 4	Level 5	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Success Rate	Success Rate
Level 4	Low Income	LMC	No	African_American	No		69.0%	69.4%	62.3%	68.2%	66.3%	66.9%	67.4%
Level 5	All			American_Indian	No		67.8%	66.3%	72.2%	64.4%	66.1%	67.4%	67.4%
Filters:				American_Indian	Yes		100.0%	71.4%	50.0%	100.0%	40.0%	68.2%	68.2%
Course College	LMC			Asian	No		50.0%	100.0%	30.0%	100.0%	100.0%	70.0%	70.0%
Course Campus	PIT			Asian	Yes		83.3%	89.7%	87.3%	76.0%	69.9%	80.4%	80.4%
Term Type	All			Asian	Yes		86.9%	84.7%	85.2%	84.7%	90.9%	86.5%	86.5%
Term	Multiple values			Asian	No		76.9%	79.8%	83.3%	75.0%	78.6%	78.6%	78.6%
Course Department	LS007 - LMC Social Science			Asian	Yes		80.2%	72.7%	75.0%	84.9%	82.8%	79.0%	79.0%
Course Subject	All			Asian	No		73.4%	76.9%	74.2%	71.3%	59.0%	73.7%	73.7%
Student ID...	All			Asian	Yes		78.2%	76.2%	77.6%	71.7%	75.6%	75.9%	75.9%
				Asian	No		80.4%	77.4%	68.0%	71.7%	65.6%	72.3%	72.3%
				Asian	Yes		75.0%	70.8%	68.0%	57.7%	69.3%	68.5%	68.5%
				Asian	No		60.0%	72.7%	75.0%	80.0%	68.9%	70.9%	70.9%
				Asian	Yes		71.4%	40.0%	81.8%	56.0%	78.7%	70.6%	70.6%
				Asian	No		44.4%	50.0%	57.1%	55.6%	28.6%	45.5%	45.5%
				Asian	Yes		54.5%	57.3%	46.2%	73.3%	73.3%	61.8%	61.8%
				Asian	No		81.5%	81.8%	83.2%	78.4%	73.7%	79.9%	79.9%
				Asian	Yes		83.1%	82.2%	83.6%	80.3%	87.3%	83.8%	83.8%
				Asian	No		61.5%	37.5%	50.0%	66.7%	20.0%	46.8%	46.8%
				Asian	Yes		47.4%	47.4%	62.5%	57.1%	56.5%	54.9%	54.9%
				Asian	No			100.0%			100.0%	100.0%	100.0%
				Asian	Yes		0.0%				100.0%	66.7%	66.7%
				Asian	No		100.0%	100.0%	100.0%	100.0%	0.0%	87.5%	87.5%
				Asian	Yes		75.0%	100.0%	50.0%	100.0%		80.0%	80.0%
				Asian	No		40.0%	100.0%	100.0%	66.7%	50.0%	68.8%	68.8%
				Asian	Yes		0.0%	100.0%	100.0%	100.0%	50.0%	81.3%	81.3%
				Asian	No		69.2%	60.0%	66.7%	60.0%	30.0%	56.7%	56.7%
				Asian	Yes		60.0%	53.3%	65.1%	69.2%	70.4%	63.5%	63.5%
				Asian	No		85.7%	54.5%	100.0%		75.0%	69.6%	69.6%
				Asian	Yes		66.7%	86.7%	64.7%	63.2%	88.9%	71.6%	71.6%
				Asian	No					100.0%	100.0%	100.0%	100.0%
				Asian	Yes					0.0%	0.0%	0.0%	0.0%
				Asian	No		0.0%				0.0%	0.0%	0.0%

LMC Social Sciences - SOCSC

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Social Sciences Department

This section has no content

Instructional Units PR Y5 2021-2022 Vfs-Goal Setting Report

LMC Computer Science - COMSC:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update - Computer Sciences Department

Sorted by: Program

LMC Fire Science - Emergency Medical Services - EMS:

- Instructional Units Program Review Year Five Update - Emergency Medical Services Department

LMC Fire Science - FIRE:

- Instructional Units Program Review Year Five Update - Fire Technology

LMC Industrial Tech - Process Technology - PTEC:

- Instructional Units Program Review Year Five Update - Process Technology Department

LMC Industrial Tech - Electrical Technology - ETEC:

- Instructional Units Program Review Year Five Update - Electrical/Instrumentation Technology Department

SI Section Templates: 2. Vision for Success Goals Update

LMC Computer Science - COMSC

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Computer Sciences Department

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	64%	Completed	N/A	Louie Giambattista Ali Karahroudy	Achieved a 64.6% rate. No further action is planned.
Degrees (AA, AS, ADT)	Computer Science (AST) - 4 Support	Completed Completed	N/A N/A	Louie Giambattista Ali Karahroudy	Completed 20 AST and 25 AS degrees. No further action

	Specialist (AS) - 8				is planned.
Certificates of Achievement	Application & Support Specialist - 4	Completed	N/A		Completed 20 certificates. No further action is planned.
Unit Reduction					
CTE Jobs					

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 disadvantage 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	52.7%	Completed	N/A	Louie Giambattista Ali Karahroudy	Completed. No further action is planned.
Low Income	64.8%	Completed	N/A	Louie Giambattista Ali Karahroudy	Achieved 65.6%. No further action is planned.
Foster Youth	61.0%	Completed	N/A	Louie Giambattista Ali Karahroudy	Achieved 63.5%. No further action is planned.

LMC Fire Science - Emergency Medical Services - EMS

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Emergency Medical Services Department

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	82.7%	Improve course success	SNG 21	Paul Cutino	
Degrees (AA, AS, ADT)	N/A				

Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs					

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 disadvantage 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	65.5%	88.0% - Completed			
Low Income	80.8%	91.9% - Completed			
Foster Youth	72%	83.3% - Completed			

LMC Fire Science - FIRE

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Fire Technology

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	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or	Timeline	Responsible Parties	Action Steps/ Explanation
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Indicator		Abandon ed)			
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	83.9	76.4	In progress	Mike Grillo	[increase awareness
Degrees (AA, AS, ADT)	27 in 2016/17----- 43 in 2020/21	32		Fire Staff	Maintenace
Certificates of Achievement	10 in 2016/17----- 20 in 2020/21	12		Fire Staff	Maintenance
Unit Reduction	79 is the goal-----79 achieved in 2020/21				
CTE Jobs	Data shows a			Fire Staff	

	steady increase in degrees and certificates with the exception of the COVID Pandemic years				
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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 disadvantage 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	78%	Currently at 63%. WE will make every effort to increase the percentage of African American and other disadvantaged students pursuing careers in the fire service thru awareness.	1 calendar year	Mike Grillo	I wish to get retired Richmond Fire Chief Joe Robinson who is currently on LMC Fire Staff to get involved with campus staff to put together some short videos on black careers in the fire service. Perhaps even a couple of weekend drop in oral presentations at LMC on fire service benefits.
Low Income	77.1%	80% increased awareness and advertising - completed	2 calendar years	Fire Staff	have LMC Fire Staff get involved with campus staff to put together some short videos complimentary to low-income perspective fire students
Foster Youth	69	78% increased awareness and advertising - completed	2 calendar years	Fire Staff	LMC Fire Staff to get involved with campus staff to put together some

					short videos suitable for foster youth
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LMC Industrial Tech - Process Technology - PTEC

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Process Technology Department

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	85.7%	74.9%			
Degrees (AA, AS, ADT)	28	8			
Certificates of Achievement	22.8	3			
Unit Reduction	79	81			
CTE Jobs					

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 disadvantage 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	81.9%	71.1%			
Low Income	87.5%	81.9%			
Foster Youth	87.0%	64.7%			

LMC Industrial Tech - Electrical Technology - ETEC

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update -

Electrical/Instrumentation Technology Department

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 Indicator s and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Complete d, or Abandon ed)	Timeline	Responsi ble Parties	Action Steps/ Explanati on
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	85.9%	84.8% - in-progress	ongoing	Russell Pedersen Dennis Franco	<ul style="list-style-type: none"> • invite Los Medanos counselors to attend the entry portal courses to the ETEC program. • Incentivize creating an educational plan with a Los Medanos College counselor. • Invite alumni focusing on African-American graduates currently gainfully employed in the local industrial community.
Degrees (AA, AS, ADT)	23	17 - in-progress	ongoing	Russell Pedersen Dennis Franco	<ul style="list-style-type: none"> • Invite Los Medanos counselors to attend the entry portal courses to the ETEC program. • Incentivize creating an educational plan with a Los Medanos College counselor.

					<ul style="list-style-type: none"> • Invite alumni focusing on African-American graduates currently gainfully employed in the local industrial community.
Certificates of Achievement	30	14 - in-progress	ongoing	Russell Pedersen Dennis Franco	<ul style="list-style-type: none"> • Invite Los Medanos counselors to attend the entry portal courses to the ETEC program. • Incentivize creating an educational plan with a Los Medanos College counselor. • Invite alumni focusing on African-American graduates currently gainfully employed in the local industrial community.
Unit Reduction	79	104 - in-progress	ongoing	Russell Pedersen Dennis Franco	<ul style="list-style-type: none"> • Invite Los Medanos counselors to attend the entry portal courses to the ETEC program. • Incentivize creating an educational plan with a

					Los Medanos College counselor. <ul style="list-style-type: none"> • Invite alumni focusing on African-American graduates currently gainfully employed in the local industrial community.
CTE Jobs					

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 disadvantage 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	84.3%	88.9% - completed	ongoing	Russell Pedersen Dennis Franco	<ul style="list-style-type: none"> • Invite financial aid to speak inform students during instructional hours and list available financial aid resources <ul style="list-style-type: none"> • Require review on Canvas of all financial aid resources before accessing the next page of instructional content. • Invite Los Medanos counselors to attend the entry portal courses to the ETEC program. • Incentivize creating an educational plan with a Los Medanos College

					<p>counselor.</p> <ul style="list-style-type: none"> • Invite alumni focusing on African-American graduates currently gainfully employed in the local industrial community.
Low Income	84.3%	82.1% - in-progress	ongoing	Russ Pederson	<ul style="list-style-type: none"> • Invite financial aid to speak inform students during instructional hours and list available financial aid resources <ul style="list-style-type: none"> • Require review on Canvas of all financial aid resources before accessing the next page of instructional content. • Invite Los Medanos counselors to attend the entry portal courses to the ETEC program. • Incentivize creating an educational plan with a Los Medanos College counselor. <ul style="list-style-type: none"> • Invite alumni focusing on

					African-American graduates currently gainfully employed in the local industrial community.
Foster Youth	92.5%	100.0% - completed		Russell Pedersen Dennis Franco	<ul style="list-style-type: none"> • Invite financial aid to speak inform students during instructional hours and list available financial aid resources <ul style="list-style-type: none"> • Require review on Canvas of all financial aid resources before accessing the next page of instructional content. <ul style="list-style-type: none"> • Invite Los Medanos counselors to attend the entry portal courses to the ETEC program. • Incentivize creating an educational plan with a Los Medanos College counselor. <ul style="list-style-type: none"> • Invite alumni currently gainfully employed in the local industrial

									community.
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Instructional Units PR Y5 2021-2022 Vfs-Goal Setting Report

LMC Law Enforcmt Acad-Offsite - ADJUS:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update - Law Enforcement Academy

Sorted by: Program

LMC Nursing - Registered Nursing - RNURS:

- Instructional Units Program Review Year Five Update - Registered Nursing Department

LMC Nursing - Vocational Nursing - VONUR:

- Instructional Units Program Review Year Five Update - Vocational Nursing Department

LMC Vocational Tech - Automotive Technology - AUTO:

- Instructional Units Program Review Year Five Update - Automotive Technology Department

LMC Vocational Tech - Welding Technology - WELD:

- Instructional Units Program Review Year Five Update - Welding Technology Department

SI Section Templates: 2. Vision for Success Goals Update

LMC Law Enforcmt Acad-Offsite - ADJUS

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Law Enforcement Academy

This section has no content

LMC Nursing - Registered Nursing - RNURS

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Registered Nursing Department

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 Indicator s and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Complete d, or Abandon ed)	Timeline	Responsi ble Parties	Action Steps/ Explanati on
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	93.9	In progress	Spring 2023	All faculty	No Spring 2022 RN graduates due to a deferment of a new cohort secondary to limitations in clinical placements brought about by the pandemic and nursing faculty shortage. However, updated learning activities & resources were added for the new upcoming Next Generation (NGN) NCLEX for Spring 2023 graduates. RN 2021 cohort all graduated.
Degrees (AA, AS, ADT)	100%	In progress	Spring 2023	All faculty	No Spring 2022 RN graduates due to a deferment of a new cohort secondary to limitations in clinical placements brought about by the pandemic and

					nursing faculty shortage. However, updated learning activities & resources were added for the new upcoming Next Generation (NGN) NCLEX for Spring 2023 graduates. Cannot increase above 40. ADN program is capped program enrollment.
Certificates of Achievement	N/A				
Unit Reduction	79	Completed		All faculty, counselors	Unit reduction is not possible due to regulatory requirements with the BRN and CCCCO.
CTE Jobs	76%	In progress	Fall 2023	Maryanne Hicks, Erika Messenger, Workforce Development (Bill Bankhead)	Connecting students while in the program for job opportunities with our clinical partners; Resume building and mock interview workshops will be added into the program; Hosting an annual healthcare job

					fair and RN program-specific college fair annually. Provided Next Generation (NextGen/NGN) NCLEX teaching & learning resources using the grant to project high NCLEX pass rates with the upcoming newly formatted RN licensure exam in Spring 2023. High pass rates would mean a high percentage of graduates will acquire jobs.
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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 disadvantage 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.*

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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	82.3%	100% (In progress)	Spring 2023	All faculty	All African American 2021 RN student cohort successfully graduated. Will continue to encourage consistent weekly mentoring and counseling as needed; Be 1 Support 1 Nurse Mentoring Program; National Black Nurses Association;
Low Income	93.1%	99.2% (In	Spring 2023	All faculty	

		progress)			We will continue to encourage EOP&S participation and referrals to Financial Aid & Scholarships; referral to Food Pantry; Grant funded gas cards and learning resources such as e-books, HESI NGN NCLEX learning resources, and visual simulations; uniform vouchers, foundation HOSTS, and Emergency fund referrals as needed; CalWORKS referrals; Child Study Center as needed.
Foster Youth	87.5%	99.5% (In progress)	Spring 2023	All faculty	Proper referral to Foster Youth Program, study partners/groups, FAM program, student mentors, peer tutors, scholarships as needed, carpool accommodation with clinical; EOP&S, and counseling referrals as

					needed.
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LMC Nursing - Vocational Nursing - VONUR

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Vocational Nursing Department

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					
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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	88% of the students accepted to the program will complete the LVN Certificate of Completion.	Completed			
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	88% of the students accepted to the program will complete the LVN Certificate of Completion. More importantly, students must be able to pass the NCLEX PN to be able to practice nursing.	Completed			
Unit Reduction	Unable to reduce unit for program				

	completion due to requirements of BVNPT.				
CTE Jobs	Continue to have high expectations for students to model professional behavior at the clinical sites. Continue to reach out to our clinical partners via Advisory Meetings to discuss and receive feedback on the strengths and weaknesses they observe in our students and nursing students in general. Implement course content and program improvements to address the information received. Connect students while in program with job opportunities with our clinical partners; Resume and mock interview workshops are incorporated into the program; We host an annual	In Progress		VN Director and Faculty Counselors Erica Messenger Workforce Development	See CTE jobs section.

	Healthcare Job Fair.				
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The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

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 disadvantage 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	Timeline	Responsible Parties	Action Steps/Explanation
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		Abandoned)			
African American	African American 100% graduation rate from VN program	Completed			
Low Income	Low Income 100% graduation	Completed 100% in Core VN Program courses			
Foster Youth	Foster Youth 100% graduation	Completed			

LMC Vocational Tech - Automotive Technology - AUTO

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Automotive Technology Department

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
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		ed)			
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Degrees (AA, AS, ADT)	As per VSF goal One, Increase the number of students who complete and receive an AS in automotive technology	Provide the counseling department a time to visit and work with students in the classroom during the semester to provide AS pathways.	Fall 2020	Jason Dearman	
Certificates of Achievement	As per VSF goal one, our goal will be to increase our number of students receiving their certificates.	The majority of students' complete courses required for certification. Our first step will be to create visual reminders within the	Fall of 2020	Jason Dearman	

		automotive area reminding students to apply for their certificates.			
CTE Jobs	As per Goal VSF four, Connect students more directly with employers in the automotive industry.	Create a more direct method for employers and students to connect. (social media, students seeking employment list approved to share with our employers)	Fall of 2020	Phil Torres	
Unit reduction					

No goals have been modified or discontinued. At this time our goals have not been completed but are making progress.

According to Course success data rates dropped 4-5 percent during the temporary conversion to online instruction (with a small recovery in Fall 22). 2018 saw a 71.8 success rate and 2021 saw a 68.6 success rate.

19 AS degrees were awarded from 2018 to 2021, a hire rate than in past years. The rising trend is most probably due to counselor visitations during the 2018-2019 school year. Support and information regarding certificates and degrees moved more students onto an achievement focused track

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 disadvantage 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 for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Achieve a measurable increase in African American student success	Seek out training of flex activities for staff to help identify resources and instructional techniques to support this student population.	Fall 2020	Phil Torres, Jason Dearman, Earl Ortiz	
Low Income	Reduce overall cost of student textbooks.	Meet with CDX automotive. For potential switch to one time cost for digital text (\$190-\$225) vs. traditional textbooks at a cost of \$1800-\$2000	Fall 2020	Phil Torres, Jason Dearman, Earl Ortiz	

		over the two year program.			
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LMC Vocational Tech - Welding Technology - WELD

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Welding Technology Department

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 Indicator s and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Complete d, or Abandon ed)	Timeline	Responsi ble Parties	Action Steps/ Explanati on
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					

CTE Jobs					
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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	Our success rate from 2016-2021 is 64.8% overall the goal was 58.4%.	Completed from PR year 3 goals.	2022	Joe Meyer Dann Gesink	It appears we met and exceeded our goal.
Degrees (AA, AS, ADT)	Our grand total from 2016 - 2021 is 25 degrees. The goal was 2.	Completed from PR year 3 goals.	2022	Joe Meyer Dann Gesink	We have met and exceeded our goal but we strive to get more.
Certificates of Achievement	Our grand total from 2016 - 2021 is 13. The goal was 3.6	Completed from PR year 3 goals.	2022	Joe Meyer Dann Gesink	We have met and exceeded our goal but we strive to get more.
Unit Reduction	For our AS degrees grand total from 2016 - 2021 avg. the data shows units earned was 84. Goal is stated as 79. Goal was met for C of A and Pre-Apprenticeship Skills Certificates.	N/A - as this was not part of my PR year 3 work.	2022	Joe Meyer	We have met the goal 4 out of 5 years except in year 19-20 which the data shows had a large spike of 122 units average which skewed our results. It would be great to see how this data is calculated as I have my doubts

					regarding its accuracy. Knowing my students, they are not taking 122+ units of courses here at LMC.
CTE Jobs	Year 3 PR data showed an 11% estimated increase in jobs to 2383 in year 2024. Present EMSI data (2021 Q3) shows 2634 actual jobs which exceeds the projections from just two years ago.	N/A		Joe Meyer	As stated previously, there is a huge demand for welders in the Bay Area and beyond. The data shows it and I can prove it with my industry contacts.

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 disadvantage 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	Program Set Goals	Status (Indicate	Timeline	Responsible	Action Steps/
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by DI Population	(PR Year 3 Update)	Modified, Completed or Abandoned)		Parties	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	2017 goal was 38.5% which we have not met as our grand total success rate was 37.8%.	N/A	2022	Joe Meyer	Data shown for information only. No goal was set in year 3 PR as we only had to discuss one of the DI population. However, the program was only off by 0.7%.
Low Income	The 2017 goal was 56.2% success rate, our grand total rate was 61.2%.	Completed	2022	Joe Meyer	We implemented a textbook reduction for our program from 4 books to 3. We believed this would help the students and in a small way increase the ZTC for our program.

<p>Foster Youth</p>	<p>The 2017 goal was 62.4% while the grand total for our program is 58.1%</p>	<p>N/A</p>	<p>2022</p>	<p>Joe Meyer</p>	<p>Data shown for information only. No goal was set in year 3 PR as we only had to discuss one of the DI population. Lastly, I don't know how I could affect this population as I have no way of knowing if someone is a foster youth or not. It would probably break some FERPA laws to ask.</p>
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Instructional Units PR Y5 2021-2022 Vfs-Goal Setting Report

LMC Business - BUS:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update - Business Department

Sorted by: Program

LMC Business - Management and Supervision - MANGT:

- Instructional Units Program Review Year Five Update - Management & Supervision Department

LMC Business - Travel Marketing - TRAVL:

- Instructional Units Program Review Year Five Update - Travel Marketing Department

LMC Child Development - CHDEV:

- Instructional Units Program Review Year Five Update - Child Development Department

LMC World Languages - French, Italian, Sign Language, Spanish - FRNCH/ITAL/SIGN/SPAN:

- Instructional Units Program Review Year Five Update - World Languages Department

SI Section Templates: 2. Vision for Success Goals Update

LMC Business - BUS

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Business Department

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	74.20%	73.40%	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing

					different certificate and degree options, and encourage students to apply before college deadline.
Degrees (AA, AS, ADT)					
Business - Accounting- AS	18	17	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Business - Accounting Certificate of Achievement	6	8	completed	All FT faculty	Review and analyze prior performance and discuss and create new goals.
Business - Small Business Operations- AS	6	5	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before

					college deadline.
Business - Small Business Operations- Certificate of Achievement	3	1	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Business Administration for Transfer- ADT	75	84	completed	All FT faculty	Review and analyze prior performance and discuss and create new goals.

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 disadvantage 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	53%	58.40%	completed	All FT faculty	Review and analyze prior performance and discuss and create new goals.
Low Income	74%	73.60%	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.

Foster Youth	59%	40%	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
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LMC Business - Management and Supervision - MANGT

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Management & Supervision Department

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	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or	Timeline	Responsible Parties	Action Steps/ Explanation
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Indicator		Abandoned)			
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	84.40%		ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Management & Supervision-AS	5	5	completed	All FT faculty	Review and analyze prior performance

					and discuss and create new goals.
Management & Supervision Certificate of Achievement	2	4	completed	All FT faculty	Review and analyze prior performance and discuss and create new goals.

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 disadvantage 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	81%	69.20%	completed	All FT faculty	Review and analyze prior performance and discuss and create new goals.
Low Income	89%	63.5	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Foster Youth	72%	50%	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.

LMC Business - Travel Marketing - TRAVL

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Travel Marketing Department

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. *

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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					
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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	68.3%	Modified	Ongoing	Instructors	Continue to provide reminders and individual feedback for students. Hold weekly online office hours.
Degrees (AA, AS, ADT)	3.6 AS degrees per year	Completed			We have averaged 4.25 AS degrees over the last 4 years.
Certificates of Achievement	12	Modified to 7	Ongoing	Instructors	Encourage students to apply for certificates earned each semester.
Unit Reduction					
CTE Jobs					

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

disadvantage 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.*

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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	54.3%		Ongoing	Instructors	Our classes offer open access for all, given that all courses are online. All students will

					continue to receive individual feedback and suggestions for improvement.
Low Income	55.5%		Ongoing	Instructors	Our classes offer open access for all, given that all courses are online. All students will continue to receive individual feedback and suggestions for improvement.
Foster Youth					

LMC Child Development - CHDEV

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - Child Development Department

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	Program Set Goals	Status (Indicate	Timeline	Responsible	Action Steps/
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Indicators and ACCJC Indicator	(from PR Year 3 Update)	Modified, Completed, or Abandoned)		Parties	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 <u>See descriptions of referenced goals</u>
Course Success	73.7%	2021 69.6 2020 71.6	Ongoing Fall 2022	Erlinda Jones Janice Townsend Randi Osburn	Goal 3) To maintain and expand partnerships with external agencies (First 5, WestEd, St. Mary's/CSUs, USDA, NAEYC, CCAMPIS,

					<p>Pittsburg Unified, ROP/Academy Programs, Strong Workforce Initiative, COCOKIDS, CALWORKS, TANF) Goal 4) Our Child Study Center staff would like to engage in work and conversations around wellness and self care. Goal 6) ZTC for 7 out of 8 major courses Goal 7) Hire the ECE Educational Specialist Goal 9) Align coursework with CTC Teacher Preparation Assessment and Teacher Preparation Expectations</p>
<p>Degrees (AA, AS, ADT)</p>	50	<p>2021 15 2020 40</p>	<p>Fall 2023 Fall 2023 Fall 2022 Fall 2022 Incrementally Freedom Pittsburg Deer Valley Antioch Liberty add one dual enrollment</p>	<p>Erlinda Jones Janice Townsend Randi Osburn</p>	<p>Goal 1) To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree Goal 6) ZTC for 7 out of 8 major courses</p>

			with a feeder high school in above order		for Fall 2022 Goal 8) Hire face to face dedicated Brentwood Faculty- Submit annually Box 2-A Goal 10) Dual Enrollment with Feeder High Schools Goal 11) Create enough mentor placements and funding to support them to match student demand
Certificates of Achievement	30	2021-10 2020-30	Fall 2023 Fall 2023 Fall 2022 Fall 2022 Incrementally Freedom Pittsburg Deer Valley Antioch Liberty add one dual enrollment with a feeder high school in above order	Erlinda Jones Janice Townsend Randi Osburn	Goal 1) To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree Goal 6) ZTC for 7 out of 8 major courses for Fall 2022 Goal 8) Hire face to face dedicated Brentwood Faculty- Submit annually Box 2-A Goal 10) Dual Enrollment with Feeder High Schools Goal

					11) Create enough mentor placements and funding to support them to match student demand
Unit Reduction	79	85 AS-T 91 Cert	Fall 2023 Fall 2022 Fall 2022 Incrementally Freedom Pittsburg Deer Valley Antioch Liberty add one dual enrollment with a feeder high school in above order	Erlinda Jones Janice Townsend Randi Osburn	Goal 1) To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree Goal 8) Hire a CHDEV Brentwood full-time faculty Goal 10) Dual Enrollment with Feeder High Schools
CTE Jobs					

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 disadvantage 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
		2021/2020			
African American	59.7	56.3/62.2	Fall 2022 and each year at faculty	Erlinda Jones Janice Townsend Randi Osburn	CHDEV department full and part time FAM training
Low Income	72.1	68.7/70.7	Fall 2022 and each year at faculty	Erlinda Jones Janice Townsend Randi Osburn	CHDEV department full and part time FAM

					training
Foster Youth	67.1	49.5/67.5	Fall 2022 and each year at faculty	Erlinda Jones Janice Townsend Randi Osburn	CHDEV department full and part time FAM training

LMC World Languages - French, Italian, Sign Language, Spanish - FRNCH/ITAL/SIGN/SPAN

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update - World Languages Department

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	FRNCH 91.0% ITAL 52.0% SIGN 85.9% SPAN 74.3%	FRNCH 90.4% ITAL 53.1% SIGN 80.5% SPAN 76.5%	FA22	Victor Coronado, Laurie Huffman	The department is close to meeting the Program Set Goals. Laurie and Victor will continue working online and initiate an intervention plan for retention and persistence
Degrees (AA, AS, ADT)	AA ASL 0 ADT SPAN 0 New ASL and Spanish degrees were not listed on the degree goal setting document (PR Year 3) The department wanted to	AA SIGN 9 AAT SPAN 8	FA22	Victor Coronado, Laurie Huffman	Increase retention and persistence. The department is close to meeting the set goals.

	award at least 10 ADT in Spanish for 2021-2022.				
Certificates of Achievement	N/A New Spanish and ASL Certificates of Achievement were not listed on the Degree/Certificate Goal Setting document. The department wants to award at least 12 SIGN COA and 12 SPAN COA.	COA SIGN 8 COA SPAN 11	FA22	Victor Coronado, Laurie Huffman	Increase retention and persistence. The department is close to meeting the Program Set Goals.
Unit Reduction	Unit reduction goal 79	ASL 102 SPAN 95	FA22	Victor Coronado, Laurie Huffman	
CTE Jobs	AA-T Spanish Online	Completed	SP22	Laurie Huffman	

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 disadvantage 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	French 80% Italian 66.7% (numbers based on low enrollment) ASL 80% Spanish 65%	French 83.3% Completed Italian 100.0% Completed ASL 70.4% In Progress Spanish 62.7% In Progress	FA22	Victor Coronado, Laurie Huffman	Initiate steps for intervention for retention and persistence
Low Income	French 90% Italian 66.7% ASL 85% Spanish 80%	French 91.3% Completed Italian 42.3% In Progress ASL 77.8% In Progress Spanish 76.2% In Progress	FA22	Victor Coronado, Laurie Huffman	Offer low-price textbooks or no-cost textbooks for as many courses as possible without sacrificing quality
Foster Youth	French 77%	French 100%	FA22	Victor	Mentoring of

	Italian 66.7% ASL 81% Spanish 67%	Completed Italian ASL 75.0% In Progress Spanish 68.8% Completed		Coronado, Laurie Huffman	Foster Youth
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Instructional Units PR Y5 2021-2022 VfS-Goal Setting Report

LMC Center for Academic Support:

Date: 03-21-2022

- Instructional Units Program Review Year Five Update- LMC Center for Academic Support

Sorted by: Program

LMC Library:

- Instructional Units Program Review Year Five Update- LMC Library

SI Section Templates: 2. Vision for Success Goals Update

LMC Center for Academic Support

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update-LMC Center for Academic Support

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					

N/A

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 disadvantage 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	Timeline	Responsible Parties	Action Steps/ Explanation
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		Abandoned)			
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 students served in Reading and Writing consultations from 17% to 25% in Pittsburg. --Increase students served in Reading and Writing consultations from 13% to 20% in Brentwood. --Increase students served in peer tutoring from 12% to 20% in both Pittsburg and Brentwood.	Modified	2022-2024	Sandra Mills and Jill Buettner	We halted our research and data collection during the pandemic, when we focused all our energy on how to provide services online in a crisis. Now, we are tasked with the challenge of how to provide quality services both online and in-person at the same time. Unfortunately, we know that the pandemic impacted the already inequitable access we noted in the last program review.

					<p>We look forward to continuing our research and data collection to best reach and serve Black students and decrease the inequities in use, which we hope will also impact course success for Black students.</p> <p>In 2019, we gave active reading workshops in Umoja classes, and we hope to use our Traveling Consultant program to continue this service.</p> <p>We are also working closely with Umoja instructor George Olgin on our "Get in the Zone" pilot, which we hope will positively impact this targeted population with course completion and success.</p>
Low Income	--Complete research about usage from low	Modified	2022-2024	Sandra Mills and Jill Buettner	We halted our research and data collection during the

	<p>income students in order to increase our services. --Continue partnership with the Food Bank and Brain Food Project.</p>				<p>pandemic, when we focused all our energy on how to provide services online in a crisis.</p> <p>However, we have been successful in restarting the Brain Food Project this year, and we expanded the Brain Food Project to MESA and the Math Lab. We also plan to restart our partnership with EOPS in the next academic year.</p>
Foster Youth	<p>--Complete research about usage from foster youth in order to increase our services.</p>	Modified	2022-2024	Sandra Mills and Jill Buettner	<p>We halted our research and data collection during the pandemic, when we focused all our energy on how to provide services online in a crisis. Unfortunately, we know that the pandemic impacted the already inequitable access we noted in the last program review.</p> <p>We look forward to doing more outreach with</p>

					the Foster Youth Liaison to provide some targeted events to introduce foster youth to our Center. We will also work to complete the aforementioned research in the next two years.
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LMC Library

2. Vision for Success Goals Update

Instructional Units Program Review Year Five Update-LMC Library

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