

Instructional Units Program Review Year Five Update - Graphic Communications Department Latest Version

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

Instructional Units Program Review Year Five Update

1. Program Update : Version by Sanchez, Eric on 11/19/2021 20:40

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

FY2020-2021 update

Curriculum

Graphics AAT - on hold as the state is still vetting the final drafts for the degree and courses.

We've instituted

- ART-084 - Motion Graphics and Video Editing, 3 units which is part of the Graphics AA
- Art 250, Intro to Computer Graphics, 3 Units which is part of transfer model program.

We've developed

- ART-014 Typography: Aesthetics, Application and History ART-015 Graphic Design 3 units
- Art 087 3D Texturing and Lighting 3 units

Human Resources / Staffing

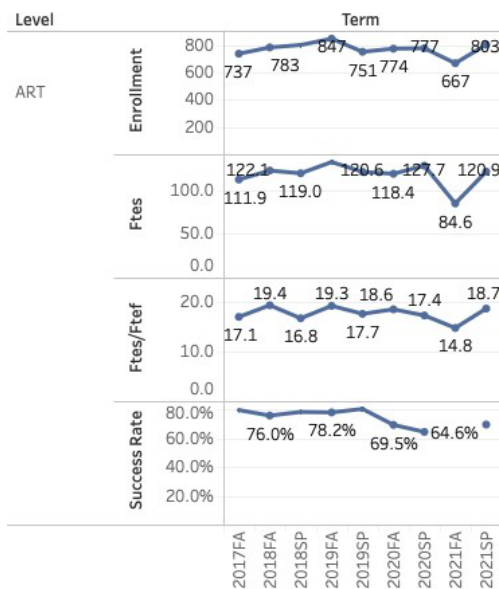
- The Art department has hired a new faculty 2D specialist, Eric Sanchez, who, though teaching primarily in Fine Arts, may eventually have some Graphics assignment.
- used replacement chairs were installed in the graphics lab CC3-314
- Hired Senior Lab Coordinator Cesar Reyes who has been an outstanding support for the Art, Journalism, and Drama programs.
- Addition of one adjunct art faculty, Sarah Lee, to support the foundation courses at LMC (2D Design, Art Appreciation)

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

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

FY2020-2021 update

Level	Term	Month, Day, Year of Report Date	Census	Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Ftes/Ftef	Retention Rate	Sections	Success Rate*	Enr Max
ART	2018FA	September 10, 2018	783	71%	122.1	119.4	6.29	19.4	76.0%	87%	31	76.0%	1,096
	2019FA	September 9, 2019	847	73%	131.8	119.3	6.83	19.3	88%	33	78.2%	1,153	
	2020FA	September 8, 2020	774	66%	118.4	18.6	6.37	18.6	79%	33	69.5%	1,173	
ART	2021FA	September 7, 2021	667	69%	84.6	14.8	5.71	14.8		29		964	
	2019SP	February 11, 2019	751	65%	120.6	17.7	6.82	17.7	89%	34	80.6%	1,149	
	2020SP	February 10, 2020	777	63%	127.7	17.4	7.36	17.4	68%	36	64.6%	1,231	
	2021SP	February 8, 2021	803	78%	120.9	18.7	6.45	18.7	78%	29	69.7%	1,026	



Census

Overall our census has maintain relatively similar patterns although there was a large dip in the 2021 fall semester. The large assumption is most likely the shift to more hybrid options, unclear communication to students in the Spring 2021 semester on the safety and return to work protocols from the district for the Fall semester. Through inquiry and and conversations with students in the classroom, there are numerous experiences of our art students that had taken on full-time jobs, are working with taking care of family members or may have moved out of the local area. A vast majority of our population are part time students, most of our local efforts are focused on full-time students and so there is a gap there in our support for evening courses and online support.

Fill rate

The art department has invested a lot of energy and coordination with Chialin Hsieh, Melina Rodriguez, Eric Sanchez, and Cesar Reyes to to develop a marketing strategy to reach out to

students that are currently enrolled in our programs to help facilitate filling courses that have low enrollment. You can see those results in the spring 2021 semester where our fill rates had increased. This has led to a conversation that is now being implemented with action in the Outreach programs at LMC.

Productivity

Although our productivity has been relatively good in the past 3 years, we anticipate to see a large drop in productivity for the 2021 fall semester due to the increase in hybrid and synchronous online sessions. These do impact our students that are working full-time or maybe learning out of the area and cannot make it to campus or meet during the time the course is scheduled. The studio arts are highly impacted by online instruction as most of the learning occurs in the face-to-face lab settings where there is a larger space to layout, a larger area to experiment, tools and equipment that is available for all students, and the community that is built within a lab setting. We are getting completions we are definitely seeing a lower quality of mass three happening within the city of horses that are offered 100% online.

As for the 100% graphic courses are not share it with you art studio program, these are actually doing well as online offerings both synchronous and asynchronous. Part of that is most of the graphic programs can run on computers purchase of the past two years. We still do have a large obstacle with the video and animation courses as most students do not have hardware that is adequate for running Autodesk Maya or Adobe video editing suites. The ability of students being able to experiment has been reduced in offering 100% online instruction. We also have not been able to offer an in person or a hybrid session because the lab that was set to be completed over the winter break from 2019 to 2020 has been postponed and we are still waiting to have this completed. (as of fall 2021)

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

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

FY2020-2021 update

Though degrees to Art majors are increasing, the number of certificates has been, and continues to be very low. We are exploring discontinuing the Graphic Design Certificate and instituting more vocational oriented short term low unit local certificates. Specifically, in 3D modeling, Adobe Suite Products and Photography. We are still awaiting confirmation from the CID agreements with CSU to institute the new graphics associates degree for transfer. We are committing to move forward with developing a 100% online certificate in photography that will also be approved through the CVC exchange.

Our department has been working to meet more regularly with counseling faculty to assess our strategies and increase engagement with our art, humanities, and graphics majors. This includes working with students who have over 60 units and students who may not have taken their foundation courses in their first


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

FY2019-2020 update

Goals Completed/ Abandoned/ In Progress/
Modified
Impact/
Explain/ Action Steps
Timeline/ Responsible Parties


Goal 1: complete

Hire a full-time 2D Media Specialist

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Draft by Instructional Dean 8.14.2019 Page 3 of 10

Instructional Program Review Year 3 Update 2019-2020

page4image1412085488

Goal 2:

Improve and sustain quality computer labs for arts and graphics communication students. Software and hardware refresh on a consistent basis

In Adobe suite upgrade in progress
progressHardware funds for equipment refresh looks hopeful.

IT, Corlew
Should be
complete by
Spring 2020
Carriere,
Tamakar, Schall
See notes

Goal 3:
Develop broader range of curriculum in art history (photo, architecture, graphic design, and African/Oceanic).

In Motion graphics class added. Photo class will be offered online SP 2020. History of
progress photography course outline approved. Video editing and lighting classes are at the
beginning of development.

Goal 4:

Develop broader range of curriculum for a 2D media specialist that could be integrated with a new motion graphics course and career pathways.

Nationally the number of graphic designer positions is expected to increase by 3% per year, Animation is growing at 4% per year. However, California has the highest employment level of employment for photography, animation and graphic design. Nationwide SF is has the second highest level of jobs in these fields. There is no job training in either field. Applicants must acquire skills outside the workplace to be employable.

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC

EMSI Data

4 Occupations

- 15-1257 Web Developers and Digital Interface Designers
- 27-1021 Commercial and Industrial Designers
- 27-1024 Graphic Designers
- 27-1013 Fine Artists, Including Painters, Sculptors, and Illustrators

3 Counties

6001 Alameda County, CA
6013 Contra Costa County, CA
6095 Solano County, CA

Region / 2021 Jobs / 2026 Jobs Change / % Change

- 3 California Counties / 3,474 / 3,514 / 40 / 1.2%
- National Average / 3,399 / 3,500 / 101 / 3.0%
- Alameda County, CA / 2,504 / 2,544 / 40 / 1.6%
- Solano County, CA / 191 / 186 / -5 / -2.7%

Industry (2021)

- Computer Systems Design and Related Services 10.7%
- Specialized Design Services 7.5%
- Software Publishers 6.3%
- Management of Companies and Enterprises 5.1%
- Management, Scientific, and Technical Consulting Services 5.1%

- Advertising, Public Relations, and Related Services 4.9%
- Other 60.5%

Notes from industry shifts related to the Covid-19 Pandemic

The simplest way to state how industry and education are linked is that the pandemic has created a reset button for a new normal.

Some of the conversations that came up in the advisory board in the fall of 2020, was surrounding the topic of remote work and how it affected their respective industry. Many of the groups are ready had some employees that were partially remote and with the pandemic this had accelerated and supported the possibilities for a hybrid office. The faculty at LMC are also looking at how the pandemic has shifted our population's desire for different modalities of learning and deliveries.

If there is a shift in the art careers to have more of a hybrid workflow for their employees, then we need to reflect some of those same experiences within our program. We are planning to test some of these workflows with the studio art courses in the spring and fall 2022 semesters. This these formats may not necessarily support some of the digital art courses, as there is some limitations to the quality of the equipment that students have at home. For example, the hardware needs for videography and animation are much higher than the needs for graphic design.

FOR CTE PROGRAMS ONLY

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

In spring 2021 we focus our advisory board meeting around the subject of portfolios and how industries approach them. What we discovered that nearly all of the advisory board participants utilize a portfolio either in a physical or digital platform. Most of the time it is digital and how it's delivered is not as important as how presentable the work is and how curated the work is for the position they are applying to. In general, there is a desire for a well-rounded portfolio and specifically projects in which the applicant can be very specific and clear on what their participation in the completion of that product was. In areas such as graphic communication, industrial design, or gaming most of these positions are team oriented and so there are several artists working collectively towards a goal. So sometimes there are portfolios that need to show group work in addition to the applicants personal contracted designs. It is still a bit unclear on whether industry partners would require a BA or even a certificate, it was stated that the work is most important, however it is also acknowledged that a lot of the growth as a designer is developed in exposure through education to other art spaces.

Fall 2021 - The next advisory board is set to meet on December 2021. There will be an update at the next program review.

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

Instructional PR Y5 2021-2022 Program Update Report

LMC Arts/Human - Art - ART:

Date: 03-17-2022

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

Sorted by: Program

LMC Arts/Human - Humanities - HUMAN:

- Instructional Units Program Review Year Five Update - Humanities Department

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: 1. Program Update

LMC Arts/Human - Art - ART

1. Program Update

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

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

Hired Senior Lab Coordinator Cesar Reyes.

Pilot study: coordinating targeted email communications with art majors about registration has been helping with enrollment. Email outreach is also being used to develop and promote a portfolio review and transfer institution information session.

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

census enrollment, : enrollment trending up to 2019, down in 2020 pandemic, trend is now that enrollment is in recovery and back up to 2018 levels

census fill rate, : Fill rates varied between 65-70% Fall'18-SP'20 then up to 78% in SP 2021,

productivity (FTES/FTEF):

within the Fall up/Spring down pattern, we have maintained our productivity even in the pandemic

1b. Please address the following enrollment data provided for your program.**1.b.2. What does the data suggest in terms of future needs/directions?**

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

outreach efforts associated with guided pathways pilot seem to be working, we plan to continue with promotional videos, emailing to art majors, other targeted students with high units, emailing waitlisted students to inform them of openings in other courses. We have maintained our productivity even during the transition to online learning with the COVID-19 pandemic, suggesting that we continue scheduling as we have been doing, making efforts to bring back some face to face and hybrid while maintaining online offerings.

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

Goal 1: Grow 3D Design Certificate Program Developing 3D media offerings that support equitable access and completion, Brentwood also considered.

Time line: IN Progress. **Action steps explanations:**This Spring we are offering both Art 11 and Art 60 (Intro. 3D design and Intro. Sculpture) in afternoon time slots in Pittsburg, Enrollment was successful at 23/30 spots. We plan to offer Art 11 in Brentwood in an afternoon time slot, when FTE/enrollment permit.

Responsible Parties: Eric Sanchez, L. Snow, K. Alexander

Goal 2: Upgrade Computers Pursuing funding for upgrading 10 year old computers for faculty Snow, Alexander, Sanchez plus lab coordinator

Timeline In Progress. **action steps/explanations:** Request has been approved, Lab Coordinator Cesar Reyes is working on this with I.T. Update: Snow got a computer upgrade!! **responsible parties,** E. Sanchez, K. Alexander, L. Snow, C. Reyes

Goal 3: Start Offering 2D and 3D Design, plus drawing/watercolor in Brentwood. We will need one time funds for startup costs of setting up a multi-use space in Brentwood to offer design foundation classes plus drawing/watercolor.

Timeline In Progress. **Action steps/Explanations:** Funding request has been submitted, no word on approval. On hold for now due to pandemic, will work on scheduling Brentwood foundation art courses when pandemic/enrollment/FTEF budget allows.

Responsible parties: Eric Sanchez, L. Snow, K. Alexander

Goal 4: Ongoing Brentwood Classes **Action steps/explanations:** We put in RAP proposals when the pandemic started. We will need additional supplies and materials on an ongoing basis to offer classes in Brentwood. **Responsible Parties:** Sanchez, Snow

Timeline: On Hold, pending FTEF restrictions, low enrollment.

FOR CTE PROGRAMS ONLY

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

FOR CTE PROGRAMS ONLY

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

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	Modified	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	

Name	Benchmark	Benchmark Descriptor
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Goal 1: Grow 3D Design certificate program: Develop 3D media offerings that support equitable access and completions also considering Brentwood for foundations offerings.
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
Goal 2: Upgrade Computer Graphics Action Steps: Pursuing funding for a major upgrade in collaboration with CTE Dean, working on curriculum changes to better integrate with CTE programs in general, met with advisory board this month. Responsible Parties: C.Corlew, S. Sanchez, K. Alexander, C. Hsieh Timeline: Spring 2025
Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)
Goal #3: Start Offering 2D and 3D Design, plus drawing/watercolor in Brentwood: we will need funds for startup costs of seating up a multi-use space in Brentweed to offer design foundation classes plus drawing/watercolor
Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)
Goal 4: Ongoing Brentwood Classes: We will need additional supplies and materials on an ongoing basis to offer classes in Brentwood

LMC Arts/Human - Humanities - HUMAN

1. Program Update

Instructional Units Program Review Year Five Update - Humanities Department

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

Our State-approved (as of July, 2019) degree offering (an LMC Associate of Arts in Humanities) remains the same, with all component courses and elective option updated during the Summer of 2021. New course offerings include reviving HUMAN 040: Opera: The Human Experience in Music, Voice, and Drama and initiating HUMAN 060: American Musical Theatre. Courses in development: 1) a new course addressing mythology is in development, working out its scope and cultural context; and 2) a new course designed as an "Introduction to Humanities", with a flexible topical focus depending on the discipline within the Humanities of its instructor of record. We are also considering reviving a tradition within Humanities of team teaching, to offer students integrated exposure to multiple topics within the Humanities subjects (history, philosophy, religion, literature, art, and music.)

We currently have only one adjunct, with most courses taught by Department full time staff and "guest" instructors from other departments (Music, Drama, and Philosophy. Additional adjuncts were sought and interviewed to form a "pool" for future hires, but COVID put that process on the back burner, where it remains.

We are also in conversations with the Philosophy Department in order to possibly create a joint departmental organizational change. This is primarily motivated by the impending retirement of the only full time instructor in the Department as currently organized in union with the Art Department.

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

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

This question has not been answered yet

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

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

This question has not been answered yet

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

Indicators 1–6

VS1a.) Program Set Goals: We anticipate a slow but steady growth and would expect 2-3 in process as of the present. **Update:** *It HAS been slow, but steady! COVID has affected all departments and programs, but we think Humanities has been more seriously affected than other required courses, like Math and English.*

VS1b.) Action Steps: New courses and sections are being added and the AA degree Program is now under way. **Update:** *New courses and initiatives are reported in Section 1a, above.*

VS1c.) Timeline & Responsible Parties: Perhaps by Spring, Semester of 2022. Ken Alexander and adjuncts **Update:** *None*

VS2a.) Program Set Goals: Our program IS a local AA. (When there is agreement, we will pursue an AAT through the State,) **Update:** *As of this time, there has been NO update to the State-initiated AAT.*

VS2b.) Action Steps: We offer substantial sections of our all-GE courses at both Pittsburg and Brentwood, with a schedule that varies between morning, afternoon and evening to maximize availability. **Update:** *Our plans remain the same, but the disruptions of COVID and the shift to largely online instruction have put our rotation plans on hold until online synchronous, asynchronous, hybrid, and F2F issues have been resolved.*

VS2c.) Timeline & Responsible Parties: On-going; Ken Alexander and adjuncts **Update:** *None*

VS3a.) Program Set Goals: With only nine or ten courses, our GE courses satisfy transfer and graduation requirements, but do not demand excessive units. **Update:** *No change*

VS3b.) Action Steps: N/A **Update:** *None*

VS3c.) Timeline & Responsible Parties: Ken Alexander and adjuncts **Update:** *None.*

VS4a.) Program Set Goals: N/A

VS4b.) Action Steps: N/A

VS4c.) Timeline & Responsible Parties: N/A

Indicators 5 and 6: The same as indicator 4 above

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

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Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

LMC Behav Sciences - Anthropology - ANTHR

1. Program Update

Instructional Units Program Review Year Five Update -Anthropology

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

I enhanced and improved curriculum for all my anthropology courses including the addition of online courses. Anthropology 006, 005, and 004 are all on canvas. All three of these courses have prerecorded lectures, PowerPoint slides, embedded/linked videos (to illustrate the concepts addressed in the textbook), PowerPoint slides which include audio component, Zoom session discussions, discussion board activities, and quizzes/midterms. The Canvas management system enabled me to manage and organize their learning materials and review course analytics to achieve their objectives and match them to the CSLO'S. Each module was designed to collaborate with the course material and provide students with the various anthropological concepts/data, student resources, and allow for students to walk easily through the curriculum. All of the exams and assignments are also imbedded in each module to allow for easy access.

Department adjunct faculty has shifted in the courses that they are teaching in the program. For example, one adjunct instructor previously only taught in anthropology and is now teaching in areas of Psychology and Sociology. She is teaching the Theory and Methods in Sociology and Psychology.

Anthropology 008, due to unforeseen circumstances the assigned faculty member could no longer teach this course. The department is currently working with faculty to offer this course in the upcoming semesters.

In addition, Biological Anthropology will be offered in upcoming semesters as well. Due to the current pandemic we didn't offer this class online. We are in discussions to bring this course online and back to in person campus learning. With that being said, it is going to be offered Spring 2022 in person/on campus.

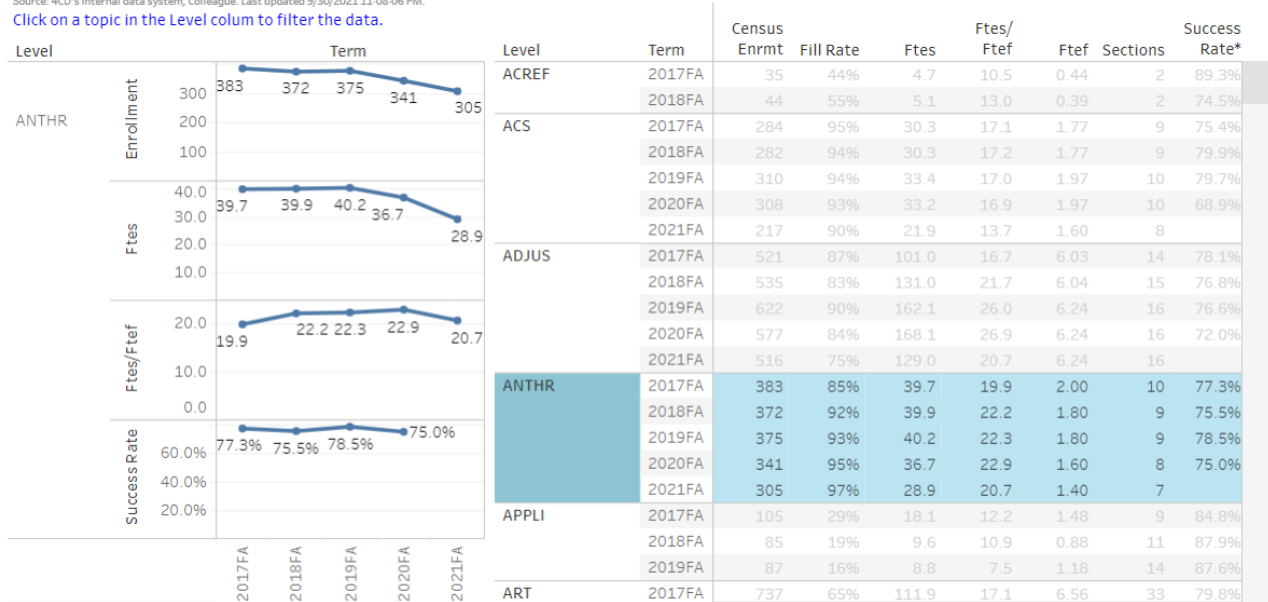
The current anthropology curriculum contains all the required courses for the Associate in Arts in Anthropology for transfer. These requirements were sent forth by the state. Since these requirements for the associate in Arts in Anthropology were set by the state, we are not anticipating any changes to the degree.

In addition, I'm currently working on aligning Cultural Anthropology 006 to the CVC Course Design Rubric for badging on the CVC exchange.

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

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

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
 Click on a topic in the Level column to filter the data.



The overall census enrollment for Anthropology is 1, 971 (2020 Fall) with a fill rate of 93% and a productivity rate of 21.5 which has gone up since the last program review. For anthropology 004 (Introduction to Archaeology) since 2017 census enrollment has increased from 54 to 89 in its current status. Anthropology 005 (General Anthropology) since 2017 census enrollment has increased from 149 to 177 in its current status. Anthropology 006 (Introduction to Cultural Anthropology) has decreased slightly from 372 to 335 because we decreased the number of sections offered in this course because of our transition to online teaching due to the current pandemic. However looking at the number of sections offered and the current enrollment trends I can see that the trends in Anthropology 006 stayed relatively strong. Anthropology 001 (Introduction to Biological Anthropology), in 2017 census enrollment was 122 with just a few sections offered. Currently, with our transition to online teaching we have not offered this course in the online landscape. This is also reflective in Anthropology 008 (Linguistic Anthropology) with a census enrollment of 25 for fall 2017 with 1 course offering. Currently Anthropology 008 is not being offered in the online format.

Overall Anthropology has experienced upward trends in 004, 005, and 006 throughout the program with the exception of Anthropology 008 and 001 due to a decrease/elimination in both these courses being offered online. However when these two courses were offered in person we saw that enrollment trends were high. For example Introduction to Biological Anthropology 001 saw an increase in enrollments trends from fall 2017 at 122 and 135 for fall 2018. When these courses are offered I see an increase in enrollment.

This informs me that the faculty, curriculum, and overall course content is successful and has attracted student interest.

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

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

Since the Comprehensive Program Review period, the Anthropology program has seen a shift as it relates to online teaching. As a department we may have to offer Anthropology 001 and 008 in an online format. Additionally, the rotating and implementation of adjunct faculty to teach Anthropology 001 and 008 online may need to be addressed. As well as continue to offer a variety of anthropology classes asynchronous and synchronous.

With that being said, I transitioned Anthropology 004, 005, 006, online using the Canvas Management System. To make this transition effective in my program I offered various Zoom office hours at different days and times of the week. I included phone appointments for students who couldn't make it to my zoom office hours, I try and always be flexible with students to accommodate their various needs around work, childcare, and the busy lifestyles they live. Various student services information is also provided to students in the Canvas modules and through email. Student services such as: Puente, Umoja, Counseling services and Outreach, Referrals to the College Core for academic/writing support, DSPS services and continued collaboration with the DSPS counselors and staff, continued discussions with Michelle Mac to support our Athletic program, library support services are provided to my students which includes librarians coming into all my anthropology courses while in person and information in their canvas modules to help them obtain information about research databases and knowledge on how to use the library is provided. In addition, the Food Pantry services are given to students throughout the course of the semester through email, Canvas announcements, and located in the modules under services. Additionally, I direct all my students to resources for technical support. I provide them with Canvas support hotlines, student technological support at LMC, LMC desktop support, and problems with outlook are directed to the district helpdesk.

Additionally, I continue to use instructional supplemental materials to enhance my anthropology program. In my YouTube videos and my Power Point slides I use high quality skulls as a perfect tool for teaching students about physical and biological changes in various brains. Primate skull comparison is a fundamental part of anthropological analysis on skull shape, size, and understanding biological and environmental changes that can affect changes in the skull and brain. In addition, Fossil kits have allowed students an in depth look at different types of fossils and organisms, understanding rock formation, and the kits have been a great tool for understanding various topics in archaeology and in my anthropology classes that are offered online. I'm able to use these kits in my YouTube videos to illustrate the fossilization process and what fossils physically look like. With that being said I have also incorporated new documentaries and videos in all my classes. For example I have worked with the various librarians at LMC and they have gained access to current and informative documentaries as it relates to Forensic Anthropology, Race and identity, Gender analysis, Evolutionary changes, and the various topics that the field of anthropology covers. I have uploaded all these new documentaries into my Canvas modules to make it easier for students to access. To help student success rate and achievement I also took the BEOI course and various flex workshops to improve my online teaching. I will continue to enhance my courses by going to workshops, college meetings, and taking part in programs like POOM. This in-depth professional development opportunity supports faculty in a self-reflective process that transitions already existing courses towards alignment with the CVC-OEI Course Design Rubric. I will participate in a 6-8 week workshop, where I'm paired with a peer mentor, Dr. Sophia Ramirez, where we will be engaged in discussions to refine my online course design. Once certified by the District Peer Review Team and any necessary changes are made, the course will be forwarded to CVC-OEI for final review, and once approved, the faculty member's course will be badged as a "quality reviewed" on the CVC Exchange. This program seemed beneficial for both me and my students. Enhancing my course and working with a colleague for improvement is a way for me to enhance effective student learning while collaborating with colleagues. Continuing to be part of these programs in the future will help me stay an effective teacher and mentor to my students.

I also have created various flex workshops in regards to the online transition. Workshops about humanizing the online classroom, strategies for improvement for teachers and students, how

to have teacher presence, are just some topics I have presented. I will continue to create and present workshops that can help the faculty/student learning relationship. All of this is meant to help increase equitable student learning and success.

Overall, the increase in census enrollment and fill rate has informed me that the above named incorporated additions and changes, have all been effective. With that being said I continue to utilize these changes and make adjustments as needed.

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

Goal 1:

Continue to incorporate and implement at the beginning of each semester to bring in asynchronous /synchronous student services/resources to increase equitable student learning and success.

Timeline: Completed and Ongoing

Action Steps: Continue to provide information at the beginning and throughout the semester student support programs and services. The Anthropology Program has collaborated with the Library staff to help students navigate the library online and in person. The Librarians have developed and continue to develop anthropology documentaries, videos and we have given students access through the Canvas system as well. I have provided links on Canvas and in my syllabus to all the films and how to acquire them through Films on Demand from the LMC library. Additionally, I have referred students to various services such as the Food Pantry to help with food inequity. I put these in Canvas announcements and sent this information through email. I also refer students to Counseling services and Outreach. Several Students have needed help in areas of mental health, especially with limited access and resources to mental health services. My collaboration with DSPS services has continued to be effective for DSPS students. Technological support and referring students to the proper number or person has helped them understand and navigate the Canvas Management System, Outlook, and acquiring access to technology if they have been limited. Many students continue to struggle in the online format so Anthropology staff continue to make this a priority for student success.

Responsible Parties: Liana Padilla-Wilson and all Anthropology Staff

Goal 2:

Continue to increase or update curriculum resources asynchronous/synchronous to improve and enhance student learning and success.

Timeline: Completed and Ongoing

Action Steps: Purchased various instructional materials to enhance the Anthropology Program. Since the last program review the department has purchased a variety of different primate skulls and increased our collection so students can visually understand the physical and biological changes in brain development. These high quality skulls continue to provide a visual aid in understanding human and nonhuman primate evolution and development. We also purchased more fossil kits ranging from plants, insects, bones, and rocks. These kits have allowed students an in depth look at different types of fossils and organisms, understanding

plant and rock formation and stages, and the kits have been a great tool for understanding various topics in archaeology and anthropology. It gives students a visual grasp of the fossilization process. In addition I have incorporated all these resources in my You Tube videos and Canvas modules.

Responsible Parties: Liana Padilla-Wilson

Goal 3:

Continue to enhance asynchronous learning for student success and learning.

Timeline: Completed and Ongoing

Action Steps: Currently the anthropology faculty and Behavioral Science faculty has taken the BEOI course which helps to create and navigate the Canvas Management System. This course was designed to help faculty enhance, create, and effectively create an online course. The Anthropology faculty put their lectures on Power Point, You Tube videos, inside their modules, directed students on how to navigate the system, learned how to put assignments/exams/discussion boards, resources, documentaries, etc...on Canvas for student success. In addition I'm participating in LMC POMP which is a College Peer Online Mentoring Program. This in-depth professional development opportunity supports faculty in a self-reflective process that transitions already existing courses towards alignment with the CVC-OEI Course Design Rubric. I will participate in a 6-8 week workshop, where I'm paired with a peer mentor, Dr. Sophia Ramirez, where we will be engaged in discussions to refine my online course design. Once certified by the District Peer Review Team and any necessary changes are made, the course will be forwarded to CVC-OEI for final review, and once approved, the faculty member's course will be badged as a "quality reviewed" on the CVC Exchange. This program is beneficial for both faculty and students. Enhancing my course and working with a colleague for improvement is a way for me to enhance effective student learning while collaborating with colleagues. Students will benefit when the Canvas and online course is easy to navigate. I will continue to take classes and courses that will help me improve my curriculum and align to all of my CSLO'S.

Responsible Parties: Liana Padilla-Wilson

FOR CTE PROGRAMS ONLY

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

Not Applicable

FOR CTE PROGRAMS ONLY

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

Not Applicable

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

<p>Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>
<p>Goal 1: Continue to incorporate and implement at the beginning of each semester to bring in asynchronous /synchronous student services/resources to increase equitable student learning and success. Timeline: Completed and Ongoing Action Steps: Continue to provide information at the beginning and throughout the semester student support programs and services. The Anthropology Program has collaborated with the Library staff to help students navigate the library online and in person. The Librarians have developed and continue to develop anthropology documentaries, videos and we have given students access through the Canvas system as well. I have provided links on Canvas and in my syllabus to all the films and how to acquire them through Films on Demand from the LMC library. Additionally, I have referred students to various services such as the Food Pantry to help with food inequity. I put these in Canvas announcements and sent this information through email. I also refer students to Counseling services and Outreach. Several Students have needed help in areas of mental health, especially with limited access and resources to</p>

mental health services. My collaboration with DSPS services has continued to be effective for DSPS students. Technological support and referring students to the proper number or person has helped them understand and navigate the Canvas Management System, Outlook, and acquiring access to technology if they have been limited. Many students continue to struggle in the online format so Anthropology staff continue to make this a priority for student success.
 Responsible Parties: Liana Padilla-Wilson and all Anthropology Staff

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Goal 2:
 Continue to increase or update curriculum resources asynchronous/synchronous to improve and enhance student learning and success. Timeline: Completed and Ongoing Action Steps: Purchased various instructional materials to enhance the Anthropology Program. Since the last program review the department has purchased a variety of different primate skulls and increased our collection so students can visually understand the physical and biological changes in brain development. These high quality skulls continue to provide a visual aid in understanding human and nonhuman primate evolution and development. We also purchased more fossil kits ranging from plants, insects, bones, and rocks. These kits have allowed students an in depth look at different types of fossils and organisms, understanding plant and rock formation and stages, and the kits have been a great tool for understanding various topics in archaeology and anthropology. It gives students a visual grasp of the fossilization process. In addition I have incorporated all these resources in my You Tube videos and Canvas modules.
 Responsible Parties: Liana Padilla-Wilson

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Goal 3: Continue to enhance asynchronous learning for student success and learning.
 Timeline: Completed and Ongoing
 Action Steps: Currently the anthropology faculty and Behavioral Science faculty has taken the BEOI course which helps to create and navigate the Canvas Management System. This course was designed to help faculty enhance, create, and effectively create an online course. The Anthropology faculty put their lectures on Power Point, You Tube videos, inside their modules, directed students on how to navigate the system, learned how to put assignments/exams/discussion boards, resources, documentaries, etc...on Canvas for student success. In addition I'm participating in LMC POMP which is a College Peer Online Mentoring Program. This in-depth professional development opportunity supports faculty in a self-reflective process that transitions already existing courses towards alignment with the CVC-OEI Course Design Rubric. I will participate in a 6-8 week workshop, where I'm paired with a peer mentor, Dr. Sophia Ramirez, where we will be engaged in discussions to refine my online course design. Once certified by the District Peer Review Team and any necessary changes are made, the course will be forwarded to CVC-OEI for final review, and once approved, the faculty member's course will be badged as a "quality reviewed" on the CVC Exchange. This program is beneficial for both faculty and students. Enhancing my course and working with a colleague for improvement is a way for me to enhance effective student learning while collaborating with colleagues. Students will benefit when the Canvas and online course is easy to navigate. I will continue to take classes and courses that will help me improve my curriculum and align to all of my CSLO'S.
 Responsible Parties: Liana Padilla-Wilson

LMC Behav Sciences - Psychology - PSYCH

1. Program Update

Instructional Units Program Review Year Five Update - Psychology

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

- The current psychology curriculum contains all the required courses for the Associate in Arts in Psychology for transfer. These requirements were sent forth by the state. Since these requirements for the associate in Arts in Psychology were set by the state, we are not anticipating any changes to the degree.
 - Information regarding the Associate in Arts in Psychology for transfer is included in each course. Also, invitations are given to students to meet with the instructor regarding this major. Since courses are online students can schedule an individual meeting with an instructor. Also, Zoom sessions addressing the major are held.
 - Covid-19 led to the transition of psychology courses to online (asynchronous) teaching learning. Students participate in all the psychology courses as self-directed learners with instructor support. Students are on a weekly schedule to complete assignments and activities. To achieve these objectives there are prerecorded lectures, PowerPoint slides, embedded/linked videos (to illustrate the concepts addressed in the textbook), PowerPoint slides which include an audio component, Zoom session discussions, discussion board activities, URL links, and quizzes/midterms. The Canvas management system enables professors to manage and organize their learning materials and review course analytics.
 - Information regarding online Student Services is included in psychology classes. It is important to have this information for students to help students achieve student success.
 - Summer 2021 course assessments were completed for Psychology-010 Individual and Social Processes and Psychology-011 General Psychology.
 - Fall 2021 course outline of records were updated for Psychology-010 Individual and Social Processes, Psychology-011 General Psychology, and Psychology-014 Human Sexuality.
 - Instructional supplemental material was purchased to augment the neurobiology unit in Psychology-011.
 - Online courses will be offered Spring 2022. These courses are very successful. Fall 2021 there was a a high retention and completion rate. Because of Covid-19 most psychology courses Spring 2022 will be held online with 25% of psychology scheduled for face-to-face instruction.

Rate	Productivity/Ftes/Ftef		
Fall 2018	937	105%	25.2
Fall 2019	920	103%	24.7
Fall 2020	884	99%	23.8
Fall 2021	796	99%	21.0

The drop in the census enrollment is due to the fact that administration asked departments to cut courses. The psychology department removed three courses. This is reflected in the drop in student enrollment from Fall 2018 to Fall 2021. Psychology courses have a class maximum of 45. All courses close in psychology with 45 students, often before the first week of class. Even with the removal of courses our census fill rate was excellent: 105% in fall 2018 to 99% fall 2021. The productivity rate dropped because of the removal of courses. Even with the removal of courses, the productivity/Ftes/Ftef remains high.

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

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

The data reflects that student want psychology. It not only meets a general education requirement but also the Associate in Arts in Psychology for transfer (AAT). Students want psychology. It is one of the most popular majors in the nation. Psychology course numbers remain high – even through the pandemic. The department recognizes that the drop in enrollment was a result of removed courses. The trend in the nation and the world is that online learning is “here to stay.” A variety of course formats—face to face, hybrid, synchronous, and asynchronous offerings will provide more options for students. Students who work full time or part-time, are employed in more than one job, have a family, and are caretakers need to have an option that works well with the demands of their schedule. The department will meet these needs by scheduling courses in different formats. Department goals are to; incorporate information about student support services to increase equitable student learning and success an, increase and update curriculum resources to improve and enhance student learning and success, and provide information that will assist students in completing the AAT in Psychology. These are ongoing goals and faculty will continue to work with student services, faculty, and continue in their professional development ensure student success in attaining their goal(s).

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

Recommended Actions	Goal 1: Incorporate information about
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student support services to increase equitable student learning and success.
Timeline: In progress (ongoing and have been completed).
Responsible Parties: Estelle Davi/Adjunct Faculty
Action: Notify 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.
Action: Recruit tutors for Psychology courses.

Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.
Timeline: In progress (ongoing and have been completed).
Responsible Parties: Estelle Davi/Adjunct Faculty
Action: Develop and enhance professional knowledge, practice, and quality of learning quality of learning, and teaching by attending district activities (workshops, flex activities, and other offerings) that address equity, diversity, and racial justice.
Action: Review and update material regarding culture of equity, diversity, inclusion, and racial justice.
Action: Utilize funding resources Los Medanos College offers.

Goal: 3 Provide information that will assist students in completing their AAT in Psychology.

	<p>Timeline: In progress (ongoing and have been completed). Responsible Parties: Estelle Davi/Adjunct Faculty Action: Develop and offer informational workshops which address lower division requirements for the psychology major and discuss career fields in psychology.</p>

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FOR CTE PROGRAMS ONLY

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

Not applicable.

FOR CTE PROGRAMS ONLY

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

Not applicable.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for	In Progress	

Name	Benchmark	Benchmark Descriptor
students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)
Goal 1: Incorporate information about student support services to increase equitable student learning and success.
Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.
Goal: 3 Provide information that will assist students in completing their AAT in Psychology.
Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Goal 1: Incorporate information about student support services to increase equitable student learning and success.
Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.
Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)
Goal 1: Incorporate information about student support services to increase equitable student learning and success.
Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.
Goal: 3 Provide information that will assist students in completing their AAT in Psychology.

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.

LMC Behav Sciences - Sociology - SOCIO

1. Program Update

Instructional Units Program Review Year Five Update - Sociology

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

- The Sociology program curriculum consist of courses required for the Associate in Arts for Transfer in Sociology. The Sociology program curriculum has not changed since the last Program Review was completed.
- The Sociology program had to make adjustments to COVID-19 health requirements. All courses in sociology were moved from IN-PERSON to ONLINE scheduling in Spring Semester 2020. Scheduling in the Sociology program is still ONLINE in Fall Semester 2021.
- The success of ONLINE courses in Sociology has created a discussion in the Behavioral Science Department about offering more Sociology ONLINE courses in future semesters-- especially a Hybird type course.
- Course assessments conducted Spring Semester 2021 for Socio-015 (Introduction to Sociology) and Socio-016 (Introduction to Social Problems) indicated that students have been able to transition from IN-PERSON to ONLINE course scheduling successfully.
- Course Outlines of Record were updated Fall Semester 2021 for Socio-015 (Introduction to Sociology) and Socio-016 (Introduction to Social Problems).

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

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

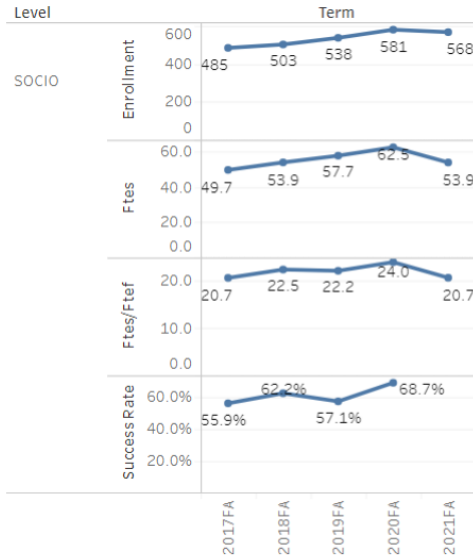


Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Location: Level: Term(s):

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
 Click on a topic in the Level column to filter the data.



Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Sections	Success Rate*
SOCIO	2019FA	225	79%	39.5	14.8	2.66	8	85.0%
	2020FA	288	90%	48.9	16.3	3.00	9	69.3%
	2021FA	255	80%	40.3	13.5	3.00	9	-
	2017FA	485	90%	49.7	20.7	2.40	12	55.9%
	2018FA	503	93%	53.9	22.5	2.40	12	62.2%
SOCSC	2019FA	538	93%	57.7	22.2	2.60	13	57.1%
	2020FA	581	100%	62.5	24.0	2.60	13	68.7%
	2021FA	568	98%	53.9	20.7	2.60	13	-
	2017FA	69	59%	6.9	13.8	0.50	3	60.3%
	2018FA	106	70%	11.4	19.0	0.60	4	58.4%
SPAN	2019FA	160	62%	16.6	15.1	1.10	7	60.0%
	2020FA	164	64%	17.3	17.3	1.00	7	55.9%
	2021FA	111	51%	10.5	13.2	0.80	6	-
	2017FA	309	72%	49.7	14.6	3.40	12	69.5%
	2018FA	377	81%	60.5	16.2	3.73	13	69.3%
SPCH	2019FA	383	71%	62.8	14.9	4.20	15	72.5%
	2020FA	342	73%	54.6	14.1	3.86	13	73.5%
	2021FA	279	70%	42.6	13.3	3.20	11	-
	2017FA	634	99%	66.4	15.1	4.40	22	84.4%
	2018FA	739	101%	78.2	15.6	5.00	25	82.1%

	Census Enrollment	Census Fill Rate	Productivity (FTES/FTEF)
2018 FA	503	93%	22.5
2019 FA	538	93%	22.2
2020 FA	581	100%	24.0

Enrollment patterns have been stable over the past 3 years. There have been some increases in Census Enrollment (78 students)--Census Fill Rate (7%)--and productivity (+2) between 2018 FA and 2020 FA.

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

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

The enrollment data suggest that the Sociology program is a strong program and is moving in the right direction. Both IN-PERSON and ONLINE courses in Sociology have been successful. Census Enrollment numbers, Census Fill Rate numbers and Productivity numbers indicate this success. The Sociology program will be able to determine future needs/directions when the pandemic becomes stable.

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

The Sociology Program will continue to work to promote student improvements and success. The timeline is ongoing. These student accomplishments will be achieved (action steps) by working with the Guided Pathways Program and other LMC Programs such as: Financial Aid and Scholarships, EOPS, Counseling Services, CalWORKs, Career Services, Center for Academic Support, Tutoring Services, the Transfer Center, etc. The Sociology programs's goals are to continue to show increases in the success rate of sociology students. Sociology professors will be the responsible parties.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

<p>Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)</p>
<p>The academic content of the field of Sociology discusses equity, diversity, inclusion, and racial justice. Sociology students participate in discussions of race and ethnicity. They discuss how membership in racial and ethnic categories can promote or hinder various levels of power in American society. Critical thinking exercises examine how positions of power by various social categories can encourage or discourage an American culture to be committed to equity, diversity, inclusion, and racial and social justice.</p>
<p>Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>
<p>The Sociology program has maximized equitable opportunities for student success by offering online courses during the COVID pandemic. The Sociology enrollment and success data has supported how online Sociology courses have been meeting student needs for academic success.</p>
<p>Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)</p>
<p>The ADT in Sociology will prepare students to enter high-demand and living-wage occupational fields. Students will be able to transfer to upper-division programs in Sociology and other upper-division majors.</p>
<p>Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)</p>
<p>The Sociology program will help students accomplish their career goals by providing information about the various support services at LMC. These support services are available from entry to completion/transition and will enhance course-level and program-level opportunities.</p>
<p>Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)</p>
<p>The Sociology program will utilize institutional resources such as the transfer center, counseling center, the veteran’s center, the financial aids office as well as other LMC support resources to help students meet the college and ADT Sociology program mission of transfer.</p>

LMC Biological Sciences - Nutrition - BIOSC/NUTRI

1. Program Update

Instructional Units Program Review Year Five Update - Biological Sciences

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

No new degrees to report.

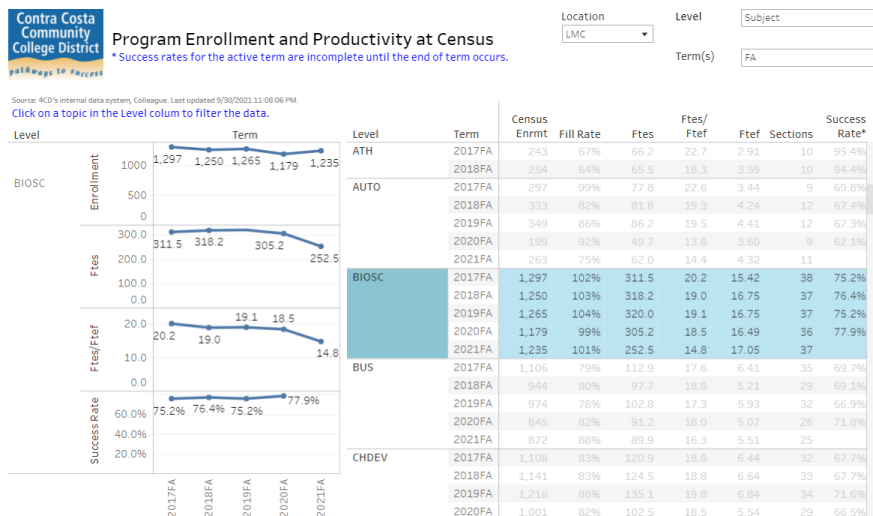
With the opening of the Brentwood campus, we have added a Bio45 (Human Physiology) and Bio40 (Human Anatomy) section.

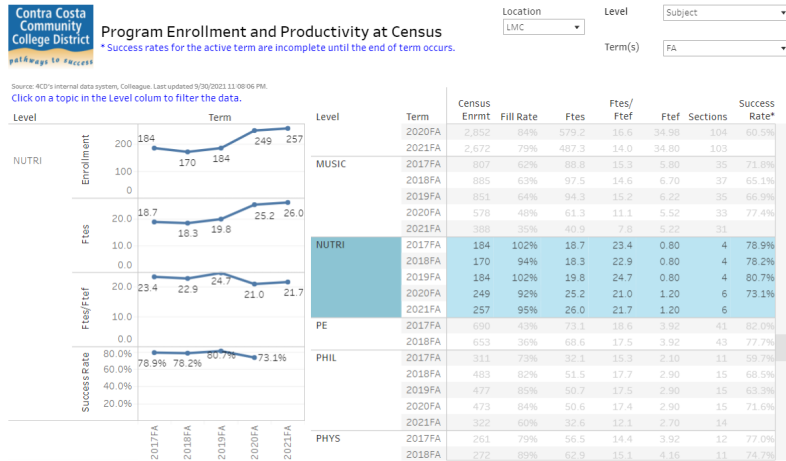
Major curricula changes include emergency pandemic conversion to create fully online and hybrid biology courses.

James Clark and James Madden were hired as full-time faculty members for the Brentwood and Pittsburg campus, respectively.

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

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





Over the past three years, our overall yearly enrollments have remained relatively constant, with a slight, potentially insignificant dip during the pandemic. In comparing our Fall enrollments from 2018-2020, Fall20 enrollments (1179) are down compared to enrollment in FA18 (1250); a 5.7% decrease in enrollment. However, enrollment increased in FA21 (1235; 4.8%) to nearly pre-pandemic levels.

Further analysis shows that student census numbers have remained relatively constant when comparing pre-pandemic semesters (FA18) to pandemic semesters (FA20). Specifically, student census numbers decreased by 13 students (4.1%).

Our fill rate has been consistently high over the past three Fall semesters, averaging over 100% in 37 biology sections. For FA18 our FTES/FTEF (19.0) was well above our goal of 16. Compared to FA18 (19.0) and FA19 (19.1), the FTES/FTEF did drop slightly in FA20 (18.5), though it is still above our goal of 16.

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

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

Overall, the data suggests that although enrollment, FTES, and FTES/FTEF have dipped slightly, these dips are potentially insignificant and likely reflect the effects of the pandemic during those time periods. We plan to stay the course, and add more sections to meet the needs and demands of our students.

Our fill rate data suggests that we are doing well in filling all of our classes to maximum enrollment. This also suggests that we continue to offer and schedule classes appropriately to meet students' goals and needs. Though the pandemic delayed our ability to offer additional sections to expand our offerings at the new Brentwood campus, we plan to continue to add sections to accommodate for the demands of our classes, especially for our biology majors and pre-allied health science students.

The small decline in productivity by 2.6% comparing FA18(19) to FA20 (18.5) is likely an effect of the pandemic on our students' ability to take classes. We know our students have struggled during the pandemic. For instance, students may have had to juggle childcare issues, deal with

food and housing insecurities, as well as problems related to continuing education in an online format.

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
<p>Goal 1: Continue to support and explore skills developed by students in the Biology program with those emphasized at transfer institutions and in the STEM workforce.</p>	<p>In Progress</p>	<p>This item requires continued conversations within the department, across STEM departments, and neighboring transfer institutions/future work places. We are working to build and strengthen relationships with transfer institutions (i. e., UC Berkeley and UC Davis), Lawrence Berkeley National Labs, and to create partnerships with nearby regional parks and cities. We will continue to meet as a STEM task force to discuss how to further these outreach opportunities and other ways that we can support the STEM initiative.</p>	<p>FA21 and SP22 - Jill Bouchard, Briana McCarthy, Tess Shideler, Jancy Rickman, and Nicole Trager</p>
<p>Goal 2: Expand Biology Department offerings at the Brentwood Center after the new facility is built.</p>	<p>In Progress</p>	<p>Now that the new Brentwood facility is built we have increased our biology department offerings by adding a Bio40 and Bio45 section. We plan to continue adding biology department</p>	<p>Continued work through Spring 2022 with whole department, based on management directions.</p>

		sections, as well as increase our diversity of offerings on this campus to include Bio7, Bio8, and Bio50.	
<p>Goal 3: Meet the equipment, maintenance, and supply needs of current and future lab curricula department-wide, including conversion of SCI-103 to a fully functional wet lab.</p>	In Progress	<p>We continue to fund purchases and maintenance of supplies at Pittsburg and Brentwood and work to expand materials and supplies to support our growth on the Brentwood campus, utilizing our existing department budget as well as the RAP process.</p> <p>Lab conversion of SCI-103 is in progress. It is usable lab space, but not a fully-functioning wet lab as the floor is still carpeted. We look forward to getting college funding and approval to continue to meet our equipment, maintenance, and supply needs.</p>	Based on management approval/funding
<p>Goal 4: Make a successful transition to the new compressed calendar format in a manner consistent with excellent pedagogy, with minimal impact on FTES.</p>	Completed		

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)
Goal #2: Expand Biology Department offerings at the Brentwood Center after the new facility is built.
Goal #1: Continue to support and explore skills developed by students in the Biology program with those emphasized at transfer institutions and in the STEM workforce.
Goal #3: Meet the equipment, maintenance, and supply needs of current and future lab curricula department-wide, including conversion of SCI-103 to a fully functional wet lab.
Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Goal #1: Continue to support and explore skills developed by students in the Biology program with those emphasized at transfer institutions and in the STEM workforce.
Goal #2: Expand Biology Department offerings at the Brentwood Center after the new facility is built.
Goal #3: Meet the equipment, maintenance, and supply needs of current and future lab curricula department-wide, including conversion of SCI-103 to a fully functional wet lab.
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
Goal #2: Expand Biology Department offerings at the Brentwood Center after the new facility is built.
Goal #1: Continue to support and explore skills developed by students in the Biology program with those emphasized at transfer institutions and in the STEM workforce.
Goal #3: Meet the equipment, maintenance, and supply needs of current and future lab curricula department-wide, including conversion of SCI-103 to a fully functional wet lab.
Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)
Goal #4: Make a successful transition to the new compressed calendar format in a manner consistent with excellent pedagogy, with minimal impact on FTES.
Goal #2: Expand Biology Department offerings at the Brentwood Center after the new facility is built.
Goal #3: Meet the equipment, maintenance, and supply needs of current and future lab curricula department-wide, including conversion of SCI-103 to a fully functional wet lab.
Goal: Goal 5. Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)
Goal #3: Meet the equipment, maintenance, and supply needs of current and future lab curricula department-wide, including conversion of SCI-103 to a fully functional wet lab.

Instructional PR Y5 2021-2022 Program Update Report

LMC Business - BUS:

Date: 03-17-2022

- 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 Computer Science - COMSC:

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

SI Section Templates: 1. Program Update

LMC Business - BUS

1. Program Update

Instructional Units Program Review Year Five Update - Business Department

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

Changes

- Degrees- Changed ADT in Business to align with state requirements for ADT Business 2.0
- Staff- Hired two new adjunct faculty.
- Modality- All courses now have online course addendums. In addition, several courses went through the OEI CVC rubric alignment and are being approved to be badged in the CVC course listing.
- Change 1/2 unit 90s classes to 1.5 units to meet student need and cover topics with more valuable depth.

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

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

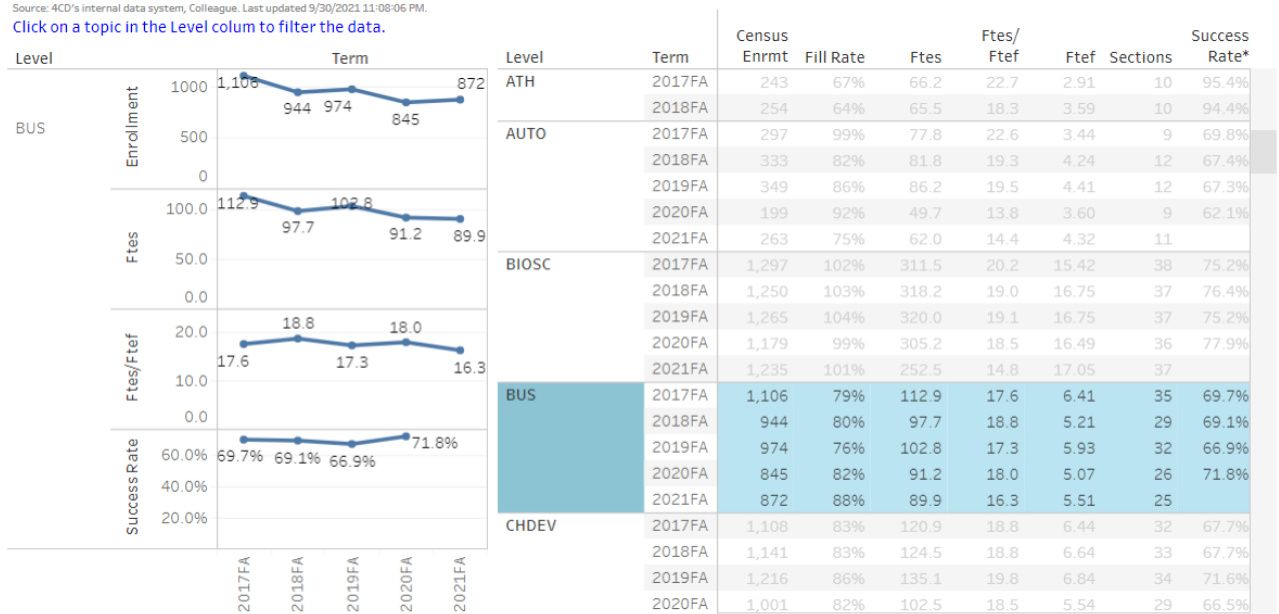


Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Location: Level: Term(s):

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
[Click on a topic in the Level column to filter the data.](#)



Enrollment trends over the past three years has been a slight decline with an uptick in 2021. The number of section offered also declined as the department worked to eliminate irrelevant and misaligned courses although the Spring 2022 will move toward increasing the number of sections offered. While sections decreased the fill rate per section did slightly increase and the success rate slightly increased.

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

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

Online learning has been sought after by business students for some time with pre-COVID online sections filling within three weeks of opening for registration. The increase in fill rate in fall 2020 and again increase in fall 2021 suggests students are gravitating more towards courses, which have been 100% online.

Possible considerations could be keeping the majority of sections online, as well as expanding course types to include new relevant areas, which would involve college and community wide marketing efforts. In addition, possible hybrid section additions may prove beneficial to students.

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Explore opportunities to establish more student engagement opportunities collegewide.	In progress		All FT Faculty
Goal 2: Explore entrepreneurship certificate pathways with other LMC departments: - Music - Art - Childcare - Automotive - Travel - Management	In Progress		All FT Faculty
Goal 3: Explore	In progress		All FT Faculty

opportunities to reduce unsuccessful student completions.			
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Goals 1, 2, and 3 are ongoing.

FOR CTE PROGRAMS ONLY

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

Accounting Outlook

SOC	Description	2021 Jobs	2026 Jobs	2021 - 2026 % Change
13-2082	Tax Preparers	657	674	3%
43-3031	Bookkeeping, Accounting, and Auditing Clerks	12,190	11,929	(2%)
43-3051	Payroll and Timekeeping Clerks	1,276	1,254	(2%)
		14,123	13,856	

Business Outlook

SOC	Description	2021 Jobs	2026 Jobs	2021 - 2026 % Change
43-1011	First-Line Supervisors of Office and Administrative Support Workers	11,330	11,187	(1%)
43-6011	Executive Secretaries and Executive Administrative Assistants	6,151	5,569	(9%)
		17,481	16,756	

The decrease in executive secretaries and executive admin assistants is known, thus the reason we eliminated several of our office support related courses. While the above two areas have decreased, small business is on the rise.

FOR CTE PROGRAMS ONLY

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

Pandemic situations seem to have impacted formalized Advisory Board meeting attendance. Contact with industry has been through adjuncts and students working in the industry. Additional contact for accounting has been done through communication with local accounting employment organizations.

Prior to the pandemic, most students were traveling outside the area for work with upwards in excess of 80% leaving the local area daily. While some are returning to work, many students are now working from home and seeking online classes to keep their degree work progressing. Many other students are also unemployed.

Specific to accounting, employers continue to need qualified accounting people. Providing students employable skills in this area continues to be an area of exploration. Current specific focus is on possible Quickbooks and Bookkeeping certification for students.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement,	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)
Goal 1: Explore opportunities to establish more student engagement opportunities collegewide.
Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Goal #2 Explore online offerings post pandemic.
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
Goal 3: Explore entrepreneurship certificate pathways with other LMC department: - Music - Art - Childcare - Automotive - Travel - Management

LMC Business - Management and Supervision - MANGT

1. Program Update

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

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

No Changes
Degrees

New curriculum

Changes

-Modality- All courses now have online course addendums. In addition, one course MANGT075 was redeveloped for OEI CVC rubric alignment and are being approved to be badged in the CVC course listing.

-Two new adjunct faculty members were hired that are able to teach both business and management.

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

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

Overall FTEF has remained about the same at .60 to .61.

Student success rate has dropped from 89.9% in fall 2018 to 69.2% in fall 2020.

Student enrollment raised by 20 students in fall 2020 and then dropped 10 with an overall gain of 10 students from fall 2018 to fall 2021.

Success rates decreases should be watched, but could be in relation to both management students and faculty being new to online learning and teaching. Fall 2021 and Spring 2022 success rates will help to add more light on this area.

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

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

Findings

The Management program courses continue to show small numbers.

Action

The Management program and course offerings need to be explored to assess viability of the program. Possible options are as follows:

- Redevelop current Management and Supervision Courses.
- Explore creation of a Non Profit Management Certificate, which would include new courses.
- Explore creation of a Human Resources Management Certificate, which would include new courses.

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Explore opportunities to establish more student engagement opportunities collegewide.	In progress		All FT Faculty
Goal 2: Explore entrepreneurship certificate pathways with other LMC departments: - Music - Art - Childcare - Automotive - Travel - Management	In progress		All FT Faculty
Goal 3: Explore opportunities to reduce unsuccessful student completions.	In progress		All FT Faculty

Goals 1, 2, and 3 are ongoing.

Goal 4 (Explore redevelopment of Management program courses to determine courses that need revision, courses and certificates that should be added, and marketing approaches that should be adopted.) **Timeline:**

- Begin review Spring 2022

FOR CTE PROGRAMS ONLY

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

Market trends show a slight increase in management jobs except for sales, which shows a slight decrease.

Management trends

Description	2021 Jobs	2026 Jobs	2021 - 2026 % Change
Management Analysts	5,925	6,250	5%
Administrative Services and Facilities Managers	3,273	3,357	3%
Industrial Production Managers	1,907	1,952	2%
General and Operations Managers	20,683	21,156	2%
Sales Managers	5,567	5,467	(2%)

FOR CTE PROGRAMS ONLY

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

Pandemic situations seem to have impacted formalized Advisory Board meeting attendance. Contact with industry has been through adjuncts and students working in the industry.

Prior to the pandemic, most students were traveling outside the area for work with upwards in excess of 80% of people leaving the local area daily for work. While some are returning to work, many students are now working from home and seeking online classes to keep their degree work progressing. Many other students are also unemployed.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize	In Progress	

Name	Benchmark	Benchmark Descriptor
equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)
Goal 1: Explore opportunities to establish more student engagement opportunities collegewide.
Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Goal #2 Explore online offerings post pandemic.
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
Goal 3: Explore entrepreneurship certificate pathways with other LMC department: - Music - Art - Childcare - Automotive - Travel - Management

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Goal 4- Explore redevelopment of Management program courses to determine courses that need revision, courses and certificates that should be added, and marketing approaches that should be adopted.

LMC Business - Travel Marketing - TRAVL

1. Program Update

Instructional Units Program Review Year Five Update - Travel Marketing Department

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

One new destination course, TRAVL 88, Southern Europe Destination Specialist, was approved by Curriculum Committee in October, 2017. It was taught for the first time in Spring 2021. This course is an elective for all certificates and the AS degree in Travel Marketing. It will also help fulfill certificate/ degree requirements for destination classes.

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

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

CENSUS ENROLLMENT:

Census enrollment for the Travel Program has been over 200 until Spring 2020, at which time the census enrollment dropped to 128. Historically, spring enrollment numbers have been less than fall, but not usually this large a dip. In the spring, we offer our two capstone classes, which attract fewer students -- students that are close to completing their certificates/degree and serious about starting their travel businesses. In addition, the lower total enrollment in Spring 2020 could also be due, in part, to the fact that only 6 total sections were offered in Spring 2020, as compared to the previous 5 semesters, in which 8 sections were offered.

Starting in Fall 2020, the pandemic was the main reason for dropping enrollment. In addition, sections were cancelled during the pandemic, so fewer sections were available for student enrollment. This was the first time in over 10 years that any travel classes have been cancelled for low enrollment.

CENSUS FILL RATE AND PRODUCTIVITY:

Enrollment fill rate and FTES/FTEF will vary, depending on the maximum number of students

per class. For example, TRAVL 77 is a capstone course with a class max of 30 students, while TRAVL 95, also a capstone course, has a class max of 40 students. Both of these courses are required for the CA and the AS degree in Travel Marketing. If the same number of students enroll in each of the classes, the census fill rate will be lower for TRAVL 95 because of the higher class maximum, which will affect the overall census fill rate for the program. A case can be made for setting the class max for both of these capstone courses at 30, as the advanced travel students are working on more complex projects and require more individual attention and feedback.

FTES numbers have been consistently above 15 from Fall 2017 through Fall 2019, with a drop in Spring 2020, when only 6 sections were offered (as compared to the usual 8). Many travel students take less than a full load, as many of them are working adults -- working full-time, part-time, or taking care of family members. FTEF numbers also have been consistent until Spring 2020. Two part-time instructors have taught all travel courses since 2008.

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

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

Studies have concluded that a smaller class size (typically 20-25 students) results in greater interactivity in online classes. With the increased emphasis on interactivity for online classes, we feel that travel classes should be held at a maximum of 30, especially the "core" courses, in which interactivity and information-sharing is most critical. This would result in a higher enrollment fill rate and FTES/FTEF numbers.

In addition, we have started offering TRAVL 76, Sales and Marketing core course, only once a year rather than every semester, expecting that it will have a higher enrollment if it is offered less frequently.

THE STATE OF THE TRAVEL INDUSTRY DURING THE PANDEMIC:

The travel industry has been virtually decimated during the pandemic, which has greatly affected the number of students enrolling in the travel marketing program. All indications are that travel will bounce back, but not immediately. Until requirements for travelers settle back down into normalcy, travelers will not have the confidence to travel as they did prior to Spring 2020. Studies and industry surveys indicate that travelers will be using travel advisors in greater numbers when they DO start traveling, so this is a great time to prepare for the pent-up demand that will likely come (see section 1c for more details).

NEED TO PROMOTE THE TRAVEL PROGRAM TO A WIDER AUDIENCE:

The LMC Travel Marketing Program is one of the only, if not THE only, program of its kind within the California Community College system. The LMC Travel Marketing Program focuses on preparing students to sell travel products and services to travelers. Most of our graduates become small business owners. Other programs within the state focus on a wider range of topics, typically hospitality (culinary arts and hotel management, for example).

The LMC travel instructors have put a great deal of time and effort into preparing 4 travel courses for the OEI (Online Education Initiative), which, if offered on the statewide exchange, would increase visibility for the program and would attract students from all over California. By casting a "wider net", we would expect enrollment numbers to increase.

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Prepare students for employment in the travel industry by providing current information, resources, and opportunities for networking with other students, alumni, and industry professionals.			
Goal 2: Improve student success rates, completions, and skill attainment.			
Goal 3: Enhance and promote faculty’s understanding and use of online teaching and learning practices/ pedagogy, with the intent of increasing student engagement, learning, and success.			

All goals continue to be in progress, and we will continue to take action steps as noted in the "goals" section of this report. Chris McGill and Debbie Wilson are the responsible parties for all goals.

FOR CTE PROGRAMS ONLY

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

On March 11, 2020, the World Health Organization (WHO) declared COVID-19, the disease caused by the SARS-CoV-2, a pandemic. No industry has been

harder hit by COVID-19 than travel and tourism. Since the beginning of March and through the end of this quarter, 2021, the pandemic has resulted in \$492 billion in cumulative losses for the U.S. travel economy, equating to a daily loss of approximately \$1.6 billion for the past months. The continual depressed level of travel spending has caused a loss of \$64 billion in federal, state and local tax revenue since March 1. (<https://www.ustravel.org/toolkit/covid-19-travel-industry-research>)

In 2020, the global industry lost an estimated US\$2.4 trillion and in 2021 a further US\$1.8 trillion could go. Yet, there have been pockets of activity and, as the pandemic recedes, opportunities are emerging – both for travel companies and for educated and knowledgeable travel counselors and hospitality workers.

What will the future look like for travel after the abrupt standstill since 2020? With vaccinations on the rise and infections on the decline in the US, a growing number of consumers are eager to get away. Many people who have the financial resources, have been hunkered down at home for much of the past year, with fewer-than-usual opportunities to spend money. There is pent-up demand for travel. Consumers are desperate to begin exploring the world once again.

Don't discount the need for travel agents in the future of travel. Two recent surveys show Americans increasingly want to utilize a travel counselor's services for post-pandemic vacationing. Nearly half of U.S travelers who rarely used travel agents in the past are likely to use one post-pandemic, according to a sturdy earlier this year by the American society of Travel Advisors and Sandals Resorts. When people start to travel again, they will want a travel agent more than ever.

A Travel Leaders Group and the World Travel & Tourism Council (WTTC) survey of 3,000 travelers found that nearly 70% originally planned to vacation in 2023. Euronews also says people want to travel. The ability to travel, however, is still up in the air depending on destination and origin, citizenship and vaccination status, among other factors. As a result, the travel industry is in need of travel agents capable of embracing technology and looking for ways to reassure travelers that they'll be safe should they choose to travel.

Cruise and tour companies who typically open their reservation systems 1 year in advance are now open for bookings for 2023 and 2024. The travel industry will be in need of educated travel professionals to meet the needs of the traveling public post pandemic. The industry is getting ready for a gradual recovery rather than immediate growth.

It should be noted that according to an independent study commissioned by The Travel Institute in 2018, agents have shifted from working primarily as employees (71% in 2008) to

working primarily as independent contractors or IC's (62% in 2017). Since self-employed agents are excluded from BLS data, the BLS data is "not a reliable source for indicating the travel agent career outlook." (Source: hostagencyreviews.com, "Travel Agent Career Outlook/ What You Need to Know").

FOR CTE PROGRAMS ONLY

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

In the past, we have conducted traditional Advisory Board meetings on an annual basis. For the last several years, these meetings have been conducted virtually, and attendance has dropped off. We started doing surveys, but again, input was minimal. As a result, we have started meeting one on one with travel professionals, graduates, and students to determine current needs. We also keep in close touch with working alumni to gather information about the current state of the industry.

Debbie is in her fifth year as a member of The Travel Institute Board of Trustees. As a board member, she attends quarterly "virtual" meetings and an annual face to face meeting with Travel Institute staff and board members. Travel instructors have attended the annual Travel Agent Forum and have met face to face with travel suppliers, host agencies, and other travel professionals, including students and alumni of the LMC travel program. Face to face meetings have been interrupted as a result of the pandemic.

These one on one meetings and conversations have proven to be more effective and instructive than the traditional Advisory Board meetings.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and	In Progress	

Name	Benchmark	Benchmark Descriptor
program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

<p>Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>
<p>Goal 2: Improve student success rates, completions, and skill attainment. Action: We are always striving for increased success rates. We provide reminders for assignments in the form of Announcements and Canvas messages to the class as well as to individuals. We also provide individual feedback on weekly discussions and assessments. Some students stop attending our classes regardless of these reminders and feedback.</p>
<p>Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)</p>
<p>Goal 1: Prepare students for employment in the travel industry by providing current information, resources, and opportunities for networking with other students, alumni, and industry professionals. Action: Utilize alumni in capstone classes as resources for current students. Provide information about networking and educational opportunities with industry professionals and travel organizations. Invite students and alumni to attend the annual Travel Agent Forum, in which there are many opportunities for networking; i.e., meeting with suppliers, travel professionals, and other student and graduates of our program. Continue to provide those opportunities.</p>

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Goal 3:

Enhance and promote faculty's understanding and use of online teaching and learning practices/ pedagogy, with the intent of increasing student engagement, learning, and success.

Action: Both travel instructors have completed POOCR training (Peer Online Course Review) and have mentored other online instructors.

Four online travel courses (TRAVL 72, TRAVL 76, TRAVL 77, and TRAVL 82) have been reviewed for the OEI

Exchange.

Travel instructors will continue to take appropriate flex training in online teaching and technology as appropriate.

LMC Child Development - CHDEV

1. Program Update

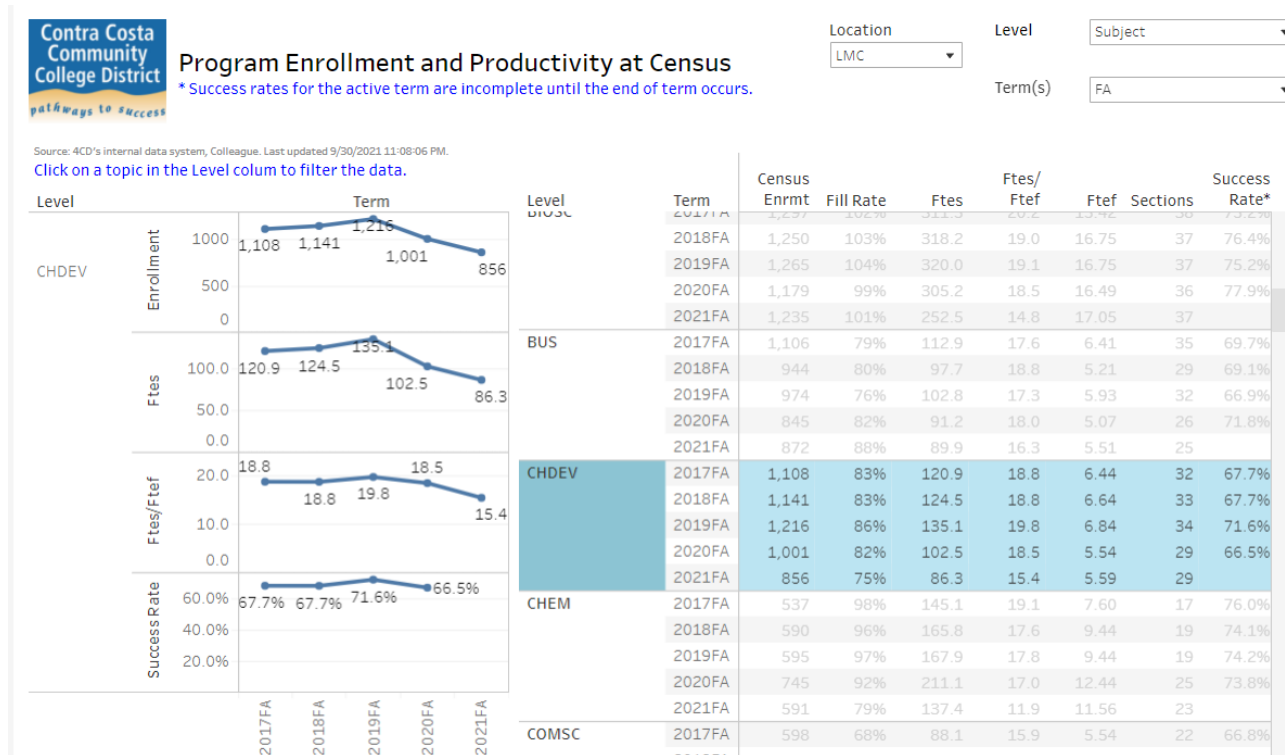
Instructional Units Program Review Year Five Update - Child Development Department

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

- Our Full Time Faculty, Pam Perfumo, retired in Spring 2020, a new Full Time Tenure Track Faculty, Randi Osburn, hired as retirement replacement.
- We also hired a new director, Angela Fantuzzi, in replacement of our director who retired in Spring 2019.
- Child Development 11 is being offered as an online OER/ZTC course starting Spring 2021.
- Perkins grant awarded for community mentorship program.
- CCAMPIS grant awarded for student parents.
- COVID accommodations (online practicum, online courses).
- Partnership with Brandman for LMC students to complete bachelors degree through Brandman on LMC campus.
- Changed Articulation Agreement for Careers in Teaching and the TLC Academy to EDUC 100 from CHDEV 32

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

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



	2018	2019	2020	2021
<i>FTES</i>	124.5	135.1	102.5	
<i>FTEF</i>	6.64	6.84	5.54	
<i>Degrees Awarded</i>	23	27	40	17
<i>Cert. Awarded</i>	26	27	30	10

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

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

- With COVID we see a decline in Course enrollments from a peak of 1216 in Fall 2019 students to 856 students in Fall 2021. That is a decrease of 30%. It is hard to learn about how to teach children in an online format, which is what we have been doing. In particular CHDEV 62 and CHDEV 90 are hard online as those classes teach how to build curriculum and implement that curriculum. As CHDEV 62 doesn't have a lab component, we are finding that we can't require the implementation piece and that we really aren't meeting the CSLOs of that course in the way that we are teaching it. In the past we required working or volunteering 3 hours a week in a licensed program and for students who didn't have access to that we offered CHDEV 83 which had anywhere from 40 to 60 students enrolled each semester. With the limited enrollment in the Child Study Center and new COVID regulations, we haven't been able to offer CHDEV 83.

- Rather than change the CHDEV 62 COOR we are sticking with the highest pedagogical vision and waiting for CHDEV 83 to be offered again, so we can again require implementation of curriculum with children. This is important as CHDEV 62 is part of the first 12 units required by licensing to be a teacher in an early childhood program and they need experience with children before they take on this responsibility.

- We have also been thinking about developing an Apprenticeship program which would also meet the need for the students taking part in this program to gain experience working with children.

- For CHDEV 11 and CHDEV 62 we are using HERF funding to help children with the very applied CHDEV 11 coursework. CHDEV 11 has always required a lot of support as it is an intensive writing class of child observations and then applies that information to ECE assessments. What we notice in the online courses for CHDEV 11, 62, and 90 what students are missing is that real time feedback that is so important in their moving forward with their coursework and their learning.

- Although students say they want face to face coursework they don't seem ready to come back. For this semester we offered two online sections of CHDEV 11 and CHDEV 62 and one face to face of each. The online sections were full and face to face had less than 10 students. This has also impacted our FTEFs. All of our face to face courses have low enrollments.

- For the future, we know our CHDEV online offerings will expand from pre COVID levels. It is clear that students have become more proficient in taking online courses. We receive less emails from confused students than we did in the past. That being said there are courses in our department: CHDEV 11, CHDEV 62 and CHDEV 90, that we want to offer predominately face to face. Say two sections face to face and one online.

- The other coursework we haven't been able to offer is our new Curriculum Specialization consisting of a course on Math and Science, and one on Music and Art. Those courses are extremely hands on, so we will wait until it makes sense to offer those courses in a face to face environment. We are hoping that will be Fall 2022 and Spring 2024.

- Our department also oversees EDUC 100. There is big news with that. We have just submitted an update that includes a better alignment with the C-ID course descriptor and have done a crosswalk with Careers in Teaching ROP and TLC Academy so that we were able to articulate that course with those programs. We are waiting to offer that course until the students are allowed to be in elementary classrooms as 45 hours is required per the course descriptor. We have a vision of adopting Stoneman Elementary with that course and having the students complete their hours there. We also hope that then Pittsburg Unified will cover the cost of the fingerprints then, as they did when our students interned in their School Garden program. We have adopted an OER book for this course which will also help with the cost.

- We have just had East County school districts complete a survey about their needs for TK teachers in order for them to implement the TK mandate in SB 130. We will be holding a summit in Fall 2021 to envision what a partnership would look like with these school districts to provide the 24 ECE units that their TK teachers need. We see a need for a cohort for credentialed teachers to meet the needs of the school districts and to create a better learning

environment for these students.

- We are working on partnerships with local high schools to provide Early College Credit for Child Development 10, Child Development 1 is currently articulated.
- We are working towards offering all our CAP 8 courses on the Brentwood campus and have submitted a Box 2A for a full time faculty presence on the Brentwood campus.
- Even with the current COVID environment, the students that are persisting need to take CHDEV 90 in increased numbers. We offered a section in Summer 2021 and have a full section this fall. Based on the increased students completing CHDEV 11, we anticipate filling two sections this Spring. That would be the first time we will offer two sections in the same semester.
- Although we have articulation agreements with Freedom, Liberty, and Antioch High, we need to connect with Deer Valley as there is a new teacher, and that articulation agreement has expired, and we have heard that Heritage High School has a new course we can articulate with, so we are working on connecting with them.
- Pittsburg High School used to have a course we articulated with but that was more than a decade ago. What we would like to do there is offer a dual enrollment course, similar to what Nick Garcia does in the Drama Department. We also see offering CHDEV 10 at Deer Valley and Freedom, since those students earn CHDEV 1 for their ROP coursework and by offering CHDEV 10, they would have completed their first 6 units of ECE coursework and be eligible for the assistant teacher permit on the permit matrix.
- One additional effort our department is taking on is to OER/ZTC as many of our courses as possible. In the spring sections of CHDEV 1, 11, 20, and 50 will be OER/ZTC. We are researching how to get the other 4 CAP 8 courses OER/ZTC.
- In summary our data shows we need to build enrollments. We plan to do that by connecting with East County School Districts to offer a 24 units of cohorted ECE coursework and to build dual enrollment options and increased articulation agreements in the high schools. Those seem to be the lowest hanging fruit we can start with. Creating an apprenticeship program is something that will take years to pull together, however we want to start researching that program this year, and work on building that so possibly in the 2024 school year we can have that program up and running.

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

Goals	Completed/Abandoned /In Progress/Modified	Impact/Explain/Action Steps	Timeline/Responsible Parties
Goal 1: To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree	In Progress	<ul style="list-style-type: none"> • We have built a partnership with Brandman University to develop a Bachelor's degree in Early Childhood Education that can lead to a teaching credential. • We articulated our program with St. 	Ongoing/Janice Townsend, Erlinda Jones & Randi Osburn

		<p>Mary's College JCL Teaching Credential Program.</p> <ul style="list-style-type: none"> We are working with the Regional Joint Venture (RJV) Teach for the Bay to build partnerships and learn about what other colleges are doing to create Teacher Pathways for Child Development students to go into the multi subject credential programs. In addition we keep updating and expanding articulated courses with our feeder high schools and plan to offer dual enrollment/early college pathways. 	
<p>Goal 2: To improve the security and operations of the Child Study Center (hire an hourly front desk position, Install ProCare)</p>	<p>In Progress</p>	<ul style="list-style-type: none"> Funding requests (RAP) have been submitted to fund and post the front desk position (Office Assistant II) through an hourly position. This position was approved in 2018/2019 school year, however has not been filled. Our department continues to submit RAP proposals. Funding requests have been submitted for the ProCare system to be installed in our Child Study Center. 	<p>Ongoing/Angela Fantuzzi/College Management</p>
<p>Goal 3: To maintain and expand partnerships with external agencies (First 5, WestEd, St. Mary's/CSUs, USDA, NAEYC, CCAMPIS, Pittsburg Unified, ROP/Academy</p>	<p>Modified/In Progress</p>	<ul style="list-style-type: none"> Our modification is that we have added more community programs to our regional partners such as BACC, RJV, CCCECE and East County School Districts. 	<p>Ongoing/ Erlinda Jones, Janice Townsend, Randi Osburn, Angela Fantuzzi</p>

Programs, Strong Workforce Initiative, COCOKIDS, CALWORKS, TANF)

- We are collaborating with universities, such as Brandman and St. Mary's, so our students have more transfer options and are working on becoming active in Teach for the Bay.
 - In the Child Study Center we have continued to implement the USDA food program, allowing us to provide healthy meals for the children in our program.
 - We continue to work with First 5 Contra Costa to provide services to our working students.
 - We continue to expand our community outreach through the Advisory Committee, which allows us to strengthen our partnerships with CoCoKids, Head Start and other community partners.
 - We have developed a Community Mentor program through Perkins funding which has allowed us to hire community mentors and strengthen partnerships with center and home based programs in the community.
 - We have be granted the CCAMPIS grant which supports student parents in our Child Study Center.
 - We continue to support LMC student

		<p>families through our partnerships with CALWORKS and TANF.</p> <ul style="list-style-type: none"> • We continue to work with ROP/Academy Programs, offering articulation agreements with the local high schools. • We manage several grants in our department that support our students. 	
<p>Goal 4: Our Child Study Center staff would like to engage in work and conversations around wellness and self care.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • We will research and create an integrated wellness program into the curriculum for the children at the Child Study Center. • We will research and create wellness practices for the Child Study Center staff. 	<p>Angela Fantuzzi</p>
<p>Goal 5: Our Child Study Center staff would like to have a presence online to increase communication with parents and families.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • We will research educational communication options and decide which programs would best meet the needs of the parents and families we serve and implement a new communication system. 	<p>Angela Fantuzzi</p>
<p>Goal 6: Our department would like to increase the number of OER courses offered.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • We will work with adjunct faculty and OER support on the LMC campus to develop more OER courses that can be offered in the course schedule. We would like to have full OER versions of CHDEV 1, 10, 11, 20, 50, 62 and 65 by Fall 2022. • We are working on locating resources 	<p>Randi Osburn, Janice Townsend, and Erlinda Jones.</p>

		that would work for CHDEV 90.	
Goal 7: Hire the ECE Educational Specialist	New	<ul style="list-style-type: none"> In the 2019/2020 school year Angela Fantuzzi was hired as the center director. Her replacement was approved and going out for hire in the Spring of 2020 however it was stopped during COVID. We can't expand beyond 24 children in the Child Study Center and follow COVID protocols without the hire of this position. In Fall 2022 we plan on expanding to 50 children and we need this position hired to do so. When we can work without COVID restrictions then with this position we will be able to enroll 80 students. This position also will allow us to place more CHDEV 90 students in the Child Study Center and work towards offering CHDEV 83 as well. We continue to submit RAP proposals for this position. 	
Goal 8: Hire a CHDEV Brentwood full -time faculty	New	<ul style="list-style-type: none"> In the Fall of 2021, our department submitted a Box 2A proposal for a full time Brentwood hire. We need this position for two reasons. The first is for our department to meet the needs to develop ECE teachers and Elementary teachers for East County at the Brentwood Campus 	

		<p>through extended face to face offerings and advising. Second, our department is heavily involved in external partnerships and campus committees. In order to manage this workload we need another faculty hire. As we are extending our partnerships in far east county via school district and articulation partnerships, it makes sense that this hire would be at the Brentwood campus.</p>	
<p>Goal 9: Align coursework with CTC Teacher Preparation Assessment and Teacher Preparation Expectations</p>	<p>New</p>	<ul style="list-style-type: none"> • This is new work in the state to use TPEs in aligned in course to streamlin the CTC permit process. • The main change is that at some (currently unknown) point in the next 4-5 years, the state would like to move away from students presenting their course transcripts as proof of readiness to apply for a child development permit. Instead, students would attend a community college and other institution of Higher Education that has met the requirement allowing them to recommend students for the permit, based on them meeting certain competencies. • We will be reaching out to Las Positas College to 	<p>Janice Townsend, Randi Osburn, Erlinda Jones</p>

		learn more about how they are going about this, as a first step.	
Goal 10: Dual Enrollment with Feeder High Schools		<ul style="list-style-type: none"> • Work with Pittsburg Unifies to build a Grow Your Own Teacher Program • Offer CHDEV 10 and 50 at Freedom High School • When we get Freedom and Pittsburg off the ground we would like to partner with Antioch High School and offer CHDEV 10 and either CHDEV 1 or CHDEV 50. 	

FOR CTE PROGRAMS ONLY

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

Job Title	Percentage change from 2019-2024
Preschool Teachers, Except Special Education	7%
Elementary School Teachers, Except Special Education	5%
Teacher Assistants	6%

The one thing that this table doesn't reflect is that TK teachers need 24 ECE units. That means that the AS-T in ECE is now the preferred teacher pathway. It doesn't also reflect the passage of SB 130 where our East County School Districts will need 30 plus new TK teachers by 2025. With this data and the passage of SB 130 our program is a strong growth area.

FOR CTE PROGRAMS ONLY

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

LMC Child Development Department
Advisory Board Meeting
November 10, 2020
Notes

Attendees: Janice Townsend, Randi Osburn, Erlinda Jones, Pam Perfumo, Camille Santana, Terrissa Hein, Niki Santo, Gem Burnham, Jesus Velasco, Angela Fantuzzi, Jodi Maspaitella, Bonnie Duncan, Estella Sierra, Nikki Moultrie, Julia White, Margaret Weikart-Jacobs, Karen Cailotto, Rebecca Quinones, Carol Carter, Melissa Jackson

Item #	Agenda Topic	Facilitator/s	Time	Notes
1.	Welcome!	Erlinda	3:30-3:40	LMC is online will be in Spring Thank you for being here
1.	Introducing Randi Osburn	Randi	3:45-3:45	Randi's story Welcome Randi
1.	Listening and Learning Tour:	All	3:45-4:45	Camille: what are employers are looking for our students? Terrissa Hein: County Office of Ed-has received 60 application for the professional development program through online application; 2 things that are different-cannot provide the payment of foreign transcript eval-reduce some other supports; fees for permits through CDTC-allow at Master Teacher permit; moving into workforce pathways Niki Santo-Brandman/Jim/Jesus: Contact info in the chat; Director at WC campus; Doing BA in cohort for LMC students; successfully started 25 students; first

				trimester; concerned about the virtual environment; students have started strongly; our faculty noted that the LMC had a very strong grasp of ECE; well-rounded ready to transfer and complete; Provide multiple and diverse perspectives; least expensive BA degree in the state of CA; about more opportunity and access to diverse populations; Cem Burnham- Academic Advisor-one advisor for the cohort; first 8 weeks Jesus Velasco-one stop specialist; financial aid; paperwork; Melissa Jackson: says students are interested in master's or teaching credential \$500 per unit/ 24 units/\$12,500.00 Ballpark 15,000 Angela Fantuzzi: unsure if we are re-opening in January; redoing the environments so they are COVID ready; including the outside so that we can be inside and outside during the entire
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				<p>day; continue trauma essential training with staff so that we are ready when families return; creating videos to support instruction; introduced Jodi Maspaitella new foster kinship program director Bonnie Duncan: Family Child Care program director; in Brandman program; distant learners 8 preschoolers; 5 distant learners; difficulties with internet reliability; kids would be here and we would do one computer; Bonnie might be able to help us in spring Estella Sierra: Director; re-opened on August 4; two classrooms hybrid MWF, TTH and distant learner; 2 students coming twice a week doing distance learning; challenge of communicating with families on the symptoms of COVID-vs. other illness; families and staff meetings Have 20 children; 16 openings; Estella is open to continue to</p>
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				bringing in a few students Nikki Moultrie: our Dean; Pam Perfumo: Mentor Teacher Coordinator: fund mentoring during spring semester; 2 students per mentor teacher; some of our mentors are not going to be able to mentor in the spring; need to clarify with Sue Handy at DVC; Mentor teacher grant sunsetting at the end of spring semester; program is being defunded; CA ECE looking at a preschool teaching credential; Julia White: Community Services Bureau; county organization so considered essential; some teachers were not able to be in the classrooms; started at with classrooms for essential workers; closed in July for 3 weeks because of cases; reopened Sept 8 for whole program; all centers are now open; 8 preschoolers in each classroom; 12 distance learning; 3 infants/4
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				toddlers; under-enrolled; CDE says up to 14 children with 2 staff; technology challenges and technology comfort; biggest challenge is family commitment; (stayed in distance learning are doing it to stay in the program); able to provide resources for families; concern about staff morale- systems in place for health and safety; social unrest also impacts also; working on race and bias program for staff; kudos to partners that have been able to be successful during this time Margaret Weikart-Jacobs: CoCoKids Some of the best providers on this call; in time of COVID, providers have risen to the occasion; working hard, cleaning their centers; meeting all the requirements; CoCoKids has helping with grants; help support providers; increased response to training; health and safety
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				classes online; finding ways to help providers in our community survive; providers are attending webinars; Spring conference-will be online Rebecca Quinones: Kudos to professionals that are so caring and dedicated; jr and sr students; group of 15; students are willing to go the extra mile; the students are more technology savvy and can help the mentor teachers; lots of uncertainty; learning about etiquette; prepping the students for the future; good support system; future is unknown; attendance is perfect; students are committed Karen Cailotto: quick start up received access to Canvas for a start on Monday; modeling growth mindset in real time; 80 to 90 jr and sr students; working with mentor teachers virtually; some are on campus getting packets ready; full distance learning; 4 sections of dev psych; 2 sections
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				<p>of internship; 2 section of TLC core We're making history! Carol Carter: director mentor meeting-still funding through DVC; hiring staff; finding people that want to work; lost workforce to nannying; frustrating to be at the mercy of the public school system Melissa Jackson: fully operational by zoom; doing advising through zoom; participation lower than in previous years; sending out links to students that are working in the field; First 5 has been operating without an ECE specialist; new management at First 5; continuing to meet the needs of providers and being responsive to the covid realities; Changes in the grant funding-no lost wages available to practicum students; no bachelor's milestone stipend; course completion stipend over 7 units; application</p>
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				is completely online up to Jan 15; due to COVID, minimum of 9 months employment has been reduced to 6 months
1.	Wrap Up	Janice	4:45-4:55	
1.	Closing	Erlinda	4:55-5:00	Consortium Grant also being defunded. Operating this year with broader eligibility requirements

Los Medanos College Advisory Committee Meeting Agenda
 April 13, 2021
 3:00-5:00

Attendees: Margaret Wiegert Jacobs (Contra Costa Child Care Council); Melissa Jackson (LMC First 5 Office); Julia Kittle-White (Head Start); Stephanie Marple (Deer Valley ROP); Stephanie Quinones (Antioch High ROP); Carol Carter (Adjunct Faculty and Center Director); Niki Santo (Brandman university); Cem Burnham (Brandman University); Estella Sierra (Mentor Program and Little Angels Preschool); Angela Fantuzzi (LMC Center Director); Janice Townsend (LMC CHDEV Faculty and Co-Lab Coordinator); Randi Osburn (LMC CHDEV Faculty and Co-Lab Coordinator); Erlinda Jones (LMC CHDEV Faculty and Department Chair)

Welcome	Janice Townsend/Randi Osburn/Erlinda Jones
Department Updates <ul style="list-style-type: none"> • Consortium • Practicum Placements • CHDEV 83 	Erlinda Jones Challenges for offering courses due to COVID and loss of Mentor program. Practicum course has required creativity: partnering with the community and offering online opportunities with Child Study Center staff. Issue with finding placements for practicum students. Still figuring out the Supervised Teaching course (83). Possibly opening the

	<p>Child Study Center in the Fall. Consortium grant was offered this semester but will not be offered again. Enrollment is down, we have cut classes, trying to stick to GE courses and keep major courses. Working towards a more normal schedule and face to face courses. Discussion regarding the three pronged approach for placing practicum students. Possible options for mentors and placements for practicum students. Margaret suggesting QRIS placements as an option for practicum students. Carol shares concerns for AB22 (Universal Preschool) and impact on ECE field and programs. Discussion about impact of bill.</p>
<p>Introductions- Share Your Plans for Fall 2021</p> <ul style="list-style-type: none"> • First Five • Child Care Council • ROP • Brandman • Adjunct Faculty and their programs • Mentor Teachers and their programs • Head Start 	<p>Advisory Committee Members Brandman: NIKI: Cohort doing well. Online delivery is more challenging for some than others. Most are doing well. Summer break is approaching. CEM: During summer a lot will come back for an English course (Children’s Lit). Have only lost a few students (21 left, 1 dropped, 3 slowed pace). 20 on track to graduate in Fall. Unlikely that in person classes will return in Summer, Fall is unsure. Discussion of possible physical space on LMC campus. Melissa question: replaced speech course with children’s lit. Summer registration is open. First Five: MELISSA: Contract is sunsetting at the end of the year. Educational advising is majority of contract with some lending library. Advising students for permit. Meeting monthly for QRIS and can mention the idea of placements. First Five money is leaving, Melissa’s role may be reorganized and different funding may be coming. Possibility of mentor options. CCCECE faculty representative for credentialing and COE conversations. ROP: STEPHANIE: Dear Valley HS ROP, moving to Freedom, teaching careers with children (articulated with CHDEV1) and there is a preschool program on campus. REBECCA: Careers in teaching for elementary school teaching (articulated with EDUC 40). Working with students to overcome different challenges. Interning with teachers who are providing experience in distance learning. ADJUNCT: CAROL: concerned about AB22, licensing ratios are back to community care licensing standards. Cohort of 18 allowed, 16 best practices per licensing and health department. Enrolling at capacity. Clarifying enrollment rules, might help with 90 placements. Air filtration systems may address ventilation issues. Week of the Young</p>

	<p>Child activities. Child Care Council: MARGARET: Online workshops are doing very well for attendance but might not be as deep as they would be in person. First virtual conference on May 1st. Coco Kids, more money is coming to child care, will be able to serve more families. More children are on the waitlist, about 5,000. Lost about 20% of the programs in the county. There is a teacher shortage, new teachers are needed. Advocating for the needs of families and programs. R&R network is not taking a stand on AB22. One paid lobbyist for R&R. Head Start: JULIA: AB22, would mean that a group of children would no longer qualify for Head Start. Issue with hours of service (full day vs. part day). After school care is an issue. Family will also lose the wrap around services provided by Head Start. Concern about preparedness of elementary school teachers to provide care for preschool aged children. Child Care Relief Grant, for specific five cities in Contra Costa County (Richmond, San Pablo, Concord, Antioch & Pittsburg). Week of The Young Child, mostly over Zoom. Ratios, tier system based off of state tier system, capping classrooms at 8 for preschoolers, 3 for infants and 4 for toddlers. Partner programs are not required to follow tiers, are operating at higher capacities. Mentor Program: ESTELLA: Adapting to COVID regulations and providing services in hybrid format, onsite and online. MARGARET: Programs that are state and federally funded still receive their funds. Programs that depend on tuition will be receiving relief funds. Another meeting 4/14/2021 with Health Department.</p>
<p>Child Study Center Updates</p>	<p>Angela Fantuzzi-looking at options to open in Fall. Supporting families and practicum students in Zoom.</p>
<p>Tandem Grant Opportunity</p>	<p>Angela Fantuzzi- Story Cycles information, teaching parents how to read books with children. Receive a stipend and books. Trained parent volunteers. Five year cycle, yearly review. Possibility in future that parents can train other parents. Advisory committee recommended that the Child Study Center and CHDEV Department move forward with this opportunity.</p>
<p>Brandman Second Cohort Information Sessions</p>	<p>Janice Townsend- Some overlap of course content and textbooks in Brandman program. Working on details of second cohort. Information meeting to determine whether we</p>

	<p>have 25 interested students for second cohort. Information session April 28th at 6:30pm and April 30th at 3pm. Specifically for students looking for a career in ECE. Will share flyer will DVC and CCCC. No cohort for Masters degree as of now. Mills college is closing.</p>
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Los Medanos College Advisory Committee Meeting Agenda

10/27/2021

2:30-4:00pm

Attendees: Janice Townsend, LMC, Angela Fantuzzi, LMC, Randi Osburn, LMC, Pam Perfumo, LMC Mentor Coordinator, Terrissa Hein, County Office of Education, Jeanne Virgilio, LMC, Katie Marcel, CSC Intern, Denise Clarke, County Office of Education, Bonnie Duncan, Family Child Care Provider and Mentor Teacher, Amanda Ehinger, Mentor Teacher, Cem Burnham, Brandman/UMass, Jordyn Flores, Mentor Teacher, Tiffany Welter, Career Pathways Counselor-LMC, Jodi Maspaitella, LMC Foster Kinship Care, Estella Sierra, Mentor Teacher, Rebecca Quinones, Antioch Highschool, Niki Santo, Brandman/UMass, Carol Carter, Center Director.

Welcome	Janice Townsend/Randi Osburn
Introductions	
<p>Department Updates</p> <ul style="list-style-type: none"> • Child Study Center Updates • OER Plans • Regional Partnerships <ul style="list-style-type: none"> • Working to increase workforce with Regional Joint Venture (RJV) Teach for the Bay <ul style="list-style-type: none"> • Apprenticeship- dipping our toes in • More high school articulation • CCCECE • ECE partnership for TK with East County School Districts 	<ul style="list-style-type: none"> • Center update: reopen face to face with decreased capacity which will be maintained for Spring 2022. A few students are supported in the center but not as many as in the past. <ul style="list-style-type: none"> • Brandman is now University of Massachusetts Global. • ECE partnership for TK: SB 130 by 2025 all four-year-olds will be eligible for TK through the school district, in order to be a TK teacher will need 24 units of CHDEV, teachers will need to come back to get their units and we are working on getting students through the CHDEV program as the teacher preparation program. Conversations with districts to assess the need. Working on specialized courses in a cohort model. The

	<p>advisory committee supports the goal.</p> <ul style="list-style-type: none"> • High School articulation and dual enrollment, CHDEV 1, possibly CHDEV 10 & 50, same coursework that students are experiencing on the LMC campus. Partnering with more schools. The advisory committee supports the goal. • Apprenticeship- regions (San Francisco, San Jose, Alameda, etc.) a mentor is chosen for the apprenticeship program and supports students in field. Learning more about the apprenticeship program. Title 22 or Title 5 providers. Title 5 providers are covered by the state, we may focus on Title 22 providers. Pam mentioned possibility of partnering with afterschool programs such as Aim High. The advisory committee supports goal. • OER: Working on creating a low cost degree with only CHDEV 90 requiring the purchase of a textbook. Our goal is for all other courses to have free textbooks. Working to eliminate barriers to degree completion. The advisory committee supports goal. • CCCECE: Statewide meeting is on Nov. 12th and will be organized to share what's happening in the field across the state and provide opportunities to have conversations around specific topics.
<p>How is SB 130 impacting your program?</p>	<ul style="list-style-type: none"> • Counties expanding dates for TK so that children can enter school at the age of 4. TK is half day and voluntary. May be shifting to care for 0-3. Parents will decide based on affordability, accessibility, and quality.
<p>Other Legislative or Funding Issues that are impacting our work:</p>	<ul style="list-style-type: none"> • Mentor program has moved to CDE and will continue to be

<ul style="list-style-type: none"> • Mentor Teacher Program 	<p>funded. Decrease in hours for mentors and new mentors cannot be added. Some reorganization is continuing to happen. Continuing to support mentorships through Perkins funding.</p>
<p>What impact is COVID having on your program currently?</p>	<ul style="list-style-type: none"> • Carol Carter reported that her program was full and was just following safety protocol.
<p>Final Notes</p>	<p>Invite feedback and ideas. Terrissa Hein asked us to look into Permit Advisory Pilot project for competencies embedded in coursework for Teacher Performance Assessments and discuss this at the next advisory meeting.</p>

Our next advisory meeting is for Spring 2022 it will be April 13th, 2022.

Goals

Name	Benchmark	Benchmark Descriptor
<p>Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)</p>	<p>In Progress</p>	
<p>Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>	<p>Abandoned</p>	
<p>Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)</p>	<p>In Progress</p>	
<p>Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community</p>	<p>Modified</p>	

Name	Benchmark	Benchmark Descriptor
partnerships. (District #3)	Modified	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
To implement Universal Design for Learning Principles (Language Translator Software, Professional Development).
Partner with other departments and programs to develop contextualized coursework
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree.
Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)
To maintain and expand partnerships with external agencies (First 5, WestEd, St. Mary's/CSUs, USDA, CCCECE, NAEYC, CCAMPIS, East County School Districts, ROP/Academy Programs, Strong Workforce Initiative (HRTP, BACC, RJV, Regional Teacher Pathway), COCOKIDS, CALWORKS, TANF)
Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)
To improve the security and operations of the Child Study Center (hire an hourly front desk position, install ProCare)

LMC Computer Science - COMSC

1. Program Update

Instructional Units Program Review Year Five Update - Computer Sciences Department

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

1. Clayton Smith retired in Spring 2020.
2. Ali Karahroudy was hired and started in Fall 2022.
3. The Computer Support Specialist and Computer Applications Specialist Certificate of Achievements and Associate of Arts Degrees were merged into the Computer Applications

Support Specialist certificates and degrees.

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

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

The enrollment data have been fairly consistent, with little variance, since the fall of 2018. The average numbers were, for: census enrollment 478 students, census fill rate 74%, average FTES of 71, and FTES/FTEF of 16.9. The trend has been fairly flat since 2018.

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

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

Given all the added disruptions and complications with the COVID virus, the data suggests that our program and course offerings still in demand and we are managing our teaching resources effectively.

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

Goal 1: Research and develop a Cybersecurity program. Status: Completed.

Goal 2: Continue with ITTP Pathways development. Status: Still in progress. It was on hold pending a new full-time faculty hire. A new full-time faculty, Ali Karahroudy, was hired and started in Fall 2021.

Goal 3: Develop a course for high demand pathways. Status: Abandoned. No one could remember what this was referring to.

FOR CTE PROGRAMS ONLY

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

In the four near-by counties, the data shows an estimated 15.5% (from 2021-2026) overall increase in jobs where the national average is 9.5%. Where a vast majority of those jobs in San Francisco and Alameda Counties. Approximately, 20% of the jobs offered in the near-by counties, in 2021-2022, were for jobs relating to our terminal technology certificates and degrees. The others were suited for more people with BA level degrees. Occupations related to

our terminal degrees, such as Computer Network and User support shows an estimated average 13% increase, from 2021-2026.

FOR CTE PROGRAMS ONLY

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

No Computer Science advisory board meetings were held 2020.

We merged the LMC's and DVC's computer science advisory board into one meeting. We met on November 18th, 2021. We will continue to meet as one advisory board on the the 13th week of each fall and spring semester.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

Goal 2: Continue with ITTP Pathways development

Action Steps: To be determined by Ali Karahroudy

Responsible Party: Ali Karahroudy

Timeline: To be determined by Ali Karahroudy

LMC Center for Academic Support

1. Program Update

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

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

Our program has changed significantly since our Year Three Update due to the pandemic and the need for services to move online. Since Spring 2020, we have begun offering synchronous online reading and writing consultations and peer tutoring via Zoom and created systems to organize, staff, allow students to register, and keep record of our service's use. We have added this service to our already existing asynchronous email consultation. We continue to streamline and improve our online services each semester.

Since Fall 2021, we offer services in person as well and now offer services three ways:

synchronous online, asynchronous online, and in-person. We also have brought back the Brain Food Project and the Traveling Consultant program.

In Spring 2022, we are also exploring how to offer services in open labs and collaborating with programs like Honors and for students in hybrid classes. We are also collaborating with the English Department's composition coordinators to pilot a new way to envision peer tutoring in our current landscape called "Get in the Zone." It makes use of reading and writing consultants and Mustang Peer Mentors (tutors) to provide individualized and group support to students in English 100/100S at key points throughout the semester to help students stay on the path to completing the course.

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

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

Data used here is number of students served in the Center each semester:

Fall 2018:

R/W Consultations: 590 unique students for 1,038 contacts

Tutoring: 449 unique students for 745 contacts

Spring 2019:

R/W Consultations 485 students for 850 contacts

Tutoring 341 students for 888 contacts

Fall 2019:

R/W Consultants: 534 students for 910 contacts

Tutoring: 341 for 888 contacts

*Spring 2020:

R/W consultants: 265 students for 342 contacts

Tutoring: 126 students for 352 contacts

Fall 2020:

R/W Consultants: 217 students for 380 contacts

Tutoring: 126 students for 352 contacts

Spring 2021:

R/W consultants: 278 students for 472 contacts

Tutoring: 150 students for 311 contacts

Fall 2021:

R/W consultants 352 students for 641 contacts

Tutoring: in complete data.

*This data does not always accurately reflect the number of students served, however. In Fall 2019, we saw a slight dip in use, which followed the enrollment trend at the college. Our numbers are clearly impacted by the pandemic crisis and the necessity to move services online.

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

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

- Our data suggests that we need funding and staff support for advertising and marketing to increase our visibility on campus.
- The college-wide Tutor Support Team has been meeting to improve the look and messaging of the various tutoring programs' online presence. We think that improving our websites and the Hub will provide more access and clarity in our messaging to students and increase our numbers. We need institutional support to help with unifying messaging for college-wide tutoring.
 - We need a functional space and support to provide adequate services in Brentwood.
 - We also need buy-in from students enrolled in our composition course sequence and their instructors, indicating a need to emphasize our services more explicitly in the upcoming English 100 revision.
 - There has been so much change in the past two years, we need some stability and time to reflect in order to reassess what students need and how to best deliver services moving forward.

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

Goal 1: Responsible parties: Sandra Mills and Jill Buettner

Action steps: 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. In 2019, we gave active reading workshops in Umoja classes, and we hope to use our Traveling Consultant program to continue this service in the next academic year. We are also working closely with Umoja instructor George Olgin on our "Get in the Zone" pilot, which we hope will positively impact this student population with course completion and success.

Goal 2: Responsible parties: Sandra Mills and Jill Buettner

Action steps: 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 will continue our data collection and restart our partnership with EOPS in the next academic year.

Goal 3: Responsible parties: Sandra Mills and Jill Buettner

Action steps: We plan to do more outreach with the Foster Youth Liaison to provide some targeted events to introduce foster youth to our Center. We will also work to complete research about the use of our services by the groups targeted in the Student Equity Plan in the next two years.

FOR CTE PROGRAMS ONLY

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

N/A

FOR CTE PROGRAMS ONLY

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

N/A

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	Completed	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	Abandoned	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)

We plan to increase our partnerships with learning communities, like Umoja, and with programs like BRAVO and EOPS.

Our "Get in the Zone" pilot will have a direct impact on student success in providing 1:1 targeted support and peer mentorship to students.

We also plan to complete research on equitable use of our services by various student populations. This data will also help us determine next steps in closing equity gaps.

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

We have increased our hours, we now offer night and weekend hours, and we offer synchronous online, asynchronous online, and in-person services.

As a way of expanding services during peak times, we provide additional hours on weekends.

This semester, we are offering open labs and Traveling Consultants to meet students where they are.

We want to know: does increased access increase the numbers of students who are using our services?

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

This goal does not specifically apply to us or to our 2019-2020 goals, but we would interested in meeting with CTE programs to see if we can support their students more effectively in our Center.

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Reading and Writing Consultants and tutors support students in course completion and accomplishing their goals. Our data indicates that students who use our services have higher course completion rates.

To help with completion, we are piloting our "Get in the Zone" program with 1:1 support with Mustang Peer Mentors.

We plan to strengthen our partnerships on campus with EOPS, Umoja, the library and tutoring centers on campus.

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

We effectively make use of our budget and institutional resources in the way we staff our tutors and consultants. We stagger hours at less busy times and employ consultants who can work both online and in-person simultaneously. Being efficient with our budget and expansive in our offerings helps us provide equitable access to support services.

We need additional institutional support and resources in Brentwood to provide equitable services there. We will keep in communication with our manager and the library team to support equitable access in Brentwood.

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

1. Program Update

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

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

The most significant change during this period was the transition to online learning during Spring 2020. In addition to transitioning lectures to an online format, labs were developed for the online environment (both fully online and hybrid formats). We lost one full-time faculty member due to retirement (Jeanne Bonner) and have submitted a box 2a request to replace her.

Also, engineering courses offering was modified. Classes which historically have been offered either Spring or Fall semester, are now offered both semesters. These classes include: Engin10, Engin20, Engin22, Engin25, Engin30 and Engin36.

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

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

Physics: Census Enrollment has remained relatively stable (lowest was 2018FA at 272 and highest was 2019FA at 290). Census fill rate has steadily increased since 2018FA (88.9%-2018FA to 97.9%-2020FA). Productivity rate has remained somewhat steady at around 15 however, in 2020FA it dropped slightly to 14.8.

Engineering: Census Enrollment has increased from 97 in 2018FA and 96 in 2019FA to 140 in 2020FA. Census fill rate has increased as well from 81%-2018FA to 93%-2020FA. Productivity rate has jumped from 13.2-2018FA to 15.5-2020FA, after dropping to 12.9-2019FA.

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

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

Physics: The data suggests that course offerings should remain roughly as they are at present (no significant increase or decrease in the number and variety of courses).

Engineering: Enrollment data suggests online course offering should be made available to students in the future, in addition to in person offering.

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

PHYSICS:

Goal 1: Increase the number of course sections to relieve overcrowding.

We have increased the number of Phys-40 sections per year to 5 (3 in fall, 2 in spring). We are adding an additional section of Phys-35 for spring 2022.

Goal 2: Hire another full-time Physics professor. This was accomplished in 2019. However, with Jeanne Bonner's retirement, we are back to just 2 full-time faculty. There is frequent turnover in part-time Physics instructors as several have been hired full-time by other colleges. We have been overloading the remaining part-time instructors when we can.

Therefore, an additional Box 2a application for physics has just been submitted. Action Steps: 1. Apply for Box 2A approval. 2. Advertise new position. 3. Perform paper screening. 4. Interview candidates.

Responsible Party(s): Kurt Crowder

Goal 3: Acquire \$3000 for a one-time purchase of equipment to replace older equipment, augmenting existing equipment to address increased class sizes, and for repairing broken equipment. The department recently acquired a set of new laptop computers to support engineering and physics. An LMC foundation mini-grant allowed us to purchase a set of LCR meters to support physics and engineering circuits labs. We can consider goal 3 complete. The ongoing need for other equipment is now in new goal #5 (below).

Goal 4: Obtain a dedicated budget for buying, repairing and maintaining equipment at the Brentwood Center. (Complete) The accomplishment of this goal allowed for the Physics Lab to purchase and provide sufficient equipment and materials at the Brentwood Center. This will allow equitable opportunities for students to access comparable lab materials and equipment at both Brentwood and Pittsburg sites.

New Goal 5: Obtain \$20,000 total for equipment needs for physics labs in Pittsburg, including replacements for nearly obsolete interface boxes (to run most physics labs using Pasco equipment). A set of 10 boxes costs \$10,000. Other equipment needs have also been identified (e.g., AC signal generators, digital oscilloscopes diode lasers, high-sensitivity microammeters, light meters, sound meters, and high quality electroscopes). This equipment would require another (est.) \$10,000. Action Steps: 1. Apply for RAP and any open Mini-Grants, 2. Work with the Foundation and Community Partners on possible donations, 3. Work with Business Office &/or DO on P.O. 4. Order equipment once funding has been secured.

Responsible Party(s): Robert Moore, D.O., Steve Goldenberg

ENGINEERING:

Goal 1: Invest in new technology, replace old equipment and repair broken one.

Action steps: New multimeters were acquired. Engineering presentations were designed and uploaded on a previously newly acquired LCD display screen for students to view and program advertising purposes. New PLA filament was acquired. Tensile testing equipment currently in need of repair/replacement. This goal is in progress. Responsible Parties: Francesca Briggs, Steve Goldenberg.

Goal 2: Increase the number of school laptops to accommodate class size and invest in new ones, which can support currently implemented engineering software.

Action steps: New laptops and software access were made available to students. This goal was completed. Responsible Parties: Francesca Briggs, Steve Goldenberg.

Goal 3: Recruit engineering students to work on independent study/projects in order to enhance their learning and facilitate their successful transition to local industry/national labs.

Action Steps: Students have been recruited every semester to work on independent study/projects in collaboration with the Chemistry program as well as the Child Development Department . Recruited students were tasked and completed projects including:

- computer aided design (CAD) projects and 3D printing projects in collaboration with the Chemistry program
- designed and built toys in collaboration with the Child Development Center
- designed, built and installed an outdoor shade structure for the Child Development Department outdoor area.

This goal was completed. Responsible Party: Francesca Briggs

New Goal 4: Obtain a dedicated budget for buying, repairing and maintaining equipment at the Brentwood Center.

New Goal 5: Bring engineering course offering to Brentwood site, while increasing the number of course offering per semester.

New Goal 6: Increase the number of instructional offered hours for Engin25, based on Engin25 course assessment outcomes.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
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Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	Completed	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
PHYSICS Goal 1: Increase the number of course sections to relieve overcrowding.
PHYSICS Goal 2: Hire another full-time Physics professor.
ENGINEERING New Goal 5: Bring engineering course offering to Brentwood site, while increasing the number of course offering per semester.
ENGINEERING New Goal 6: Increase the number of instructional offered hours for Engin25, based on Engin25 course assessment outcomes.
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
ENGINEERING Goal 3: Recruit engineering students to work on independent study/projects in order to enhance their learning and facilitate their successful transition to local industry/national labs. Action Steps: Students have been recruited every semester to work on independent study/projects in collaboration with the Chemistry program as well as the Child Development Department . Recruited students were tasked and completed projects including: - computer aided design (CAD) projects and 3D printing projects in collaboration with the

<p>Chemistry program</p> <ul style="list-style-type: none"> - designed and built toys in collaboration with the Child Development Center - designed, built and installed an outdoor shade structure for the Child Development Department outdoor area. <p>Responsible Party: Francesca Briggs</p> <p>This goal was completed.</p>
<p>Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)</p>
<p>PHYSICS New Goal 5: Obtain \$20,000 total for equipment needs for physics labs in Pittsburg, including replacements for nearly obsolete interface boxes (to run most physics labs using Pasco equipment). A set of 10 boxes costs \$10,000. Other equipment needs have also been identified (e.g., AC signal generators, digital oscilloscopes diode lasers, high-sensitivity microammeters, light meters, sound meters, and high quality electroscopes). This equipment would require another (est.) \$10,000.</p>
<p>PHYSICS Goal 3: Acquire \$3000 for a one-time purchase of equipment to replace older equipment, augmenting existing equipment to address increased class sizes, and for repairing broken equipment. This goal was completed.</p>
<p>ENGINEERING Goal 1: Invest in new technology, replace old equipment and repair broken one.</p> <p>Action steps: New multimeters were acquired. Engineering presentations were designed and uploaded on a previously newly acquired LCD display screen for students to view and program advertising purposes. New PLA filament was acquired. Tensile testing equipment currently in need of repair/replacement. This goal is in progress.</p> <p>Responsible Parties: Francesca Briggs, Steve Goldenberg</p>
<p>ENGINEERING Goal 2: Increase the number of school laptops to accommodate class size and invest in new ones, which can support currently implemented engineering software. This goal was completed.</p>
<p>Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)</p>
<p>PHYSICS Goal 4: Obtain a dedicated budget for buying, repairing and maintaining equipment at the Brentwood Center.</p>
<p>ENGINEERING New Goal 4: Obtain a dedicated budget for buying, repairing and maintaining equipment at the Brentwood Center.</p>

LMC Recording Arts - RA

1. Program Update

Instructional Units Program Review Year Five Update - Recording Arts Department

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

a. Staffing change: None
 New degrees: No
 New Curriculum: Yes
 content updates to following courses:
 RA-010
 RA-012
 RA-015
 RA-020
 RA-020
 RA-021
 RA-025
 RA-030
 RA-032
 RA-033
 RA-035
 RA-040
 Note: All COORS updated in 2020

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

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

Statistical data available from Office of Instruction

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

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

b2. Data suggests need for more energetic outreach on the part of the college to attract underrepresented populations in particular, but also to heighten the profile of the RA program by broader promotional efforts in advertising to the general community.

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

1.c
 Goal 1: Acquire replacement for main mixing console
 Modified- College not able to supply necessary funding
 Serious negative impact, increasing over time
 Ongoing timeline/LMC funding process responsibility

Goal 2: Improve gender balance of student population in program

Completed/Ongoing

Of total (11) RA classes, female enrollments continue to increase from 2018 levels, on percentage basis

FOR CTE PROGRAMS ONLY

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

1.c (CTE)

Demand shows significant increase, industry-wide. This may be affected by response to pandemic promoting more widespread use of audio/visual media overall. Some of this increase will be permanent, according to industry experts.

Most jobs continue to be freelance (contract), and careers are essentially entrepreneurial.

FOR CTE PROGRAMS ONLY

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

1.d (CTE)

Advisory Board – all meetings held online

2/20, 10/20, 2/21, 10/21

(planned)

TBD by Dept. Chair for 2022

Goals and Objectives

Goal 1. (equity) in progress

Curriculum content has been added across the RA program that stresses the significant achievements of traditionally underrepresented groups, i.e., African American, LGBTQ+, women in music and music technology, Asian/Pacific Islanders, Native Americans, Latinx...etc. Faculty and Advisory Board have conferred on ways to foster inclusion.

Goal 2. (course/program completions)

Additional tutoring and language services have been requested to assist students who require these.

Instructors continue to mentor students individually.

Goal 3. (Increase preparatory opportunities)

Motivated students are provided opportunity to work alongside instructors as student assistants, supporting instruction and maintenance of essential equipment.

Goal 4. (Community Partnerships)

RA program continues to maintain relationships with professional organizations like the National Academy of Recording Arts and Sciences, the Audio Engineering Society, ASCAP, BMI, NAMM and others who provide programs offering entre to professional contacts and events. Local and international artists and engineers appear regularly as guest lecturers or provide opportunities for online conversations and seminars.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Social Sciences - Administration of Justice - ADJUS

1. Program Update

Instructional Units Program Review Year Five Update - Administration of Justice

This section has no content

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-



Instructional PR Y5 2021-2022 Program Update Report

LMC Fire Science - Emergency Medical Services - EMS:

Date: 03-17-2022

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

Sorted by: Program

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

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

SI Section Templates: 1. Program Update

LMC Fire Science - Emergency Medical Services - EMS

1. Program Update

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

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

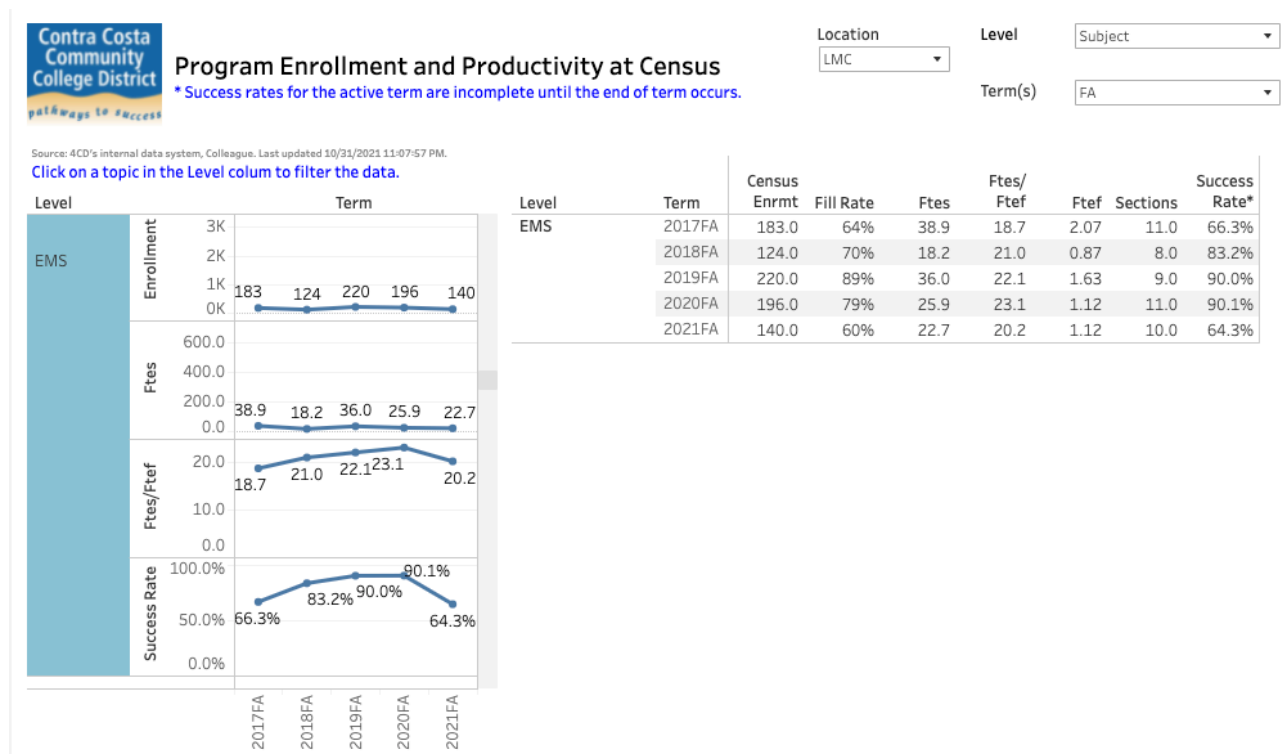
1. Since 2019-2020, the previous aides and assistants left the college and in Spring and Fall of 2020, EMS Program is in the process of seeking additional aides and assistants.
2. The EMT Program successfully passed re-accreditation in 2019, with the following agencies: EMT training program accreditation through Contra Costa County EMS Agency, National

Registry EMT accreditation through the National Registry of EMT's and accreditation with the American Heart Association.

3. Recruited and hired a new staff member to teach EMS 13 - Medical Terminology for Healthcare.

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

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



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

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

- Hire (1) one additional full-time faculty member
- Hire (1) one Admin Assistant
- Hire a minimum of (4) four additional Skills proctor Assistants and Aides

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Offer LMC Healthcare Career Pathway Academy to all at least one high school in our service area			
Goal 2: Offer a COA for EMS that includes a combination of the following courses: EMS 10, EMS 13 and BIOSC 30			
Goal 3: Recruit new adjunct faculty			
Goal 4: Recruit new staff and reclassify our aides and assistants into programs specialists.			

1. Enrollment went up (positive trends, except Fall 2018)
2. Census fill rates are healthy, higher than college average 74%.
3. FTES/FTEF (productivity) is good, higher than 16.

FOR CTE PROGRAMS ONLY

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

Community and Labor Market shows a 9% growth rate for the 4-county area, the PDF Occupational Outlook shows that within Contra Costa County specifically, the expected growth rate is 17%.

SOC Description 2021	SOC	Description	2021 Jobs	2026 Jobs	2021 - 2026 % Chang	Avg. Annual Openin gs	Median Hourly Earnin gs	Pct. 25 Hourly Earnin gs	Pct. 75 Hourly Earnin gs	Typical Entry Level Educati	Region al Compl etions	29-2041
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Jobs 2026 Jobs 2021 - 2026 % Chang e Avg. Annual Openin gs Median Hourly Earnin gs Pct. 25 Hourly Earnin gs Pct. 75 Hourly Earnin gs Typical Entry Level Educati on Region al Compl etions (2020) 29- 2041 Emerg ency Medica l Techni cians and Param edics 3,214 3,493 9% 284 \$22.62 \$14.97 \$34.54 Postse condar				e					on	(2020)
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29-2041	SOC	Description	2021 Jobs	2026 Jobs	2021 - 2026 % Change	Avg. Annual Openings	Median Hourly Earnings	Pct. 25 Hourly Earnings	Pct. 75 Hourly Earnings	Typical Entry Level Education	Regional Completions (2020)
29-2041		Emergency Medical Technicians and Paramedics	3,214	3,493	9%	284	\$22.62	\$14.97	\$34.54	Postsecondary nondegree award	80

29-2041	SOC	Description	2021 Jobs	2026 Jobs	2021 - 2026 % Change	Avg. Annual Openings	Median Hourly Earnings	Pct. 25 Hourly Earnings	Pct. 75 Hourly Earnings	Typical Entry Level Education	Regional Completions (2020)
29-2041		Emergency Medical Technicians and Paramedics	3,214	3,493	9%	284	\$22.62	\$14.97	\$34.54	Postsecondary nondegree award	80

FOR CTE PROGRAMS ONLY

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

1. No Advisory Board during 2020/21 due to staff and program changes and COVID.
2. Attended (CMSA) a Regional Advisory Board made of local EMS agencies in State of California.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

<p>Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)</p>
<p>Continue to assess staffing needs for the EMS Department.</p>
<p>Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)</p>
<p>Recruit new staff and reclassify our aides and assistants into programs specialists. Add professional experts to the EMT Academy Program.</p>

LMC Fire Science - FIRE

1. Program Update

Instructional Units Program Review Year Five Update - Fire Technology

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

Since the last program review in 2017/2018, no new degrees or certificates have been created for the Fire technology dept. No new curriculum changes have been made since the last program review.

We are preparing two new courses 1, Fire Apparatus and Equipment (intended to give the students a more accurate conception of the tools and equipment used by firefighters.

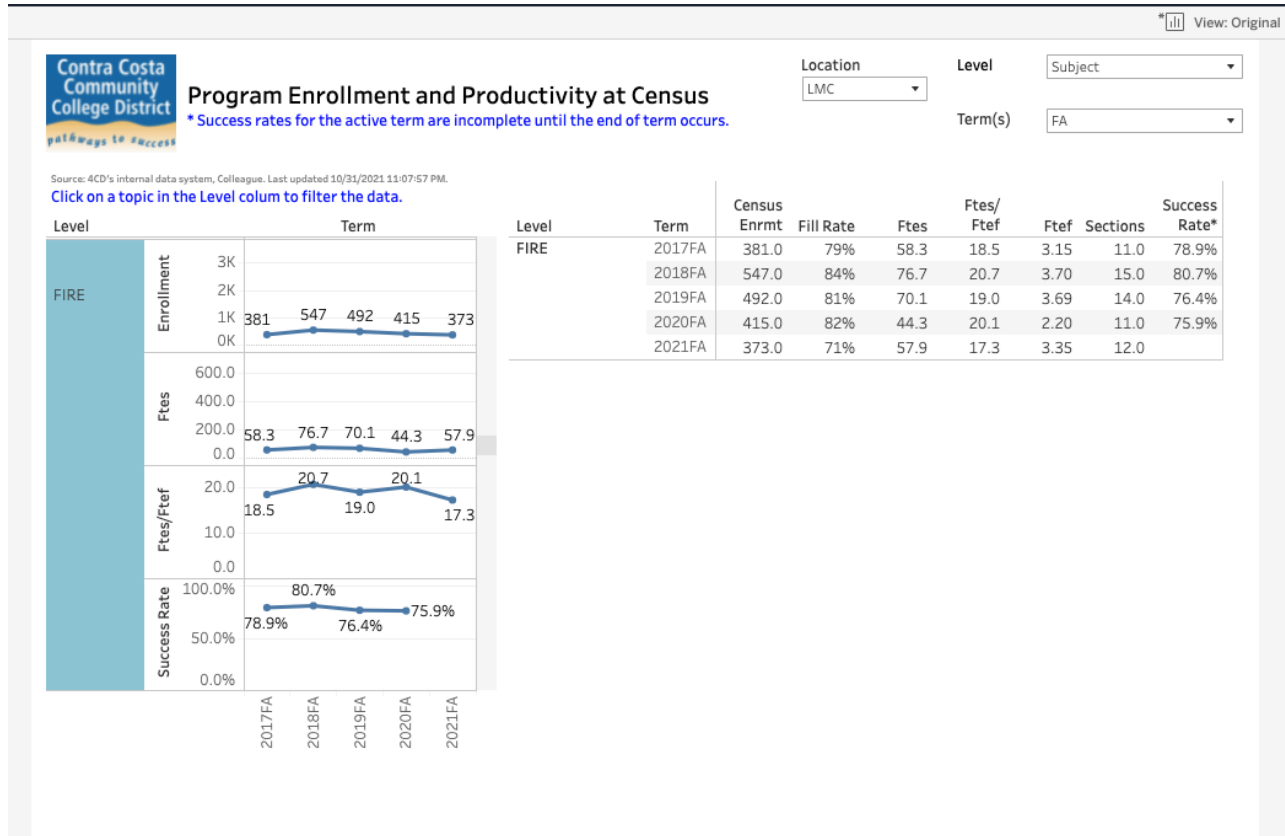
2. Strategy and Tactics (intended to provide a better understanding of everyday fire ground plans and actions

Although both Course Outline of Record (COOR) have been prepared, neither of these courses has been submitted or approved by the LMC curriculum Committee, We envision submitting these COORs to curriculum committee in SPRING 2022, We envision that The Strategy and Tactics course will be highly sought by currently employed firefighters seeking promotions to officer levels.

One staffing change was made, hiring David Finn to instruct the current Fire 106 class.

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

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



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

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

Enrollment trends over the last several years indicate that the fire technology program was on an uphill climb prior to the COVID pandemic. Census reveals a tremendous growth from 2017-2018 and then in 2019 a leveling off, however once the COVID pandemic restrictions were in place, the fire technology program enrollment diminished. The census enrollment data still indicates a 70% or higher fill rate consistent over the last 3-5 years.

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Increase the	IN PROGRESS	THE FIRE	FIRE STAFF

number of students achieving Degrees and or Certificates of Achievement in Fire Technology		TECHNOLOGY DEPT CONTINUES TO IMPROVE AND RAISE THE NUMBER OF DEGREES AND CERTIFICATES ISSUED THRU CONSTANT ADVISING OF STUDENTS OF WHAT THEY WILL NEED NOT ONLY TO BE HIRED BUT TO BE SUCCESSFUL IN THE FIRE SERVICE.	
Goal 2: Increase number of hybrid and/or content captured courses	IN PROGRESS	WE CURRENTLY ONLY OFFER 1 HYBRID COURSE FIRE 107 BUT DUE TO COVID ALL OF OUR FIRE CLASSES HAVE THE POTENTIAL TO BE DELIVERED AS HYBRID. A DETERMINATION WILL BE MADE APPLICABLE TO FUTURE HYBRID COURSE SPRING 2022 FOR FALL 2022 DELIVERY.	MIKE GRILLO
Goal 3: Build and rebuild community outreach in the form of better communications between advisory board partners		ALTHOUGH THE FIRE TECH DEPT CONDUCTS ONLY 1 ADVISORY BOARD MEETING ANNUALLY, WE ARE IN CONSTANT DISCUSSIONS WITH MANY OF OUR ADVISORY BOARD CONSTITUENTS. THESE CONSTITUENTS ARE MADE UP OF CONTRA COSTA COUNTY FIRE TRAINING OFFICERS .	FIRE STAFF

FOR CTE PROGRAMS ONLY

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

SOC	Description	2022 Jobs	2027 Jobs	2022-2027 % Change	Ave. Annual Opening	Hourly Earnings	Median Hourly Earning	Typical Entry-Level	Regional Complet
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					s		s	Educati on	ions (2020)
33-2021	Fire Inspect ors and Investi gators	73	76	4%	8	\$38.77	\$54.70	Postse condar y nonde gree award	807
33-2011	Firefight ers	3,130	3,211	3%	250	\$36.01	\$51.26	Postse condar y nonde gree award	407
19-4071	Forest and Conser vation Techni cians	1,508	1,517	1%	186	\$14.17	\$28.06	Associat e's degree	27

As a result, of the COVID pandemic many fire departments were unable to hire and train new firefighters. As a result of this slow hire large vacancies appearing in the fire service. There is now and in the immediate future a huge demand to hire and train new firefighters

FOR CTE PROGRAMS ONLY

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

Date of the last Advisory Board meeting is December 2019. This meeting took place at the Contra Costa County Fire training center. The minutes from this meeting were prepared and sent into the office of Instruction. No Advisory Board meetings were conducted in 2020 nor 2021 due, to COVID pandemic restrictions and safety. Our next Advisory Board meetings is scheduled for February 2022.

The purpose of an Advisory Board is to receive recommendations from current neighboring Fire and Emergency Medical Services Agencies. These recommendations may come in the form of:

1. Modifications to current fire classes in order to update/improve our delivery of fire technology courses
2. Make students aware of new and innovative fire equipment
3. Current hiring processes

Our fire advisory Board is considered to be our Industry partner and Los Medanos College Fire Technology dept.as well as our Fire academy program. It is therefore important that we stay connected to their ideas, concerns and improvement methodologies to our Fire program.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Industrial Tech - Process Technology - PTEC

1. Program Update

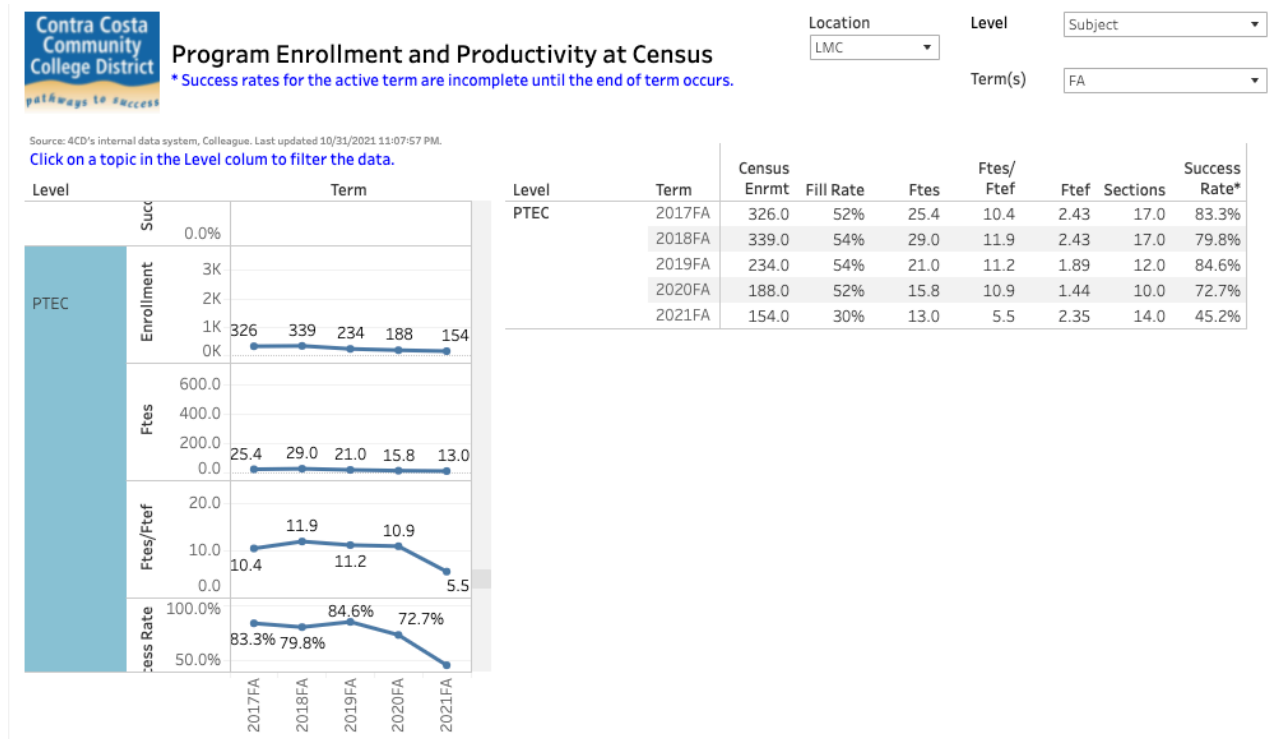
Instructional Units Program Review Year Five Update - Process Technology Department

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

This question has not been answered yet

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

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



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

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

This question has not been answered yet

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties

For 2019			
Goal 1: Develop Hands-on Diaphragm Pump lab (in outdoor lab)			
Goal 3: Develop online course content for PTEC-25, PTEC-35			
For 2020			
Goal 1: Extend outdoor lab to add chemical trailer offloading simulator			
Goal 2: Develop and implement a marketing program to promote the program to CBO's			
Goal 3: Complete development of PTEC-25/35 Online Courses			
Goal 4: Participate in NAPTA Troubleshooting contest			
Goal 5: Implement a Control Room Environment where PTEC students can operate small scale unit operations			

FOR CTE PROGRAMS ONLY

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

SOC	Description	2022 Jobs	2027 Jobs	2022 - 2027 % Change	Avg. Annual Openings	Median Hourly Earnings	Pct. 25 Hourly Earnings	Pct. 75 Hourly Earnings	Typical Entry Level Education	Regional Completions (2020)
51-	Petrole	1,743	1,438	(18%)	162	\$45.63	\$40.83	\$50.02	High	0

8093	um Pump System Operators, Refinery Operators, and Gaugers								school diploma or equivalent	
51-9011	Chemical Equipment Operators and Tenders	531	514	(3%)	56	\$23.86	\$18.85	\$27.57	High school diploma or equivalent	4
51-8091	Chemical Plant and System Operators	227	194	(15%)	21	\$24.36	\$19.35	\$34.04	High school diploma or equivalent	4
		2,500	2,145	(14%)	239					

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Industrial Tech - Electrical Technology - ETEC

1. Program Update

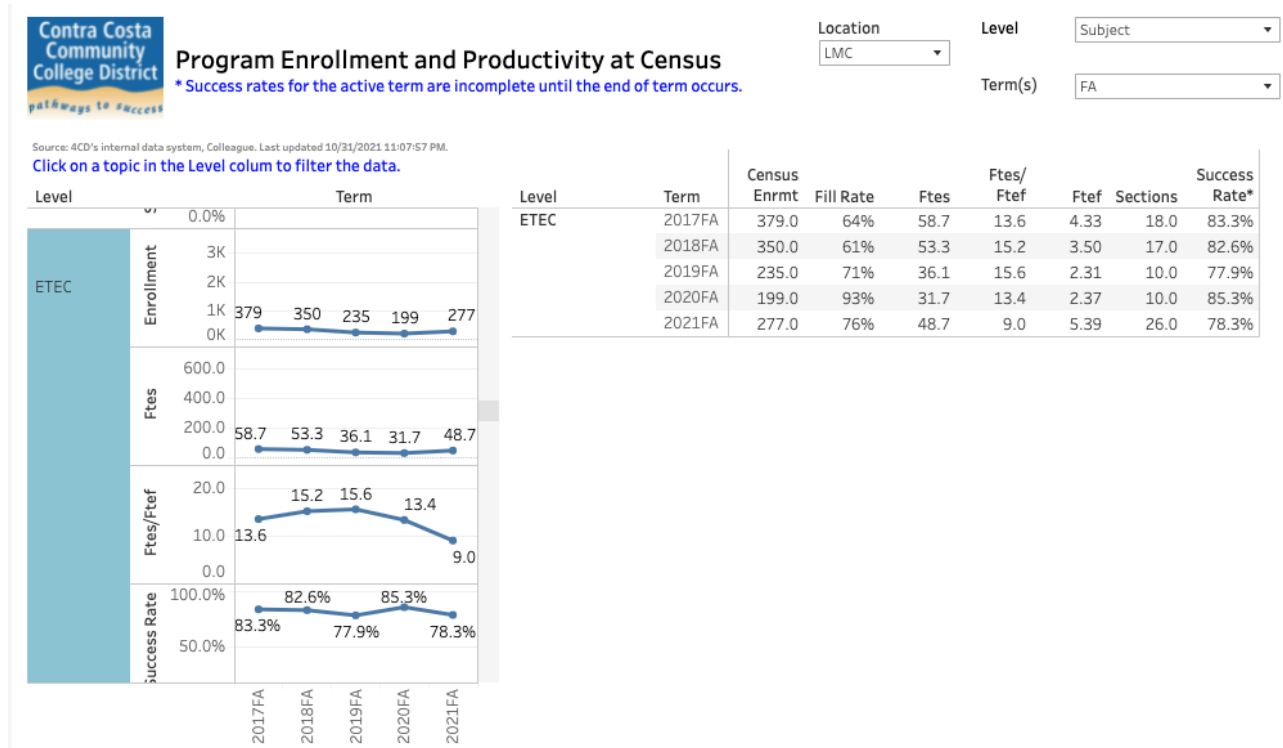
Instructional Units Program Review Year Five Update - Electrical/Instrumentation Technology Department

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

- Established internship with Bayworks/JVC
- Multi Year Schedule Plan implemented
- Optimized Student learning with Smaller lab sections
- Hired 1 new part-time instructor
- Re-established industrial relations with UPI, PGE, EBMUD, others

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

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



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

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

Current conditions:

- Due to the loss of a full-time faculty member course offering have been signify reduced resulting in students being turned away.
- Another factor reducing enrollment is the Covid-19 pandemic. While we were able to move lecture classes online the in-person lab portion was significantly impacted due to physical lab combined with limited equipment availability.
- A single laboratory instructional space is utilized for multiple disciplines of instruction. This limits the entire laboratory instructional space to a single classroom.

Future needs/direction:

- Hire a new full-time instructor to replace the vacant position. Increase course offerings to accommodate a larger number of students per semester.
- Add additional laboratory space to allow different laboratory courses to be offered during the same timeframe. This will increase course, instructor, and student utilization of the college facilities.
- Increase the available lab stations to maintain equity amongst students

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Decrease congestion in the laboratory by expanding the laboratory facility.	In-Progress	<ul style="list-style-type: none"> • Increase enrollment and • create a more equitable educational space. Increase safety for instructors and students during lab experiments. 	Russell Pedersen Dennis Franco
Goal 2: Increase public awareness of this program, concentrating on the African American and female population.	In-Progress	<ul style="list-style-type: none"> • Invite currently employed alumni both African-American and female as guest speakers. • Host open house concentrating on local communities addressing equitable education availability. • Host informational sessions with public outreach programs and local high school communities. 	Russell Pedersen Dennis Franco
Goal 3: Additional staffed laboratory hours to assist high risk student during non-instructional time.	In-Progress	<ul style="list-style-type: none"> • Hire additional instructors. • Add a drop in laboratory to assist all students concentrating on equity and high-risk students. 	Russell Pedersen Dennis Franco

FOR CTE PROGRAMS ONLY

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

SOC	Description	2022 Jobs	2027 Jobs	2022 - 2027 % Change	Avg. Annual Openings	Pct. 10 Hourly Earnings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2020)
47-2111	Electricians	10,167	11,250	11%	1,303	\$26.22	\$47.01	High school diploma or equivalent	53
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	432	448	4%	37	\$19.73	\$45.32	Postsecondary nondegree award	199
17-3023	Electrical and Electronic Engineering Technologists and Technicians	2,685	2,751	2%	264	\$20.33	\$33.59	Associate's degree	47
		13,284	14,449	9%	1,604				

FOR CTE PROGRAMS ONLY

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

November 9, 2021

industry partners attending this Meeting Were: Corteva, NAES energy, Marathon, Dow chemical, and the regional director of advanced manufacturing workforce development.

Discussions were as follows:

- Covid-19 related industry changes and updates
- Changes made reducing the number of students per lab session increasing the hands on experience of each student.
- Rebooting the guest speaker program concentrating on alumni of the African-American and female community.
- Industrial facility towards for faculty and student as Covid-19 permits.
- Internship programs between Los Medanos College and local industry.
- Structuring academic plans to better suit student educational outcomes and to better prepare them for the industrial employment market.
- Current ETEC graduate student abilities.
- Needed changes and upgrades to better serve new developing technology to keep the ETEC program as a viable entrance into the current industrial careers.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Nursing - Registered Nursing - RNURS

1. Program Update

Instructional Units Program Review Year Five Update - Registered Nursing Department

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

Prior interim director of nursing also served as full-time faculty. Changes with face-to-face clinical practicum were changed to alternative clinical activities because of the limited clinical sites due to the pandemic. Alternative clinical activities were approved by the Board of Registered Nursing (BRN) with waivers in place by the DCA (2020-2021). For Fall 2021, interim director had transitioned to a one-day work per week to serve as the assistant director to complete historical data needed for the BRN self-study report. The prior assistant director who also served as faculty with load is now using banked load and will be retiring. Our department hired a new interim associate dean in nursing & allied health (Maryanne Hicks). A new professional skills lab expert was hired (Linda Riley). While the department also hired a new full-time faculty (Maria Esper Hagberg), the department remains short-staffed. A VN adjunct clinical instructor qualified to teach as an RN clinical instructor is temporarily assigned for the Spring 2021 semester to a clinical group for the 1st semester RN program (Kimberly Pachan). Five (5) Box2As are submitted to hopefully hire new faculty direly needed for the department for the next three (3) semesters.

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

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

The **enrollment data, including census enrollment, fill rate, and productivity**, remains static due to the capped number of enrollments in the RN Program despite the pandemic. The problem is the number of available faculty; we can only accept 32 students in the first year (RN-22, RN-23, RN-24). If additional faculty hire occurs based on departmental projected needs, additional eight (8) students (VN to RN) will be added to the 2nd year during the 3rd semester (Fall 2022) (RN-31, RN-33, RN-34), and an additional new cohort of 32 students from which our department currently has no faculty. The plan to accept 40 VN-RN cohorts for Fall 2021 had to be canceled due to the BRN's rejection of the plan due to the lack of faculty.

Enrollment and Productivity View

To get today's information, set Time Period to Start of Term. Type in the number of days and then press Enter.
 Hint: The default number of days is zero. This gives you the start of term date. Subtract today's date from the start of term date to determine how many days to enter.

Source: Colleague. Daily snapshot. Last updated 10/21/2021 7:50:12 AM.

Census 0 Days

Level 1	Level 2	Lev. #	Ftes	Ftef	Census Enrollm.	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
LMC	2017-2018	2018SP	62.0	8.70	362	83.2%	7.1	11	213.5
		2017SU	0.0	0.02	3	25.0%	1.4	1	45.5
		2017FA	61.4	8.94	316	90.8%	6.9	10	206.1
	2018-2019	2019SP	65.8	8.70	367	84.4%	7.6	11	310.2
		2018SU	0.0	0.02	3	25.0%	1.4	1	818.2
		2018FA	62.0	8.74	316	90.8%	7.1	10	289.0
	2019-2020	2020SP	65.7	8.70	356	83.8%	7.5	11	303.3
		2019SU	0.0	0.02	1	8.3%	0.5	1	272.7
		2019FA	61.9	8.74	314	90.2%	7.1	10	287.2
	2020-2021	2021SP	38.8	5.12	260	85.2%	7.6	7	350.0
		2020SU	0.0	0.02	0	0.0%	0.0	1	0.0
		2020FA	33.8	4.76	120	93.8%	7.1	4	224.6
	2021-2022	2021SU	0.0	0.02	0	0.0%	0.0	1	0.0
		2021FA	29.3	3.98	195	93.8%	7.4	6	373.3
	Grand Total			480.8	66.49	2,613	86.0%	7.2	85

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

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

If Box2As are approved with a successful number of timely hiring of 5 full-time faculty, including specialty experts needed (maternity, pediatrics, and psychiatry), a new cohort of RN students (32 students) can proceed as scheduled. An increase of faculty and a further increase of clinical placements can expand the nursing department to provide the necessary RN jobs to care for the people of the community and provide high-wage earners within the community.

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

GOALS	COMPLETED/ ABANDONED/ IN PROGRESS/ MODIFIED	IMPACT/ EXPLAIN/ ACTION STEPS	TIMELINE/RESPONSIBLE PARTIES
Goal 1: Increase training and professional development for new and continuing	In Progress	We have hired new faculty (Maria Esper Hagberg) attending Nexus and require mentoring provided by	Fall 2022 Maryanne Hicks Joanne Bent

nursing faculty		lead instructor, Jeremy Weed. A new Associate Dean in Nursing is hired and has attended the COADN conference. All faculty are encouraged to participate and continue involvement in Flex, committees, and other professional development activities.	
Goal 2: Increase number of online, hybrid, and/or content captured courses	Modified	During the height of the pandemic, hybrid classes were offered where lectures are provided synchronously online while clinical and skills labs were face-to-face. With the pandemic easing, the action is back to face-to-face instructions based on the regulatory board requirements for clinical rotations, skills lab, and complexity of content. State of emergency waivers for nursing practice by the DCA has winded down. RNURS-001 is offered both online and face-to-face.	Fall 2021 Maryanne Hicks Joanne Bent Debra Hawkes
Goal 3: Increase more community health content to the curriculum including more robust clinical placements	In Progress	Additional contracts for clinical placements, including future preceptorship sites, are added and renewed (ex. East Bay Hospice, Prime Surgery Center, CCRMC). RN Students have participated with mass flu and Covid-19 vaccinations, and the American Red Cross. We maintain partnerships with La Clinica	Fall 2022 Maryanne Hicks Joanne Bent

	<p>in preceptorship placements and as part of our Advisory Board. We are still a member of CCPS, a state-wide clinical placement system that allows us to request clinical and preceptorship placements months in advance, thus leading to more robust clinical placements.</p>	
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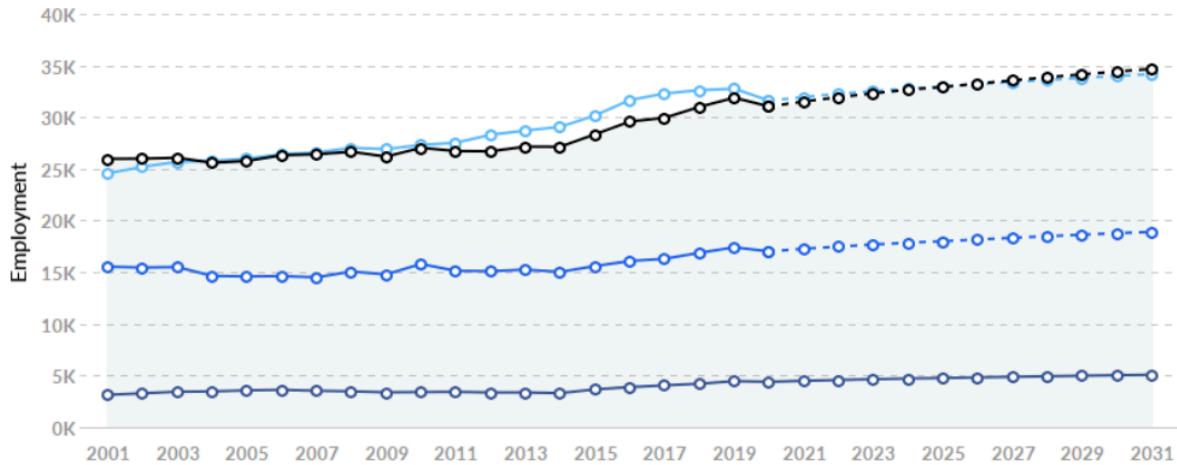
FOR CTE PROGRAMS ONLY

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

Nationally and statewide, nursing continues to be high in demand while the nursing shortage continues to grow as projected over the years. Due to the multiple comorbidities of the growing aging population, the need for more nurses is more crucial than ever.

Regional Employment Is About Equal to the National Average

An average area of this size typically has 31,956* jobs, while there are 31,520 here.



Region	2021 Jobs	2026 Jobs	Change	% Change
● 3 California Counties	31,520	33,255	1,735	5.5%
● National Average	31,956	33,191	1,234	3.9%
● Alameda County, CA	17,269	18,170	901	5.2%
● Solano County, CA	4,494	4,823	329	7.3%



18,622 Unique Job Postings

The number of unique postings for this job from Jan 2021 to Jul 2021.



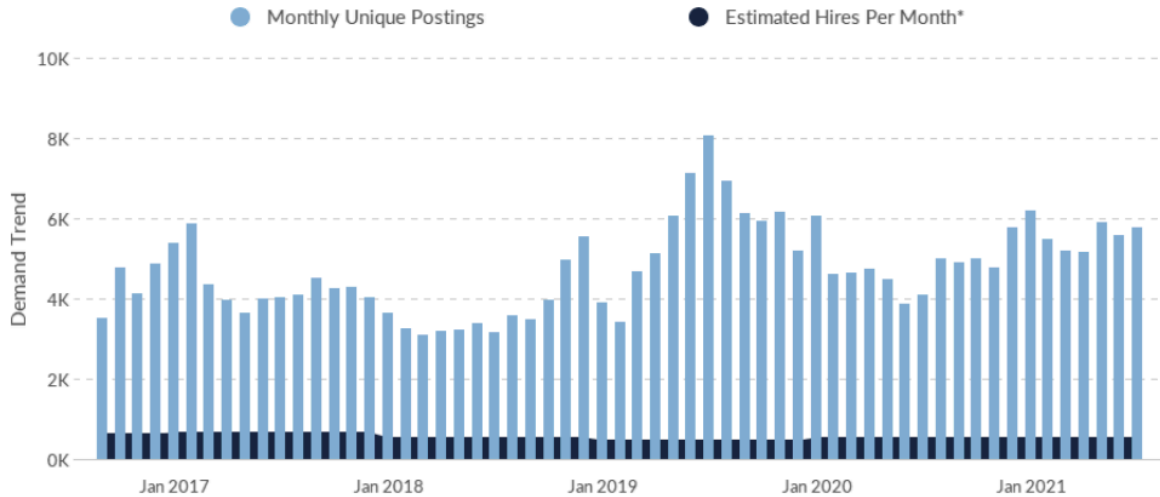
1,251 Employers Competing

All employers in the region who posted for this job from Jan 2021 to Jul 2021.



29 Day Median Duration

Posting duration is 1 day shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2021 - Jul 2021)	Avg Monthly Hires (Jan 2021 - Jul 2021)
Registered Nurses	5,117	407
Licensed Practical and Licensed Vocational Nurses	500	153

Estimated Employment and Projected Growth Registered Nurses					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
California (2018-2028)	319,800	373,200	53,400	16.7	2,384,300
San Francisco Bay Area (2018-2028)	17,050	18,900	1,850	10.9	114,500

Source: EDD/LMID [Projections of Employment by Occupation](#)

The [American Association of Colleges of Nursing](#) attributes the national shortage to four main reasons:

- Nursing school enrollment is not keeping pace with projected demand. Even though enrollment is up, it's not keeping pace with the increase in need for nursing services.
- We lack the necessary number of nursing school faculty members. Without enough teachers, thousands of people interested in joining the nursing workforce are unable to do so without degrees.
- The rate of retirement for nurses is growing rapidly, as over half of the RN workforce is currently [over 50 years old](#).
- An aging population in the United States continues to drive more demand than ever seen for nursing services.

References:

Nurse Journal. (2021, October 20). *The U.S. nursing shortage: A state by state breakdown*. <https://nursejournal.org/articles/the-us-nursing-shortage-state-by-state-breakdown>

EMSI. (2021). *2 healthcare practitioners and technical occupations in 3 California counties*. <https://www.economicmodeling.com/>

FOR CTE PROGRAMS ONLY

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

LMC Nursing Clinical Facilities Advisory Committee meets annually in the Spring semester. No advisory committee meeting was held in Spring 2020 and Spring 2021 due to the height of the Covid-19 pandemic. However, a plan to hold another advisory committee meeting is projected to be held in Spring 2022.

An advisory committee meeting met on May 7, 2019, from 3 to 4:30 pm. The purpose of the advisory committee is to get input from our clinical and community healthcare partners, local industry, educational partners, and our students and staff. We also inform the Board of current data, updates to the program and in the legislature as well as changes in the job market, curriculum, equipment, funding, and facilities.

Dave Wahl from LMC Workforce Development presented these trends in May 7, 2019:

- In the next five (5) years (2019-2024) we are anticipated to see a 9.6% increase in the number of jobs for RNs and LVNs in Contra Costa County.
- For an RN in CCC the hourly wages (or earnings) are currently between \$42.87/hr. and \$69.72/hr. with the Median Earning placing at \$56.25/hr.
- For an LVN in CCC the hourly wages (or earnings) are currently between \$24.06/hr. and \$30.94/hr with the Median Earning placing at \$27.51/hr.
- In 2018 approximately 12% of the Nurses in CCC were male and approximately 88% were female.
- In 2018 35-44 was the largest population in the Nursing Profession in CCC, with 45-54 being the second largest, and 55-64 the third largest. The smallest population in the profession in CCC was 19-24.
- In 2018 Caucasian/White and Asian population were among the largest in the Nursing profession in CCC. Hispanic/Latino and African-American Nurses were the third and fourth largest populations in the profession in CCC.
- In 2019 General Medical & Surgical Hospitals had the largest number of nursing positions in the healthcare field, with HMO Medical Centers placing second. Hospitals (Local Government) and Skilled Nursing Facilities placed third and fourth respectively. Additionally, the data shows

that Hospitals and HMO Medical Centers will continue to grow in the number of available Nursing jobs in the industry.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

<p>Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)</p>
<p>Goal 1: Strengthen a culture of equity, inclusion, and racial justice. Newly hired faculty are attending Nexus (Maria Esper Hagberg) and mentoring is provided by lead instructor, Jeremy Weed. The new interim associate dean (Maryanne Hicks) attended the COADN where one of the topics in the event is regarding minimizing generational gaps in learning and education. All faculty are encouraged to participate and continue involvement in Flex and other professional development, including equity, diversity, and inclusion, and racial justice workshops announced by the current associate dean to the faculty via email. One faculty, Patrice Moore is actively engaged with such available workshops.</p>
<p>Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>
<p>Goal #2</p>

Utilized grant to provide free e-books and free rental hard copy books for students. The current cohort will be the 1st NextGen (NGN) NCLEX test takers. Therefore, extra online teaching and learning resources (HESI case studies, HESI exams, Sherpath case studies) are provided as well, via the grant, to help develop critical reasoning and clinical judgment for all students, aligned with the NGN NCLEX for a successful passing rate. The online resources are integrated by lead instructor, Jeremy Weed.

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

Goal #3

Similar to goal #2: Utilized grant to provide free e-books and free rental hard copy books for students. The current cohort will be the 1st NextGen (NGN) NCLEX test takers. Therefore, extra online teaching and learning resources (HESI case studies, HESI exams, Sherpath case studies) are provided as well, via the grant, to help develop critical reasoning and clinical judgment for all students, aligned with the NGN NCLEX for a successful passing rate. The online resources are integrated by lead instructor, Jeremy Weed. Passing the new NGN NCLEX will grant RN licensures to students to acquire currently high-demand RN open positions due to the nursing shortage. In addition, working with CTE chair, Bill Bankhead, with healthcare organizations to organize for job fairs.

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Goal #4

Similar to goal #2: Utilized grant to provide free e-books and free rental hard copy books for students. The current cohort will be the 1st NextGen (NGN) NCLEX test takers. Therefore, extra online teaching and learning resources (HESI case studies, HESI exams, Sherpath case studies) are provided as well, via the grant, to help develop critical reasoning and clinical judgment for all students, aligned with the NGN NCLEX for a successful passing rate. The online resources are integrated by lead instructor, Jeremy Weed. In addition, our department increased more community health content to the curriculum including more robust clinical placements. We are a member of CCPS a state-wide clinical placement system that allows us to request clinical and preceptorship placements months in advance, thus leading to more robust clinical placements.

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Goal #5

Working together with the college for the Guided Pathways. Currently working with administrative assistant III, Ms. Erika Messenger, in designing the nursing website to provide easy access to basic information and user-friendly visuals to navigate through the guided pathway. Such design may facilitate further increase in enrollment of general education courses within LMC to work their way as qualified applicants for the nursing program.

LMC Nursing - Vocational Nursing - VONUR

1. Program Update

Instructional Units Program Review Year Five Update - Vocational Nursing Department

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

With the change to the 16 week semester instituted by the Contra Costa College District, the Board of Vocational Nursing and Psychiatric Technicians required an update/rewrite of the curriculum for the VN program. The entire Vocational Nursing Curriculum was updated and approved by the Board of Vocational Nursing and Psychiatric Technicians in August 2020. The Board required updated curriculum in each of the Vocational Nursing courses that we teach. The Board has designated content area to be included though out the program curriculum. Each required content area was identified by number of hours the content was taught and the week of the semester that content was delivered. A lesson plan was written of each day of each course for the three semesters of the program.

Though this project was very labor intensive, it allowed us to take a close look and the VN curriculum and to update content, align course lesson plan so the t content taught in pharmacology reinforced the content delivered in theory courses and the skills la., etc. Clinical objectives were developed to align with theory and skill lecture focus and skills taught in the skills lab.

Continuing Vocational Nursing Program approval is required by the BVNPT every 4 years. Multiple documents were submitted as required and Full Program Approval was obtained beginning September 7, 2020.

In March 2019 the Covid- pandemic reached Contra Costa County. All of the healthcare facilities that students were attending for their clinical practicums closed to students. At this time the Director of the RN program took a personal leave and the Administrative assistant went on maternity leave, creating deficits in our nursing leadership and support system. Fortunately the nursing faculty came together to problem solve. Courses were immediately moved to the online format and We had to figure out how to deliver clinical bases content in an online format. We used a variety of online content such as a wide range of virtual simulation programs and documentation software for clinical experience. We were able to provide some face to face clinical time by working with the American Red Cross. Fortunately the LVN students had completed enough face to face hours so we were able to complete the clinical objectives using the above mentions simulation and associated case studies. In June the college allowed students back on campus strictly to complete hands on skills practice and check off.

In the Fall 2019, students were allowed back onto some facilities and we utilized the Red Cross as well as pediatric virtual simulation to complete clinical objectives.

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

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

The LVN program accepts a class of 32 students every three semesters and continue to have a pool of applicants from the community every application period. (The LVN program has approval from the BVNPT to admit 40 students but due to difficulty finding faculty and clinical sites, we maintain the 32 students per class ratio.)

The enrollment trends over the past three years have increase to 100% census enrollment and fill rate for the Vocational Nursing Program classes. The introductory course to the Vocational Nursing Program is VoNur 07. This is a short term, 1 week course that introduces students to vocational nursing as a career and to the program expectations. In the past we have lost an average of two students in VoNur 07 due to course failure, leaving the VN program with empty spots unfilled. In the Fall 2019 we implemented an alternate list that allowed 2-3 student on the list to enroll in the program in the event that a student dropped or failed VoNur 7 introductory course. This has allowed us to fill spots with alternate students each of the last two program starts giving us a 100% fill rate, increasing FTES by 4% over past classes. There has been an overall increase in the FTES/FTEF of 7.3 to 8.4.

The LVN program also offers Drug Dosage Calculation course, Medical Terminology course and an IV/Blood Withdrawal course. The drug dosage and medical terminology courses are open to all students. The IV course is open to senior RN and VN students and graduates.

The drug dosage course was developed in 2019 and is offered in two online sections at this time due to Covid transition. It is a prerequisite to the VN Program. Each section has space for 40 students. The fill rate is 100% for both sections but over the course of the semester drops to 85-93 %. The FTES/FTEF has gone from 7.1 to 9.9.

The Medical Terminology course is also a prerequisite to the VN program. We offer two sections, online with openings for 40 students per course. The enrollment and fill rate have been decreasing over the past year with a drop in FTES/FTEF from 23.1 to 12.5. the fill rate is 69%.

The IV/Blood draw course has a maximum enrollment cap of 15 per instructor as required by the BVNPT. We have not been filling the course,

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

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

The data suggests that the decision to accept alternate students into the introductory course of the VN program was a good one. The allows us to maintain a 100% fill rate at the beginning of the program. We continue to have a sufficient number of students apply to the program to fill the 32 spots.

Regarding the Drug Dosage course- we may improve retention by offering an on campus course. This is dependent upon faculty availability. Both sections of the course fill each semester.

The Medical Terminology has been offered in two sections but the fill rate is falling. We are going to offer one section in the Spring and can add another section as needed.

Regarding the IV/Blood draw course, we are looking at only offering the course during the semester that the VN students will be graduating and possible a summer course. VN student receive a certification on their license for completing the course, so it is important that students have the course available at LMC.

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

Goal 1:

Provide tutoring and mentoring to VN students to increase success in the program.

In progress

Covid has created difficulty with our programs giving students less face to face contact with faculty. We were able to use the Faculty Mentoring (FAM) program supported by the college to offer tutoring and support two years ago, but we do not have enough faculty at this time to offer Fam tutoring. We routinely refer students to campus wide resources such as counseling and DSPS and that can positively affect student success. We need to continue to find and hire qualified faculty that can be available for tutoring.

Continuing

VN Director/Faculty

Goal 2:

Increase the use of online technology to improve learning outcomes. Specifically, an online Nursing simulation program.

Completed

Goal 3:

Develop VoNur 07 and VoNur 18 into an online course format. This has been completed.

Goal 4:

Develop and offer a prerequisite Drug Dosage Calculation course for both RN and VN students to improve success in the Math portions of the VN Courses. completed

FOR CTE PROGRAMS ONLY

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

HEALTHCARE is one of the fastest growing occupational field and the fastest growing in our region.

Between 2019 and 2024. Jobs are predicted to increase from 1500 to 1627 with average monthly postings of 500. and average monthly hires of 153..

Hourly median wage is \$29.73.

FOR CTE PROGRAMS ONLY

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

Due to the Covid 19 pandemic that directly affected our students in that they were displaced from all of their clinical practice sites and the acute distress experienced by health care facilities, we did not hold our advisory meetings. We have a meeting planned for May 2022.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	Completed	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	Completed	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Goal 1: Provide tutoring and mentoring to VN students to increase success in the program. Action steps: We have used the Faculty Mentoring (FAM) program supported by the college to

offer tutoring and support. The tutor for the nursing department is a nurse with teaching background. We believe that this is key to the success of some of our most at risk students. Not only do they receive support academically, but the tutors have an understanding of other campus wide resources such as counseling that can positively affect student success.

Responsible: VN Director/Faculty

Timeline: continuing

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

Goal 2:

Increase the use of online technology to improve learning outcomes. Specifically, an online Nursing simulation program.

Action Steps: We have adopted and on-line Virtual Simulation software as a teaching tool in our program. On cohort of students (3 semesters) has used the software throughout the three semesters of the program and the feedback has been very positive. Students felt like it was a useful learning tool that helped solidify therapeutic patient communication techniques as well as other assessment skills including physical assessment skills. We have received a grant for the current cohort of students and will be continuing to use the software with the current class.

Responsible party: VN Director/Faculty

Timeline: goal has been accomplished as long as we have a continuous funding source.

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Goal 3:

Develop VoNur 07 and VoNur 18 into an online course format.

Action Steps: VoNur 07, the introductory course, has been developed as an online, short term course taught prior to the start of the first semester of the program. This has been an effective way to get students on board with the required skills technologically as well as give the students a good feel for the rigors of the program as well as their ability to understand and integrate the content of the course. We have not address the conversion of VoNur 18 to an online format.

Responsible Parties: VN Director/Faculty

Timeline: completed

Goal 4:

Develop and offer a prerequisite Drug Dosage Calculation course for both RN and VN students to improve success in the Math portions of the VN Courses.

This course has been developed. Completed

Instructional PR Y5 2021-2022 Program Update Report

LMC Communication - Journalism - JOURN:

Date: 03-17-2022

- 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

LMC Kinesiology - KINES/KNACT/KNDAN:

- Instructional Units Program Review Year Five Update - Kinesiology Department

SI Section Templates: 1. Program Update

LMC Communication - Journalism - JOURN

1. Program Update

Instructional Units Program Review Year Five Update - Journalism Department

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

Curtis Corlew, who was hired as a faculty member shared between Art and Journalism at about an 80/20 split, retired in May 2021. Instead of requesting through the Box 2A process a split replacement, the Art Department decided to go it alone and requested a 100% retirement replacement. The split gave the small Journalism program access to a full-time faculty member to teach Photojournalism/Documentary Photography (a cross-listed course between Art and

Journalism) and serve as co-adviser to the student newspaper, Experience. While we can certainly hire an adjunct to teach the cross-listed course, the newspaper has lost a co-adviser with expertise in the visual arts. If the Art Department were to reconsider their approach to filling this course we could once again recruit a cross-department professor.

Just as we were submitting the last Program Review Update, Cesar Reyes was hired in January 2020 to replace Lab Coordinator Eric Sanchez, who joined the faculty as a full-time tenure-track art professor. He was on board for just eight weeks when the campus closed as a result of the pandemic. Although his introduction to the new position on campus was cut short, he did a masterful job of remotely supporting the Journalism Program, as well as the Art and Drama departments. Now that some of us are back on campus, his support continues to be strong and essential.

In terms of curriculum, we reviewed the journalism curriculum and decided to inactivate the Journalism 161ABC suite of courses. We had stopped offering them for a few semesters due to very low enrollment — even for us ;-). In addition the new trend in journalism is for journalists to create story packages that include visuals, so instead of offering a separate practicum for visuals, we started integrating more visual elements into other courses, including the Journalism 115ABC suite of practicum courses. That necessitated a requirements change in the local A.A. degree.

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

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

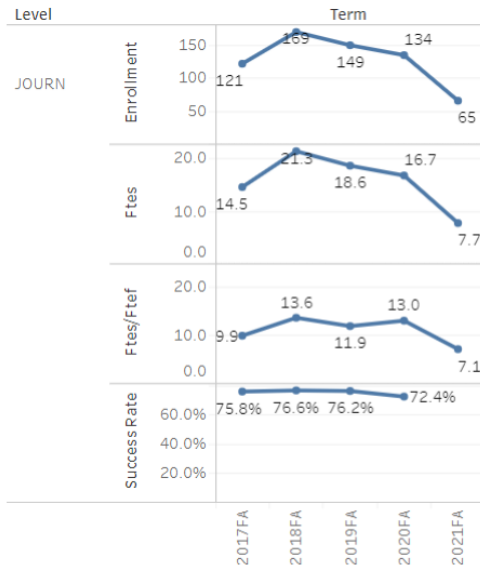


Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Location: Level: Term(s):

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
 Click on a topic in the Level column to filter the data.



Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Sections	Success Rate*
ITAL	2017FA	31	86%	5.4	16.1	0.33	1	58.1%
	2018FA	23	64%	4.1	12.2	0.33	1	65.0%
	2019FA	17	47%	3.0	9.0	0.33	1	52.9%
	2020FA	31	86%	5.7	17.0	0.33	1	58.6%
	2021FA	25	69%	4.0	11.9	0.33	1	-
JOURN	2017FA	121	30%	14.5	9.9	1.47	17	75.8%
	2018FA	169	47%	21.3	13.6	1.57	14	76.6%
	2019FA	149	40%	18.6	11.9	1.57	14	76.2%
	2020FA	134	48%	16.7	13.0	1.29	11	72.4%
	2021FA	65	26%	7.7	7.1	1.09	10	-
KINES	2019FA	205	100%	20.5	17.1	1.20	6	71.4%
	2020FA	185	90%	18.2	15.2	1.20	6	69.9%
	2021FA	198	75%	18.8	11.7	1.60	8	-
KNACT	2019FA	336	27%	36.2	20.4	1.77	29	83.6%
	2020FA	142	34%	15.3	16.0	0.95	11	92.6%
	2021FA	314	20%	33.1	18.5	1.79	12	-
KNDAN	2019FA	27	39%	2.9	21.4	0.14	2	88.5%
KNICA	2019FA	238	58%	61.8	17.9	3.45	10	94.7%
	2020FA	263	50%	51.1	20.7	2.47	11	96.6%
	2021FA	264	71%	69.8	20.0	3.48	9	-
LOGIS	2021FA	38	42%	2.5	5.4	0.46	3	-

It's difficult to evaluate enrollment trends in a small program like Journalism because one or two students can make a big difference in the percentages. So the numbers that stick out most for Journalism are the **census enrollment numbers**. The number of students enrolled in Journalism always fluctuates from year to year, largely because we add an extra honors section of Mass Communication every other fall semester in the even years. So, for example, in 2017 there were just three regular Mass Communication classes, and in 2018, there were four with the addition of the honors section. Then in 2019 it was back down to three again. However, the class max for Mass Communication is 38 for a regular class, but 30 for the honors section. The difference in the census numbers was 48, however, so when you subtract the honors enrollment of 30, it represents a true growth of 18 students in the other Journalism courses that involve writing and media production for the student newspaper. That's also clear when you look at the cyclical decline of just 20 students (rather than 30) when the honors section was not offered in 2019. So, true Journalism program enrollment growth went from 121 in 2017 to 149 in 2019 when you eliminate the honors section numbers.

Then COVID hit. The drop in enrollment in fall 2020 was mitigated by the fact that we had an honors section of Mass Communication that fall that bolstered the numbers. But when you eliminate the honors course enrollment, however, the true Journalism program decline from 2019 to 2020 was 45 students, or about a 30% drop. That is devastating for a small program, especially one that had been on a growth pattern. The issue is that Journalism is one of those hands-on programs that we attempted to teach online, but it did not work well from a student engagement perspective. Students need the newsroom community on campus to thrive in the program, and the ability to interview people and attend and cover events on site. So the student newspaper took a hit. Just like the drop in enrollment, there was an overall drop in student productivity in terms of the number of stories published in fall 2020. And because the advanced newspaper classes (Journalism 110, 115ABC and 129-132) are fed by the introductory Writing for the Media course, the number of continuing students has fallen as a result of the mode of instruction.

The numbers this fall 2021, down to 65 from 149 in 2019 (true program enrollment) and 104 (134 minus 30 in honors section) also include two other anomalies: First, we were asked to cut our offerings and went from the regular three Mass Communication sections down to two, so that eliminated the class max of 38 seats. Second, most of our journalism offerings went back to face-to-face or hybrid instruction. It will likely take several years to build back to our pre-COVID true grown pattern. But the students who are on campus seem happy to be here, so it's a start.

The **census fill rate and productivity** follows a somewhat similar pattern. In the even years it is higher with the addition of the honors Mass Communication section. And in the odd years, it dips a bit. The issue with the much lower figures in 2017 revolved around the low enrollment in Journalism 161ABC suite. As a result of that, and other program issues and needs, we deactivated that site of courses last year. The lower figures in 2021 reflect the overall enrollment issues related to the pandemic as discussed in the previous paragraph.

It should be noted, however, that despite the fluctuating enrollment numbers, student success remains fairly consistent, hovering around 76% — except for a dip in 2020 as a result of offering online-only courses during the pandemic.

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

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

The data suggests that the Journalism Program enrollment (minus the honors section every other fall) was experiencing true growth from 2017-2019 in terms of numbers prior to COVID. Then it fell like a rock during the pandemic. Journalism is a unique program in that students in the advanced classes serve as mentors to the newbies and show them the ropes in terms of how a student newsroom operation works. The seasoned students reinforce their own learning and develop leadership this way. But this year, none of the advanced students have had the benefit of a newsroom community in which students work together and share that expertise. An online newsroom is technically functional, but it is still isolating because there is no sense of the newsroom community around the production of the news product.

To combat this we would like to reintroduce the "community" aspect of the on-campus newsroom to students who have not had the benefit of peer mentoring for senior editors. To do this we proposed hiring as consultants several previous student editors who have either transferred or graduated and entered the field to serve as mentors during newsroom production to train current journalism students who entered the program during COVID how they should be running their own newsroom. We hope to start such a project in the spring and continue it into the 2022-23 academic year. Even 33 years ago, when Cindy McGrath was hired as the new journalism instructor and Experience adviser, a newsroom culture built around community already existed. Each new group of editors trains the incoming novice editors to take over for them when they transfer. The move online killed that system. Now we need to

recreate it.

Another issue we need to combat involves counseling and advising. Many students assume that because Journalism 100 has the lowest course number (it matches the C-ID number), that is where they start in the program. We need to clarify for students and counselors that Journalism 100 can be taken at anytime during their journey through LMC. But because Journalism 110: Writing for the Media is a prerequisite for Journalism 130: Media Production I, which is a prerequisite for Journalism 131: Media Production II, students should really start with Journalism 110 when enroll at LMC to ensure a smooth progression through the program.

Journalism also used some of the outreach tactics this summer from the pilot recruitment project Chialin Hsieh facilitated with the art and music programs. In addition to sending email to students with Journalism courses on their ed plans, we also sent recruitment packets with reporter's notebooks and sample copies of the Experience to graduating high school seniors who had enrolled and succeeded in a HS course articulated with Journalism 129. It is difficult to track the success of this outreach, but we plan to continue both approaches going into the future.

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

Journalism Goal #1: Maintain currency in the field by updating technology in the Journalism Lab and providing professional development to faculty and staff.

Note: This is an ongoing goal, but intermediate action steps may be completed along the way.

Action step 1: Work with IT to continually update Adobe's Creative Cloud and other needed software on the newly purchased (2019-20) Mac computers in the Journalism Lab.

Responsible party: Cesar Reyes

Timeline: Ongoing

Update: Curtis Corlew and Cesar Reyes worked together with IT in spring 2021 to enable students to access the Adobe Creative Cloud software remotely. That allowed them to begin to learn news page design techniques to plan a digital print edition of the Experience from home. We followed that up with several on-campus lab activities in late April and early May 2021. In addition, Creative Cloud has been updated for the current academic year and journalism students are now back on campus working regularly in the student newsroom / journalism lab. We will continue updating software in the lab as needs arise.

Action step 2: Regularly attend journalism workshops, seminars and

conferences.

Responsible parties: Cindy McGrath and Cesar Reyes

Timeline: Ongoing

Update: Since the last update Cindy McGrath, Curtis Corlew and Cesar Reyes attended the 2021 joint convention of the Journalism Association of Community Colleges and the Associated Collegiate Press. In addition, Cindy and Curtis attended the JACC fall 2020 conference. Cindy McGrath and Cesar Reyes plan to attend the fall conference remotely in fall 2021 and the spring convention in 2022. It is unknown at this time whether the event will be in person or remote. Following the 2020 fall conference and 2021 spring convention Cindy McGrath updated course modules in Canvas, and created several new ones, based on information learned during workshop presentations.

Journalism Goal #2: Engage with local media organizations, feeder high schools, transfer institutions and professional journalism organizations.

Note: This is an ongoing goal, but intermediate action steps may be completed along the way.

Action steps: Regularly interact with partners in meetings and at conferences and conventions.

Responsible party: Cindy McGrath. Cesar Reyes will also participate as needed.

Timeline: Ongoing

Update: Journalism faculty regularly interacted with the California News Publishers Association and a wide variety of local and state media professionals throughout the year at conferences and conventions. In addition, faculty reviewed and re-approved articulation agreements with local feeder high schools, participated in an online career fair for high schools, and offered Mass Communication as part of the College Connect program with Pittsburg High School. As a result of the pandemic, the College Connect program has been on hiatus, but we expect it to continue when the virus moves into its endemic phase. We also participated with the SJSU School of Journalism and Mass Communication on a project evaluating the capstone work portfolios of transfer and native journalism majors, and attended a SFSU presentation on photojournalism coordinated Pulitzer Prize-winning photojournalist and professor Kim Komenich.

Journalism Goal #3: Explore creating a tutoring/mentoring component to the Journalism Program.

Action step 1: Recruit former Experience editors to work with current staff to help revive the on-campus newsroom culture that was lost when the pandemic forced courses online.

Action step 2: Resume with advanced journalism students discussions about their role in mentoring both new Media Production students, as well as incoming Writing for the Media students.

Responsible parties: Cindy McGrath, and Cesar Reyes as needed

Timeline: 2021-2024

Update: Discussions had just begin with students about more explicitly integrating mentoring of Journalism 110 students by Journalism 131 students when the pandemic hit, and then this project was put on the back burner as the need to move online took priority. We will resume this once new Action step 1 to revive the newsroom culture has been completed. This new action item has been introduced as a result of the pandemic as discussed in 1.b.2.:

Journalism is a unique program in that students in the advanced classes serve as mentors to the newbies and show them the ropes in terms of how a student newsroom operation works. The seasoned students reinforce their own learning and develop leadership this way. But this year, none of the advanced students have had the benefit of a newsroom community in which students work together and share that expertise. An online newsroom is technically functional, but it is still isolating because there is no sense of the newsroom community around the production of the news product.

To combat this we plan to reintroduce the "community" aspect of the on-campus newsroom to students who have not had the benefit of peer mentoring for senior editors. To do this we proposed hiring as consultants several previous student editors who have either transferred or graduated and entered the field to serve as mentors during newsroom production to train current journalism students who entered the program during COVID how they should be running their own newsroom. We hope to start such a project in the spring and continue it into the 2022-23 academic year.

FOR CTE PROGRAMS ONLY

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

In analyzing the Emsi job data from three California counties, we note that between 2019 and 2024, there is projected to be about 4% growth locally in Arts, Design, Entertainment, Sports and Media Occupations jobs, with much of that growth occurring in the public relations sector. That suggests we should consider adding a course in Public Relations to the curriculum. The state ADT in Journalism contains such a C-ID course, but we did not develop one at LMC when we originated the degree in 2012 because the program is a such a small one. But perhaps we should rethink that strategy. Much like the Media Production and Writing Practicum courses are designed to create content for the student newspaper on campus, perhaps a hands-on Public Relations course could be designed in which some student assignments involve PR and marketing for the college.

FOR CTE PROGRAMS ONLY

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

The most recent official advisory board meeting was held in late December 2019, just prior to the campus closing due to the pandemic and moving to remote instruction. Professional newsrooms were hit with unprecedented changes in their own work environment and were too busy adapting to attend an official advisory board meeting. But Cindy McGrath connected individually with partners throughout the 2020-21 academic year, and this year, including professionals, representatives from four-year transfer institutions, and former journalism students:

- Connected regularly — at least monthly — with Joe Wirt, director of Affiliate Relations at the California News Publishers Association in Sacramento.
 - Networked with professional journalists and representatives of the four-year transfer universities at Journalism Association of Community Colleges and Associated Collegiate Press online meetings, conference and conventions.
 - Reviewed articulation agreements from feeder high school journalism programs.
 - Met Sept. 24 with four former Experience student editors who have graduated, transferred and/or are now working about establishing a mentorship program.
 - Worked in late September and early October with partners at San Jose State University on a project evaluating the capstone work portfolios of native and transfer students.
- Most of the new trends in journalism discussed throughout the year with journalism professionals concerned adaptations practitioners in the field have been making as a result of the pandemic. Much of the information gleaned was immediately integrated into journalism instruction at LMC,

In addition Cindy McGrath's duties as JACC contest coordinator required her to recruit and work with professional journalism and media professionals throughout the year to discuss best practices and judging criteria for 36 different journalism contests held twice each year. In total, she connected with more than 40 professionals and compiled their feedback on the quality of student journalism. That information is not only distributed statewide, but she integrates the lessons learned directly into program improvements and instruction at LMC.

Plans for LMC advisory board meetings this current academic year include both a meeting on Zoom in December or January and an e-meeting in the form of a survey. In addition, most of the unofficial connections cited above will continue.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully	In Progress	

Name	Benchmark	Benchmark Descriptor
complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

<p>Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>
<p>Journalism Goal #1: Maintain currency in the field by updating technology in the Journalism Lab and providing professional development to faculty and staff. Note: This is an ongoing goal, but intermediate action steps may be completed along the way. Action step 1: Work with IT to continually update Adobe's Creative Cloud and other needed software on the newly purchased (2019-20) Mac computers in the Journalism Lab. Responsible parties: Cesar Reyes Timeline: It has been updated for the current academic year, but this is an ongoing process.</p> <p>Action step 2: Regularly attend journalism workshops, seminars and conferences. Responsible Parties: Cindy McGrath and Cesar Reyes Timeline: This is an ongoing goal, but since the last update Cindy McGrath, Curtis Corlew and Cesar Reyes attended the 2021 joint convention of the Journalism Association of Community Colleges and the Associated Collegiate Press. In addition, Cindy and Curtis attended the JACC fall 2020 conference.</p>
<p>Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)</p>
<p>Journalism Goal #2: Engage with local media organizations, feeder high schools, transfer institutions and professional journalism organizations. Note: This is an ongoing goal, but intermediate action steps may be completed along the way. Action steps: Regularly interact with partners in meetings and at conferences and conventions.</p>

Responsible party: Cindy McGrath. Cesar Reyes will also participate as needed.
 Timeline: Ongoing on a yearly basis. Since the last update, journalism faculty regularly interacted with the California News Publishers Association and a wide variety of local and state media professionals throughout the year at conferences and conventions. In addition, faculty reviewed and re-approved articulation agreements with local feeder high schools, participated in an online career fair for high schools, and offered Mass Communication as part of the College Connect program with Pittsburg High School. As a result of the pandemic, the College Connect program has been on hiatus, but we expect it to continue when the virus moves into its endemic phase. We also participated with the SJSU School of Journalism and Mass Communication on a project evaluating the capstone work portfolios of transfer and native journalism majors.

Journalism Goal #3: Explore creating a tutoring/mentoring component to the Journalism Program.
 Action step 1: Recruit former Experience editors to work with current staff to help revive the on-campus newsroom culture that was lost when the pandemic forced courses online.
 Action step 2: Resume with advanced journalism students discussions about their role in mentoring both new Media Production students, as well as incoming Writing for the Media students.
 Responsible parties: Cindy McGrath, and Cesar Reyes as needed
 Timeline: 2021-2024. Since the last update, discussions had just begin with students about more explicitly integrating mentoring of Journalism 110 students by Journalism 131 students when the pandemic hit, and then this project was put on the back burner as the need to move online took priority. We will resume this once new Action step 1 to revive the newsroom culture has been completed.

LMC Communication - Speech - SPCH

1. Program Update

Instructional Units Program Review Year Five Update - Speech/Communications

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

New Degrees: N/A

New Curriculum: N/A

Staffing Changes: N/A outside of a few new adjunct hires. We are still applying every year for another FT faculty position but at the time of this submission have not been awarded one.

In response to the COVID-19 pandemic we are now offering SPCH courses that are fully online in both the asynchronous format and in the synchronous format. This is something we had not predicted at the time of our Program Review Year Three Update, but it is something that we plan to continue to offer.

1b. Please address the following enrollment data provided for your program.**1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))****On Enrollment:**

Our enrollment was consistently trending up from Fall 2018 to Fall 2020. There was an enrollment jump of 96 students (our largest to date) from Fall 2019 to Fall 2020. This was because in Fall 2020 we offered 30 sections of SPCH courses, our largest to date. Our enrollment numbers dropped in Fall 2021 because we were asked/encouraged by management to cut our section offerings by 5 sections, which equates to 150 students. Even so, our enrollment in Fall 2021 is higher than our lowest past enrollment (Fall 2017).

On Fill Rate:

Our fill rates are consistently high at 98% to 101%. Fall 2021 has been our "lowest" fill rate at 94% which we attribute to our in-person courses filling slowly and not at capacity given the uncertainty around COVID-19 and protocols at the Colleges. Even at our "lowest" fill rate is still exceptionally high at 94%. We should note that our fully online asynchronous courses filled first, followed by online hybrid, then online fully synchronous, then traditional hybrid, then face-to-face.

On Productivity:

Our productivity is consistent. We were consistently in the 15 range, then in Fall 2021 we dropped ever so slightly to 14.8 which we attribute to the cut of 5 sections of SPCH.

Overall, the trends in our department have been consistent, with the anomaly being Fall 2021 and COVID-19 impacts.

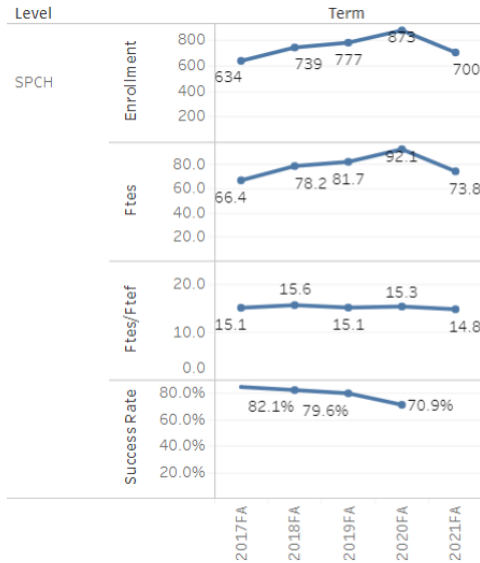


Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Location: Level: Term(s):

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
 Click on a topic in the Level column to filter the data.



Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Sections	Success Rate*
SPAN	2017FA	309	72%	49.7	14.6	3.40	12	69.5%
	2018FA	377	81%	60.5	16.2	3.73	13	69.3%
	2019FA	383	71%	62.8	14.9	4.20	15	72.5%
	2020FA	342	73%	54.6	14.1	3.86	13	73.5%
	2021FA	279	70%	42.6	13.3	3.20	11	-
SPCH	2017FA	634	99%	66.4	15.1	4.40	22	84.4%
	2018FA	739	101%	78.2	15.6	5.00	25	82.1%
	2019FA	777	98%	81.7	15.1	5.40	27	79.6%
	2020FA	873	98%	92.1	15.3	6.00	30	70.9%
	2021FA	700	94%	73.8	14.8	5.00	25	-
SPTUT	2017FA	619	15%	84.9	0.00	0.00	4	-
	2018FA	538	13%	73.8	0.00	0.00	4	-
	2019FA	23	1%	3.2	0.00	0.00	4	-
	2020FA	16	0%	2.2	0.00	0.00	4	100.0%
	2021FA	8	0%	2.7	0.00	0.00	4	-
TRAVL	2017FA	251	84%	18.9	15.8	1.20	8	74.2%
	2018FA	250	83%	17.5	14.6	1.20	8	77.7%
	2019FA	214	71%	16.2	13.5	1.20	8	61.5%
	2020FA	103	40%	8.3	7.5	1.10	7	72.0%
	2021FA	64	29%	5.5	5.5	1.00	6	-

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

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

Needs/Directions:

Need 1: Sections of SPCH Added Back

The data suggests that we need to have the 5 sections that were cut for Fall 2021 added back into our scheduling plan. We were trending upward in enrollment and then lost 150 seats with the cut to those sections. From Fall 2017 to Fall 2020 we were consistently adding sections and filling at an almost 100% rate and we had high success rates. While COVID-19 has impacted us (and the entire College) in many ways, we firmly believe that the data indicate we need those sections back.

Need 2: Online course options

The data suggests that our face-to-face sections fill slower than online courses. The reasons for this are multifaceted and we will not truly know what the fill rate and enrollment will be for face-to-face courses is until we are either out of the pandemic and/or the vaccine mandate has been in effect for at least two semesters. However, this being said, we know that we need to offer fully online sections to meet student demand. We need to continue to offer a variety of online options for students, including fully asynchronous, as those are filling first in the department.

Need 3: Full Time Faculty Member

While the data does not overtly state this, we want it noted: We need another full-time faculty member in our department.

Forecasting:

With the launch of the Law, Public Policy and Society program expected in the next academic year we predict that we will need to be prepared to offer a specialized section of SPCH 110 for the program and possibly a specialized section of SPCH 120 for the program.

On Success Rates:

The data shows that our success rates were consistent until the COVID-19 pandemic. In Fall 2020 our success rate dropped to its lowest at 70.9%. We attribute this to a variety of reasons: Students having the option to take Excused Withdrawals, students needing to work more, transitions to online learning while in the pandemic, etc. We want to monitor the success rates of our SPCH courses for at least two more semesters before we know what they look like in a pandemic or post-pandemic world.

Additional, not specific:

While the breakdown is not specific to SPCH courses (110, 120, 130, 150) we know that SPCH 150 enrollments could change given the new CSU Ethnic Studies requirement which SPCH 150 does not currently meet. We do not know how this will impact the enrollment for that course.

The English Department is proposing a new certificate that could warrant SPCH to offer an Oral Interpretation of Literature course. This is not something that we are currently creating but it is on our radar for a new course and new enrollment.

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

Speech Department Goals (As established in original Program Review 5 years ago)

Goal 1: Develop SPCH 110 Cohort courses for learning communities like: Puente, Umoja and MESA. And non-learning communities: ESL

Aligned to: Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs (District #1 and #2)

Status: In Progress

Rationale: We now offer a SPCH 110 Cohort for Puente (established pre-COVID). That specialized section is going well. Unfortunately, COVID-19 halted our plans to create SPCH 110 Cohorts for Umoja and MESA. Realistically, we hope to begin having these conversations in Fall 2022 once we have a better idea of what the new "normal" looks like and learning communities have a better idea of the modality of instruction their students prefer. M.A.K. and S.L.S. will run point on these discussions in Fall 2022.

Goal 2: Develop C.T.E. specific Public Speaking and/or Interpersonal Communication courses, i.e., Public Speaking for First Responders, or Public Speaking for Child Development Majors or Interpersonal Communication for Nursing Majors.

Aligned to: Goal 3: Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

Status: Abandoned

Rationale: COVID-19 put an immediate halt and then cancellation to this goal. We hope to revisit this goal in the "post" COVID-19 world. Tentatively we'd like to consider this again in Fall 2023. Our main focus coming back would be Goal #1. It is also not feasible to attempt Goal #1

and Goal #2 without another full-time faculty member.

Goal 3: Increase transfer and completion rates of ADT in Communication Studies.

Aligned to: Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs (District #1 and #2)

Status: Completed

Rationale: We have increased transfer and completion rates of the ADT in Communication Studies. Hooray! We will continue to pursue this goal even though it's been completed because we love seeing our students transfer and earn their ADTs.

Goal 4: Increase the number of debate students who transfer to 4-year universities and compete.

Aligned to: Goal 4: To better support students in accomplishing their academic and career goals—from entry to complete/transition—and to enhance course-level and program-level achievement, expand and deepen education, workforce, and community partnership. (District #3)

Status: Abandoned

Rationale: This goal was modified at the 3-year program review and now during COVID it has been abandoned. In general, students who were competing for the LMC Debate Team were not interested in competing when and if they transferred. The handful of students who did debate after transfer quickly abandoned the activity. COVID has also clearly shown the Department that the Debate Team may no longer be the best use for faculty resources. The future of the LMC Debate Team may need to be reimagined or go an extended hiatus and revisited once the Law, Public, Policy and Society Program is well-established. The student interest and commitment to the LMC Debate Team was not where it needed to be pre-COVID despite valiant efforts from department faculty and the leadership of the student club associated with the team. Currently full-time faculty M.A.K. and S.L.S. are directing their time and expertise toward the classroom, and that focus will likely continue throughout the COVID crisis and beyond. If there is robust student interest and the college and department have the resources available, we would support a new full-time hire or adjunct faculty taking the lead on a Debate Team, but there needs to be much more conversation around this.

Goal 5: Build up professional expertise within department by way of increasing conference presentations with a goal of improving equity goals of the college.

Aligned to: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Status: Completed.

Rationale: M.A.K. and S.L.S. continuously attend and present (pre-COVID and hopefully post-COVID) at discipline related conferences, host FLEX Workshops and partake in various professional development opportunities. Our adjunct faculty are also engaged, and a majority of our department is B.E.O.I. certified.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	Completed	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	Abandoned	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	Abandoned	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	Completed	

Recommended Actions

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Develop SPCH 110 Cohort courses for learning communities like: Puente, Umoja and MESA. And non-learning communities: ESL
Increase transfer and completion

rates of ADT in Communication Studies.
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
Develop C.T.E. specific Public Speaking and/or Interpersonal Communication courses, i.e. Public Speaking for First Responders, or Public Speaking for Child Development Majors or Interpersonal Communication for Nursing Majors
Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)
Increase the number of debate students who transfer to 4-year universities and compete.
Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)
Build up professional expertise within department by way of increasing conference presentations with a goal of improving equity goals of the college.

LMC Drama - DRAMA

1. Program Update

Instructional Units Program Review Year Five Update - Dramatic Arts

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

The Dramatic Arts program has continued to produce virtual content for productions and has stayed with primarily online courses due to Covid 19. In fall of 2021 the department attempted 2 in person acting classes that were a success, however were under enrolled due to the delta variant surge of Covid 19 that swept through before classes began. The department attempted 2 additional in person performance courses in Spring of 2022, however these course had a light enrollment due to the surge in the Omicron variant of Covid 19. The department has tried to remain consistent in staffing during this challenging time.

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

Covid 19 greatly diminished the Drama Department's enrollment. While the online GE courses have remained full, the in person pedagogy which was a crown jewel of the department was taken away and now has to be rebuilt as the Covid guidelines loosen. Each time we have attempted to return to in person instruction a new variant has emerged, slowing our enrollment progress.

1b. Please address the following enrollment data provided for your program.**1.b.2. What does the data suggest in terms of future needs/directions?**

The enrollment data so far would suggest that until the community feels safe to return to in person classes we need to invest heavily in online instruction and content. The data suggests that the safest strategy for moving forward in the new post Covid world would be to commit more to transitioning to content development and on camera training.

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

The Department is now in transition to moving from producing in person events to content creation designed for online delivery. The department now needs to invest in digital infrastructure that can support the editing and streaming needs now required for the post Covid world. The department has already spoken with management and has a RAP proposal for computers with the specs necessary for this transition and is planning with IT and management a way to create a server system for storing the content created by the department.

FOR CTE PROGRAMS ONLY**1c. Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)**

NA

FOR CTE PROGRAMS ONLY

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

NA

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)
Goal 1: Establish permanent conference funding for KCACTF
Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

<p>Goal 4: Implement diverse cultural plays and learning in all courses department wide.</p>
<p>Goal 2: Establish permanent funding for Equity Speaker Series and work with business office to create new streamlined pathways for event success</p>
<p>Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)</p>
<p>Goal 3: Publish new works created by the department to be made available for the public and the students who made them</p>

LMC English - ENGL

1. Program Update

Instructional Units Program Review Year Five Update - English Department

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

Since 2019-20 our department has updated our English major, created a Creative Writing Certificate program, written a new Shakespeare course for our degree, hired a new full-time faculty member (Candice Crenshaw-Mayo), updated our ENGL 83 and 85 courses to be non-credit, and voted to no longer offer ENGL 95 after spring 2022. We are currently in the process of revising our English 100 course.

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

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

Academic Year	Census Enrollment	Census Fill Rate	Productivity
2018-2019	6,809	89.6%	12.4
2019-2020	6,766	91.4%	12.6
2020-2021	6,006	87.9%	11.9
2021-2022	3,353	88.8%	11.7

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

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

Enrollment has gone down significantly from 2018 to FA 2021; however, this is due in large part to the pandemic. Furthermore, the census fill rate for year 20-21 is only slightly down from year 18-20, and we see for FA21 it's gone up.

The trends suggest we are on the right path, and as we have just eliminated ENGL 95 from our program and plan to roll out a 4-unit version of ENGL 100 in the fall 22 semester, we will need institutional support for students coming into College Composition with a wide range of skills.

As for our English major, we need support from the institution as we continue to grow our major as part of Guided Pathways. We plan to promote new offerings within the major, the major as a whole, and our new Creative Writing Certificate (pending full approval). We hope the certificate will lead to more English majors and greater enrollment.

Enrollment has gone down significantly from 2018 to FA 2021; however, this is due in large part to the pandemic. Furthermore, the census fill rate for year 20-21 is only slightly down from year 18-20, and we see for FA21 it's gone up.

The trends suggest we are on the right path, and as we have just eliminated ENGL 95 from our program and plan to roll out a 4-unit version of ENGL 100 in the fall 22 semester, we will need institutional support for students coming into College Composition with a wide range of skills.

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

Goals	Status	Notes	Lead(s)
Goal 1: Assess and improve our new placement system, composition sequence, and DE course offerings. Establish standards for success in English 100	Completed	We have eliminated our ENGL 95 offerings starting SU22 and revised our ENGL 100 COR.	Chair (Currently Sara Toruno-Conley and Marci Lapriore)
Goal 2: Institutionalize support services and professional development for ENGL 100 such as instructional	Completed	We have completed this goal as we now regularly offer in-class tutors and instructional assistants for	Composition coordinators (Currently LD Green and George Olgin)

<p>Assistants and in-class student tutors</p>		<p>ENGL 100 students.</p>	
<p>Goal 3: Increase success rates for African American and other underserved students (e.g. low income, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues.</p>	<p>In Progress</p>	<p>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. We have eliminated our ENGL 95 offerings starting SU22. We also plan to review Literature and creative writing CORs for more attraction to diverse student populations in course descriptions and for more equitable outcomes, and create more literature classes in alignment with equitable philosophies. We Continue to connect underserved students with support services such as the Center for Academic Support And we continue to advocate for reduced class sizes by not adding over the class max 30.</p>	<p>Composition Coordinators (Currently LD Green and George Olgin); Literature and Creative Writing Subcommittee Lead (Currently LD Green and Marci Lapriore), Curriculum Subcommittee Lead (Currently Morgan Lynn)</p>
<p>Goal 4: Revise the</p>	<p>Completed</p>	<p>We</p>	<p>Composition</p>

DE Lead position in keeping with our new composition sequence, and to ensure leadership when the Transformation Grant ends

changed the title of the DE lead to the Composition Coordinator. James Noel currently holds this title. The composition coordinator is responsible for overseeing assessment, COOR revisions, professional development, and student

Coordinators (Currently LD Green and George Olgin)

		support programs related to our CORE sequence: English 95, 100, and 100S.	
Goal 5: Create roles for English in the guided pathways model	In progress	We have since aligned our English major with the meta major, and we are in the process of working with counselors as part of a Guided Pathways Team.	Pathway Pilot Team and Dean (Currently lead by Stacey Miller and Aprill Nogar as Dean)

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	

Name	Benchmark	Benchmark Descriptor
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	Completed	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	Completed	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	Completed	

Recommended Actions

<p>Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)</p>
<p>Goal 3: Increase success rates for African American and other underserved students (e.g. low income, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues.</p> <p>We are hoping to improve success rates by the end of Fall 2022 or Spring 2023. Responsible parties assigned to this goal: Composition Coordinator(s) and Literature and Creative Writing Subcommittee and Curriculum Subcommittee leads Anticipated outcome: increase course success rates for underserved students</p>
<p>Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>
<p>Goal 3: Increase success rates for African American and other underserved students (e.g. low income, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues.</p> <p>We are hoping to improve success rates by the end of Fall 2022 or Spring 2023. Responsible parties assigned to this goal: Composition Coordinator(s) and Literature and Creative Writing Subcommittee and Curriculum Subcommittee leads Anticipated outcome: increase course success rates for underserved students</p>

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

Goal 1:
Assess and improve our new placement system, composition sequence, and DE course offerings. Establish standards for success in English 100. (We have completed this goal)

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Goal 1:
Assess and improve our new placement system, composition sequence, and DE course offerings. Establish standards for success in English 100. (We have completed this goal).

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Goal 2:
Institutionalize support services and professional development for 95 and 100S, such as instructional assistants, Nettutor, and in-class student tutors. (We have completed this goal)

LMC English as a 2nd Language - ESL/ESLN

1. Program Update

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

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

Curriculum and Instruction

The most impactful change that was made since our 2019-20 Program Review Year Three Update occurred due to the coronavirus pandemic and Covid-19 safety stay-at-home protocols that went into effect half-way through the Spring 2020 semester. All classes at LMC, including ESL/ESLN classes, were moved into the online learning environment and have remained there during the subsequent semester – SU20, FA20, SP21, SU21, and FA21.

Currently, the third draft of the SP22 schedule as followed recommendations by management to consider offering our department’s courses in the form of 80% online and 20% face-to-face or hybrid modes of instruction: We have proposed offering our full program(s) of 28 mirrored Credit/Non-credit courses in a 71% / 29% instructional mode split that transitions our four oral skills courses (065PC, 075PC, 085SL, and 095SL) from fully online to a hybrid mode.

The ESL department went through the program and curriculum develop and review processes (local and state) to be able to offer our service area community equity-enhanced college second language learning

opportunities. The process included designing a mirrored tuition-free non-credit series of courses which can support low-income, first generation American, and undocumented non-native English-speaking learners. Additionally, each of the General and Academic ESL courses (credit and non-credit) went through extensive review and transformation by employing curricular, instructional, and pedagogic theory, approaches, methods, and practices such as 1) backward design, 2) content-based instruction (contextualization), 3) signature pedagogies and dispositional thinking, 4) threshold concepts, 5) intensification (a second language acquisition version of various ‘acceleration’ practices, and 6) appreciative advising and instruction.

In Spring 2019, we offered our first Non-credit courses and two certificates. Over the next year additional programmatic and curricular changes were made, including creating Credit College Skills Certificates for the first time in LMC ESL’s history, and we awaited state approval of all of our Certificates of Competency [It should be noted here that ESL programs are not allowed by the state Chancellor’s Office to seek approval for state-approved credit-course-related Certificates of Achievement, and, thus, the local certificates are the only means available to us to support students taking our credit classes a means by which to enhance their language develop by working toward the earning of certificates as they advance along their language learning and educational pathway(s)]. It was not until Spring 2021 that were able to offer our full curriculum – all 28 mirrored Credit/Non-credit and all 6 Certificates of Competency and 6 College Skills Certificates.

We recently learned the very disconcerting news that due to a technological issue, none of the Certificates of Competency, for which students must apply and have their applications reviewed by Admissions and Records in order to receive, have been conferred. Rikki Hall, our Director of Admissions, has been working with District IT to solve the issue, and she has been updating the ESL department chair and our 60% ESL counselor on the status of these efforts. We have received a large amount of negative feedback from our students regarding this and have heard a lack of faith in us as a department and as a college, which is incredibly disheartening due to the amount of work that has gone into our curricular transformation. This along with a host of other issues that have come up over the past three years make it more apparent than ever that the college needs to take a much greater managerial role to Non-credit at LMC – first and foremost, by assigning an actual manager to learn all about noncredit.

This is the most recent update regarding the certificates ESL@LMC offers:

From: Hall, Rikki RHall@losmedanos.edu>

Sent: Friday, October 8, 2021 10:17 AM
To: Gunder, Paula pgunder@losmedanos.edu>
Subject: Certificates ESL/ESLN

Hi Paula,

I went through the ESL Skills Certificate applications and processed them yesterday so that we can mail the remainder of spring and summer next week.

You have the following totals:

2021SP: 7 certificates approved
2021SU: 3 certificates approved

For the noncredit certificates of competency, I cleaned out the queue and returned all forms that did not apply. (i.e. students completed credit version of course and not noncredit). The below totals are what we have in A&R to date. The paper applications were submitted for 2020SP when we discovered the Colleague error in academic level.

2021SP: 16 noncredit certificates of competency pending (5 appear to be duplicate requests)
2020SP: 30 paper applications received prior to DF conversion (pending review)

All applicants previously pending in the queue through DF have been notified.

Thank you,
 Rikki

Having also recently learned that I had mis-represented the number of hours that each of Non-Credit Certificates of Competency make up by only listing "Course In-Class (Contact) Hours" and not including "Course Out-of-Class Hours" for the "Total Student Learning Hours" as are accurately reflected on the course outlines of record (CORs) that were designed in eLumen and approved locally and at the state levels, I will be submitting a program revision to Curriculum Committee. The accurate hours and the full program to-date is shown in the table below.

CERTIFICATES OF COMPETENCY (Non-Credit)	Hours	COLLEGE SKILLS CERTIFICATES (Credit)	Units
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Entry/Bridge		Entry/Bridge	
<ul style="list-style-type: none"> • <i>Basic Vocabulary and Reading Development</i> 	162	<ul style="list-style-type: none"> • <i>Basic Vocabulary and Reading Development</i> 	3
<ul style="list-style-type: none"> • ESLN-065VR - Basic Vocabulary and Reading Development 1 	<u>162</u>	<ul style="list-style-type: none"> • ESL-065VR - Basic Vocabulary and Reading Development 1 	<u>3</u>
<ul style="list-style-type: none"> • ESLN-075VR - Basic Vocabulary and Reading Development 2 	324	<ul style="list-style-type: none"> • ESL-075VR - Basic Vocabulary and Reading Development 2 	6
	162		3
<ul style="list-style-type: none"> • <i>Foundational Grammar for General Communication</i> 	<u>162</u>	<ul style="list-style-type: none"> • <i>Foundational Grammar for General Communication</i> 	<u>3</u>
<ul style="list-style-type: none"> • ESLN-065G - Foundational Grammar for General Communication 1 	324	<ul style="list-style-type: none"> • ESL-065G - Foundational Grammar for General Communication 1 	6
<ul style="list-style-type: none"> • ESLN-075G - Foundational Grammar for General Communication 2 	<u>162</u>	<ul style="list-style-type: none"> • ESL-075G - Foundational Grammar for General Communication 2 	<u>3</u>
	324		6
<ul style="list-style-type: none"> • <i>Essential Pronunciation and Conversation</i> 	162	<ul style="list-style-type: none"> • <i>Essential Pronunciation and Conversation</i> 	3
<ul style="list-style-type: none"> • ESLN-065PC - Essential Pronunciation and Conversation 1 	<u>162</u>	<ul style="list-style-type: none"> • ESL-065PC - Essential Pronunciation and Conversation 1 	<u>3</u>
<ul style="list-style-type: none"> • ESLN-075PC - Essential Pronunciation and Conversation 2 	324	<ul style="list-style-type: none"> • ESL-075PC - Essential Pronunciation and Conversation 2 	6

<ul style="list-style-type: none"> • <i>Fundamental Writing Skills</i> • ESLN-065W - Fundamental Writing Skills 1 • ESLN-075W - Fundamental Writing Skills 2 		<ul style="list-style-type: none"> • <i>Fundamental Writing Skills</i> • ESL-065W - Fundamental Writing Skills 1 • ESL-075W - Fundamental Writing Skills 2 	
<p>Intermediate and Advanced</p> <ul style="list-style-type: none"> • <i>Intermediate English for College and Career Success</i> • ESLN-085G - Intermediate Grammar for College and Career Communication • ESLN-085SL - Intermediate Oral Communication for the College Classroom and Beyond • ESLN-085WRV - Intermediate College Writing, Reading, and Dispositional Thinking 	<p>270</p> <p>162</p> <p><u>216</u></p> <p>648</p> <p>270</p> <p>162</p> <p><u>216</u></p> <p>648</p>	<p>Intermediate and Advanced</p> <ul style="list-style-type: none"> • <i>Intermediate English for College and Career Success</i> • ESL-085G - Intermediate Grammar for College and Career Communication • ESL-085SL - Intermediate Oral Communication for the College Classroom and Beyond • ESL-085WRV - Intermediate College Writing, Reading, and Dispositional Thinking 	<p>4</p> <p>3</p> <p><u>5</u></p> <p>12</p> <p>4</p> <p>3</p> <p><u>5</u></p> <p>12</p>
<ul style="list-style-type: none"> • <i>Advanced English for Academic and Professional Advancement</i> • ESLN-095G - Advanced 	<p>648</p>	<ul style="list-style-type: none"> • <i>Advanced English for Academic and Professional Advancement</i> • ESL-095G - Advanced 	<p>12</p>

<p>Grammar for College and Career Communication</p> <ul style="list-style-type: none"> • ESLN-095SL - Advanced Speech Communication for Academic and Professional Pursuits • ESLN-095WRV - Advanced Academic Writing, Reading, and Dispositional Thinking 		<p>Grammar for College and Career Communication</p> <ul style="list-style-type: none"> • ESL-095SL - Advanced Speech Communication for Academic and Professional Pursuits • ESL-095WRV - Advanced Academic Writing, Reading, and Dispositional Thinking 	
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To the extent this also means that the college has been under-reporting our Positive Attendance hours, I have informed the Direct of A&R, the VP of Instruction, the Interim Dean of ESL, and others seeking resolution.

In that all of the ESL/ESLN classes have been taught online for past 5.5 semesters, our instructional and pedagogical practices have expanded to include effective and best practice oriented second language learning lessons, activities, assignments, lectures, and exercises for distance education. It is not possible for me to capture all of the ways in which our instruction has changed and shifted as we have learned how to use and leverage the online and virtual educational spaces and technologies and tools to best support our students' English language development; as a faculty group, we have embraced this new-to-us adventure into online teaching and learning, and we are all extremely proud of our Canvas courses, and the high-quality content and instruction we have been able to offer students. As most of our students are new to online learning environment, we have worked to develop and share with one another methods for supporting the technological needs and challenges students face along with supporting their language and learning needs. It's been very challenging and rewarding.

Professional Development

All of the ESL faculty – full time and adjunct – had the opportunity to go through the District's "Becoming an Effective Online Instructor" course, from which we were able to experience and learn about key online teaching and learning factors. This course also helped and supported each of us to build a

professional and instructionally sound online course in Canvas.

We have since shared our Canvas courses with another and will continue to do so in order to offer on-going in-house professional learning to and among our faculty group.

ESL faculty have also participated in 3CSN, RP Group, State Chancellor's Office, California Acceleration Project, TESOL, and CATESOL professional learning opportunities, in our own efforts to support our teaching and our understanding and ability to address equity issues and disproportionate impacts faced by our ESL student populations.

ESL faculty are also advancing their professional degree and certification through local and online graduate programs.

Communication and Marketing

The department chair, Paula Gunder, was provided training and support from the LMC web designer, Eloine Chapman, in order to completely overhaul the ESL@LMC webpages.

Placement / Assessment / AB705

After a long period of uncertainty and general lack of research-based support from the Chancellor's Office, after conducting our own primary and secondary research on second language acquisition placement methods and practices, after attending numerous AB-705 and ESL workshops and webinars, and with the help of the LMC Assessment Center Coordinator, Nicole Almassey, the classified professional, Ninnette Alfaro, and Jay Schaffer at the District, we developed and were able to launch our new "LMC ESL Guided and Informed Self-Placement" mechanism for the 2021-2022 academic year (and thus comply with state mandated time-lines for AB-705 implementation at least from the ESL department standpoint).

Summer 2021 and Fall 2021 were the first semesters when the self-placement was available to students. There have been numerous issues with the placement due mainly to the instability and lack of support emanating from a realignment of the Assessment Center and the positions in that area not being filled.

We have had issues with students not going through the placement process and, thus, not engaging in this important step to understand the program and choose the best pathway, stage, and courses.

We currently have a New Instructional Program Proposal – Phase 1 proposal up for a 'second read and approval' item at the 10/25/21 Academic Senate

agenda, which will serve to address this issue along with others that have surfaced with regard to onboarding these students, supporting their navigation of important student service areas, and accessing key learning support resources. The program will offer a Non-Credit Certificate of Competency entitled, *College ESL Student Success*. Three associated course outlines have also been submitted to the Curriculum Committee and are slated for review and approval on 11/3/21. The next steps will include moving through the entire program and curriculum review and approval processes. Our hope is that this program will be approved and it and the related courses offered for the 2021-2022 academic year.

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

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

In **FA18**, ESL offered 8 of its former Credit ESL courses with the old numbering system and former curriculum.

- Credit ESL -- Enrollment = 203; Fill rate = 73%; Productivity = 14.2
- College – Enrollment = 26,868; Fill rate = 72%; Productivity = 17.1

In **SP19**, ESL had revised its Credit ESL course outlines of record and offered 5 of these courses, and it had gotten approval for and was able to offer the first 4 of its new Non-credit courses. At this point in time the curriculum was split – the Entry/Bridge stage courses (065 and 075) were all and only Non-Credit, and the Intermediate and Advanced stage courses were all and only Credit. The Intermediate and Advanced courses were scheduled over the 16-week semester, and the Entry/Bridge classes were scheduled in a new eight-week and eight-week strategy. Reviewed separately, enrollment, fill rate, and productivity for each was similar:

- Credit ESL -- Enrollment = 124; Fill rate = 92%; Productivity = 13.2
- Non-Credit ESLN– Enrollment = 105; Fill rate = 105%; Productivity = 13.8
- Overall – Enrollment = 229; Fill rate = 98.5%; Productivity = 13.5
- College – Enrollment = 24,544; Fill rate = 63.7%; Productivity = 16.1

In **SU19**, ESL offered the same 4 new Non-credit classes we had in SP19. At this point, the state had only approved these four. We experimented with offering the two Entry stage classes the first four weeks of the summer and their 075 Bridge counterparts the second 4 weeks of the summer.

- Non-Credit ESLN -- Enrollment = 82; Fill rate = 82%; Productivity = 10.9
- College – Enrollment = 5,533; Fill rate = 49.8%; Productivity = 14.9

In **FA19**, with two more of its CDCP Non-credit courses and new related certificate approved, ESL offered 6 Non-credit Entry/Bridge courses (the data show 8 sections were offered, but the schedule of classes only shows 6) and its 5 Credit Intermediate and Advanced ESL classes.

- Credit -- Enrollment = 118; Fill rate = 94%; Productivity = 12.9
- Non-Credit – Enrollment = 192; Fill rate = 96%; Productivity = 14.2
- Overall – Enrollment = 310; Fill rate = 95%; Productivity = 13.55
- College – Enrollment = 26,827; Fill rate = 71%; Productivity = 17

In **SP20**, the final two of our CDCP Non-credit courses and certificate were approved, and ESL offered 6 Non-credit Entry/Bridge classes and its 5 Credit Intermediate and Advanced classes. This is the semester that the pandemic forced us all to move our courses online during the eighth week of the semester.

- Credit -- Enrollment = 92; Fill rate = 73.6%; Productivity = 9.6
- Non-Credit – Enrollment = 158; Fill rate = 105.3%; Productivity = 13.4
- Overall – Enrollment = 250; Fill rate = 89.5%; Productivity = 11.5
- College – Enrollment = 24,310; Fill rate = 62.9%; Productivity = 15.9

In **SU20**, we offered two Entry stage Non-credit ESL classes over the six-week summer session, and then again experimented with offering an Entry/Bridge Non-credit package in a four-week + four-week schedule. This is the first summer session of a fully online schedule for ESL. This is before faculty went through the BEOI course.

- Non-Credit ESLN -- Enrollment = 96; Fill rate = 96%; Productivity = 12.7
- College – Enrollment = 5,7.2; Fill rate = 60.5%; Productivity = 18.1

In **FA20**, ESL offered an early version of its newly redesigned mirrored Credit/Non-credit curriculum. The courses are no longer split into some being NC and some being C; all courses, except for the noncredit version of 095WRV are offered in this semester (14 Credit and 13 Non-Credit mirrored classes). This is the first fall semester of planned-for fully online schedule for ESL. This is after faculty went through the BEOI course.

- Credit -- Enrollment = 82; Fill rate = 23.7%; Productivity = 6.3
- Non-Credit – Enrollment = 204; Fill rate = 62.8%; Productivity = 15.4
- Combined – Enrollment = 286; Fill rate = 86.5%; Productivity = 10.85
- College – Enrollment = 3,850; Fill rate = 69.1%; Productivity = 16.5

In **SP21**, ESL was again offered fully and only online, and we offered our mirrored curriculum almost in full (13 classes - all but 095SL - were offered).

- Credit -- Enrollment = 75; Fill rate = 23.1%; Productivity = 5.4
- Non-Credit – Enrollment = 174; Fill rate = 53%; Productivity = ?? 0
- Combined – Enrollment = 249; Fill rate = 76.1%; Productivity = ??
- College – Enrollment = 28,555; Fill rate = 62%; Productivity = 14.8

In **SU21**, ESL experimented with offering two Entry stage Credit/Non-Credit mirrored sections, one Intermediate and one Advanced Credit/Non-Credit mirrored section for a total of 4 mirrored classes running in the six-week session.

- Credit -- Enrollment = 35; Fill rate = 35%; Productivity = 8.3
- Non-Credit – Enrollment = 57; Fill rate = 57%; Productivity = 10.8
- Combined – Enrollment = 92; Fill rate = 92%; Productivity = 9.55
- College – Enrollment = 5,130; Fill rate = 51.2%; Productivity = 13.4

In **FA21**, ESL offered the two Bridge stage classes that followed the Entry stage classes that were offered in SU21 in the second eight weeks of the semester. We offered 10 mirrored Credit/Non-Credit classes (everything except 065G, 065VR, 085SL, and 095SL, which were all

offered in SU21).

- Credit -- Enrollment = 65; Fill rate = 26%; Productivity = 6.2
- Non-Credit – Enrollment = 165; Fill rate = 66%; Productivity = 16.5
- Combined – Enrollment =230; Fill rate = 92%; Productivity = 11.35
- College – Enrollment = 29,953; Fill rate = 62.9%; Productivity = 13.9

Level 1	Level 2	Ftes	Ftef	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count
	2017SU	1.5	0.25	11	36.7%	5.8	1
ESL	2017FA	25.9	2.10	194	68.8%	12.3	8
2018SP	24.8	2.35	186	58.5%	10.5	9	
2018SU	3.0	0.53	23	31.9%	5.7	2	
2018FA	29.5	2.09	203	72.0%	14.2	8	
2019SP	18.5	1.40	124	99.2%	13.2	5	
2019FA	18.0	1.40	118	94.4%	12.9	5	
2020SP	13.4	1.40	92	73.6%	9.6	5	
2020FA	11.2	1.77	83	23.7%	6.3	14	
2021SP	8.1	1.50	75	23.1%	5.4	13	
2021SU	3.3	0.40	35	35.0%	8.3	4	
2021FA	7.4	1.20	65	26.0%	6.2	10	
Grand Total		164.6	16.39	1,209	50.7%	10.0	84

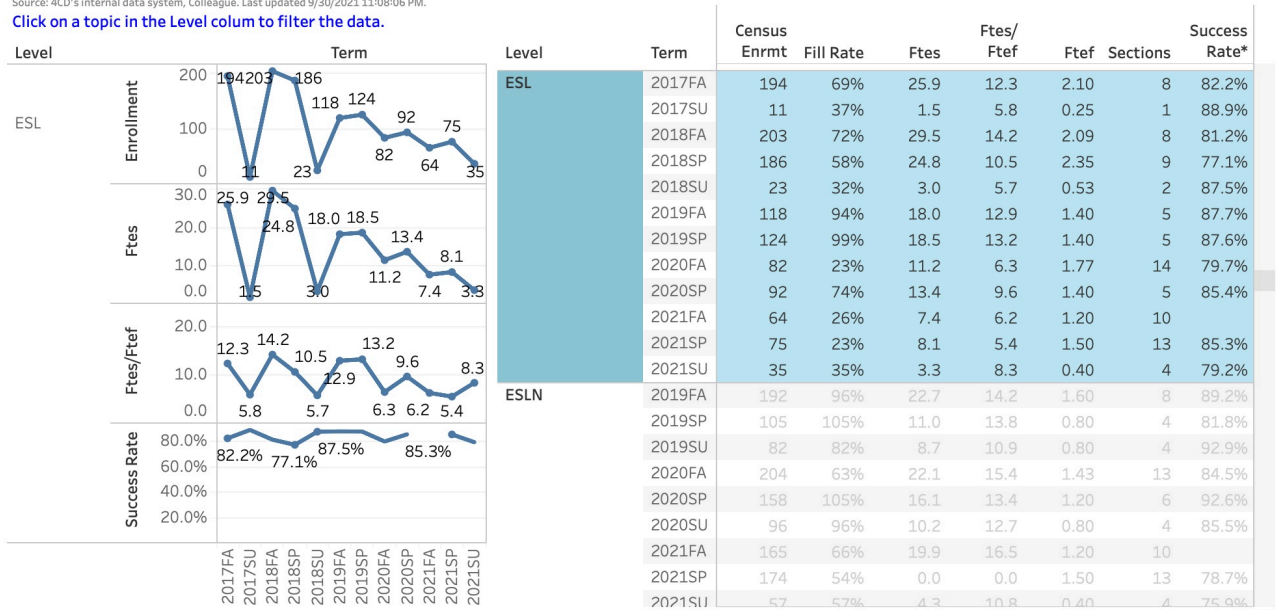


Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Location: Level: Term(s):

Source: ACD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
 Click on a topic in the Level column to filter the data.



Level 1	Level 2	Ftes	Ftef	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count
	2019SP	11.0	0.80	105	105.0%	13.8	4
	2019SU	8.7	0.80	82	82.0%	10.9	4
ESLN	2019FA	22.7	1.60	192	96.0%	14.2	8
2020SP	16.1	1.20	158	105.3%	13.4	6	
2020SU	10.2	0.80	96	96.0%	12.7	4	
2020FA	22.1	1.43	204	62.8%	15.4	13	
2021SP	0.0	1.50	174	53.5%	0.0	13	
2021SU	4.3	0.40	57	57.0%	10.8	4	
2021FA	19.9	1.20	165	66.0%	16.5	10	
Grand Total		114.9	9.73	1,233	74.7%	11.8	66

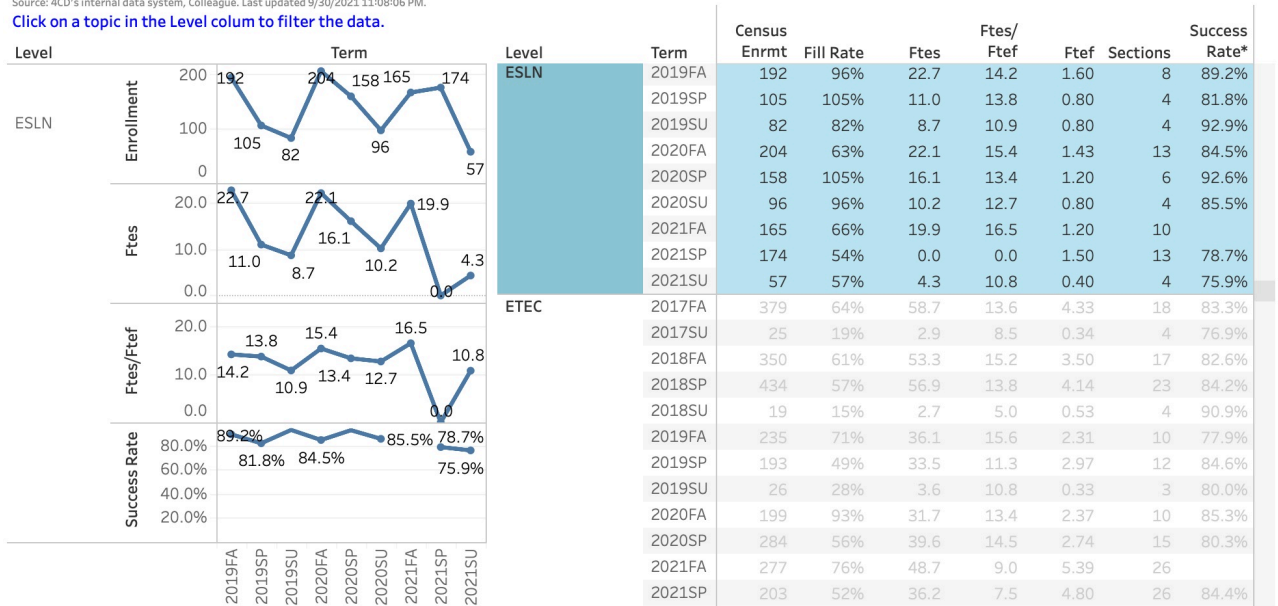


Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Location: Level: Term(s):

Source: ACD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.
 Click on a topic in the Level column to filter the data.



		2016-2017			2017-2018			2018-2019			2019-2020			2020-2021			Grand Total		
Level 1	Level 2	Un dup. Hd ct.	Enrollments	Success Rate	Un dup. Hd ct.	Enrollments	Success Rate	Un dup. Hd ct.	Enrollments	Success Rate	Un dup. Hd ct.	Enrollments	Success Rate	Un dup. Hd ct.	Enrollments	Success Rate	Un dup. Hd ct.	Enrollments	Success Rate
LMC	ESLN	142	317	86.1%	177	398	79.9%	147	334	83.8%	102	210	86.7%	704	154	82.5%	448	1,413	83.5%
ESLN							54	110	81.8%	133	377	91.0%	123	387	82.4%	229	874	86.0%	
Grand Total		142	317	86.1%	177	398	79.9%	180	444	83.3%	212	587	89.4%	174	541	82.4%	607	2,287	84.5%
			2.23			2.25			2.47			2.77			3.11			3.77	
						plu			plu			plu			plu			2.5	

<p>assess, and update/improve the new Noncredit and Credit ESL courses at both Pittsburg and Brentwood campuses, offering both day and evening night sections</p>		<p>undocumented and low income</p> <ul style="list-style-type: none"> • Helping students take certificate-based packages of courses instead of single solitary courses which improves their language acquisition and progression through and out of ESL and into general and career education coursework • Plan to offer classes in Brentwood in FA20 • Need additional room availability to offer classes as packages • Need to improve intake, placement, orientation, navigation, exploration, goal setting, and planning support and service for foreign-born non-native English speaking students • Compliance with AB-705 will be taking priority and will perhaps support this goal. <p>2020-2021</p> <ul style="list-style-type: none"> • Implementation and improvement of the new mirrored Credit/Non-credit curriculum continues with solid increases in enrollments in the NC classes. • We do not know how many low-income students or undocumented students we are teaching or how our programs are supporting these students as they are not 	<p>Research ESL Faculty ESL Dean Management</p>
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identified and are not researched.

- The work to help students take certificate-based packages of classes continues. There seems to be a wide-spread lack of understanding of ESL's certificates as well as our goals. Most student service areas and college managers leave ESL out of plans and efforts to support in-coming students. This needs to change.

- A new instructional program and series of 3 courses to help foreign-born nonnative English-speaking students enter, access, navigate, and engage as college ESL students are currently being reviewed with the hope that we will be able to offer these soon and, thus, support these students more holistically and via second language acquisition-oriented practices.

- There is an issue with the tracking and conferring of the Certificates of Competency. Management – Director of A&R, VP of Instruction, and ESL Dean – has been informed. Rikki Hall has been working on the technology side of this.

- We build a new Guided and Informed Self Placement mechanism that we need help communicating to the public and to our students about. There is a void in support through Assessment which has been realigned with a new manager and has

		been without coordination for coming on a year now.	

Goal 2:					Status ??
<p>Improve ESL course completion and success leading to certificate achievement and transitioning into chosen GE and/or CTE coursework</p>	Completed		<p>2020-2021</p> <ul style="list-style-type: none"> • This was moved to 'completed' but only because there was no data being collected to support this effort. • The technology issue plaguing the Certificates of Competency needs to be fixed <ul style="list-style-type: none"> • Students need to be taught how to apply for the correct certificate and to supported – by the college and its systems – to take the certificate-based packages of classes that serve to enhance language learning and development. • Chialin has recently helped the ESL department chair put together a research agenda – or the plan for beginning such – and this includes data that shows success rates in other non-ESL courses of students who have at one time been in ESL@LMC as well as how many degrees or certificates these students have earned over the past five years. With this ongoing data collection, ESL would be able to have a much clearer understanding of our students' trajectory after ESL. Thus, I'm hoping this can continue. 		Paula Gunder Research
<p>Goal 3: Via the work of the AEBG Transition Specialist and the ESL Counselor,</p>	Abandoned		<ol style="list-style-type: none"> 1. Data regarding the Transition Specialist work and results is not shared or given to ESL 2. ESL Counselor supports students at their points of entry, engagement, exiting, and transitioning via appreciative and intentional practices, but she is 		?? Unknown ??

<p>increase ESL student access, pathway identification, and equitable success.</p>		<p>severely limited in terms of the impact she could have and that we and the students need her to have due to the 60/40% ESL/General split</p> <p>3. Support for development of a research agenda by the ESL Counselor and the personnel at the college and district who collaborate with employees on such is needed.</p> <p>2020-2021</p> <ul style="list-style-type: none"> • I'm not sure what the status of this is. I think there mistake here was mine in putting something beyond my faculty and department chair control. These elements are or aren't the jobs of others. 	
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FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
<p>Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)</p>	<p>(No Benchmark Assigned)</p>	<p>-</p>
<p>Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>	<p>(No Benchmark Assigned)</p>	<p>-</p>

Name	Benchmark	Benchmark Descriptor
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
<ul style="list-style-type: none"> • Your program/unit goal Implement/teach assess, and update/improve the new Noncredit and Credit ESL courses at both Pittsburg and Brentwood campuses, offering both day and evening night sections • Anticipated timeline for achieving this goal Now that we have moved online, we have added another avenue through which to reach students and accomplish this goal. I do not know what the 'timeline' is for achieving this as it is truly ongoing. • Responsible parties assigned to this goal Paula Gunder, ESL faculty and department chair with help from adjunct faculty in ESL • Anticipated outcome (i.e. increase enrollment, increase course success rates, etc.) Increase enrollments, increase success rates, increased certificate attainment, increased through-put

LMC Kinesiology - KINES/KNACT/KNDAN

1. Program Update

Instructional Units Program Review Year Five Update - Kinesiology Department

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

Program updates include:

Addition of KAC/Fitness Center, started a student worker program in the Fitness Center, ended w/covid/college budget (per Dean)

Courses KNACT 110, 120, 130, 140, 4 semester of Fitness Center use with Fitness Center manual/curriculum to support the courses

KNACT 025 Spin, not offered yet due to covid, staffing

KNACT 028 Pickleball, not offered yet due to covid, staffing

KINES 200 Personal Health and Wellness.....not offered due to conflict created by Biology Dept after this course was approved/published

KINES 210 Intro to Public Health....offered 1 semester and enrolled 22 (without any marketing) Cannot offer course again (per Dean)

KNDAN/KNACT some courses have had name changes for relevancy/articulation

Planned development of an AAT Public Health that has been stopped due to Biology department conflict with course/staffing

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

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

The enrollment data is not relevant for us to look at. Prior to covid the Kinesiology department was finishing the new KAC. The new complex opened January 2019 and covid shut everything down 6 weeks into the semester. The enrollment of 500 students into the Fitness Center during the first 6 weeks of opening was successful as our goal was to enroll a minimum of 250 students during the first semester. The Fitness Center enrollment more than doubled enrollments in activity classes prior to KAC opening. Since covid, classes have been remote and many course enrollments have declined, and the department has been kept at a 3.0 FTEF.

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

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

Data for this department is hard to discern.

The nature of Kinesiology has been F2F and due to covid we have not been able to offer the classes.

Activity classes such as Team/Individual sports are challenging to teach in a remote setting.

Any Activity classes offered will most likely enroll due to need/required curriculum for AAT

students, not choice for activity as we've known in the past
The Fitness area appeared to be trending up pre covid

Health/Wellness/Public Health are growth areas in the community and culture
Projected Health/Wellness job growth is 22%

22 CSU's total.....18 offer Kinesiology degrees, 11 of those 18 programs are impacted
22 CSU's total.....16 offer Public Health/Health Science degrees, 8 of those 16 programs are impacted

Kinesiology and Public Health/Wellness are "gateway" degrees for many going into Allied Health/ Physical Therapy/Occupational Therapy/Physician Asst

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

Kinesiology program goals have almost stood still for the past 2 years. Covid has created many challenges/change in the area of health and fitness.

We are in progress and waiting to hear from College Administration in order to modify the direction of program/curriculum offerings with the College direction.

We have done the legwork for course development in order to start writing a Public Health degree. We are waiting for the State approval on courses and will make modifications if needed to meet those requirements for transfer.

Beyond the AAT Public Health it makes sense for our LMC student population, to create a Health/Wellness Center on campus which would be operated through the KAC/Fitness Center. The new facility supports this growth and students will benefit with on campus resources (stress management, diet/exercise, lifestyle choices, etc). Kinesiology/Public Health students could intern within the department to help support programs and gain employment skills. LMC has unlimited potential for student programs and support with the combination of new KAC facilities and "Wellness" if the College should choose to support growth in this area.

In addition to expanding Kinesiology with Health/Wellness programming, we have discussed updating and expanding the Dance area. We consider collaboration with the Drama/Theatre department to expand students engagement and opportunity in the performing arts.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Instructional PR Y5 2021-2022 Program Update Report

LMC Law Enforcmt Acad-Offsite - ADJUS:

Date: 03-17-2022

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

Sorted by: Program

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: 1. Program Update

LMC Law Enforcmt Acad-Offsite - ADJUS

1. Program Update

Instructional Units Program Review Year Five Update - Law Enforcement Academy

This section has no content

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Vocational Tech - Automotive Technology - AUTO

1. Program Update

Instructional Units Program Review Year Five Update - Automotive Technology Department

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

Beginning late 2019 the LMC automotive program participated in the EV electric grant provided through the Advanced Transportation and Logistics Sector (Funded by the California Energy Commission). Following approval of funding we developed the Auto 124 Electric vehicles course and purchased training equipment (Tesla 3, switch lab vehicle, safety equipment, etc.). This course has been offered for the first time in the fall semester 2021 and is scheduled again for Spring 2022.

NATEF accreditation was completed in February of 2020 with support of our industry partners Subaru University, Mopar cap local, and Ford.

No new degrees or certificates were added during this time. One part time adjunct was hired to fill in a temporary short fall in staffing for the auto 121 course.

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

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

The program has seen significant growth prior to 2020. Enrollment had been increasing to a high census enrollment of 349 in Fall of 2019. This represented an increase of 15% from just two years prior of 297 in Fall of 2017. A drop in total enrollment occurred in 2020 and early 2021 due in large part to reduced class max for each course. Restrictions in the live lab capped each class at 22 students per section, overall enrollment is recorded at 92.1% showing available seats were filled regardless of pandemic conditions.

Fall of 2021 shows a rebound in enrollment to 263 (up from 199 in the 2020 fall semester).

Program productivity has fluctuated from a high of 22.6 in fall of 2017 to a slightly lower 19.5 when new courses were introduced and program growth just began ramping up. As of Fall 2021 productivity is at 14.4

Overall enrollment and productivity are recovering from the lows of spring 2020.

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

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

Prior to 2020 overall program growth was strong with over 90% fill as an average for the program. A considerable decline occurred in spring 2020 through spring 2021, this reduction was in part due to reduced student enrollments across the college and a 22 student max imposed on the program due to pandemic related restriction on the live on campus lab. With restrictions removed Fall 2021 saw a 30% increase in total enrollments but lower overall enrollment per course than pre 2020.

The data is reservedly encouraging, as a degree of normalcy returns it is expected that enrollments will continue to recover.

Future needs will require the program to review its long standing lab. The return on community vehicle for training purposes may not provide the more socially distance style of learning likely to remain for several semesters to come. (acquiring more training vehicles for use in the lab will be needed to maintain a high standard of student training.)

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

Our program goals related to increasing A.S. and certificate awards is ongoing. We are currently awaiting out next Advisory Board meeting in February 2022 before proceeding further with certificates. Students are advised in all courses, but with significant changes in the automotive field (primarily EV) an adjustment to our certificates is in order. Input from our advisory board is critical prior to any adjustments. (Responsible parties: Jason Dearman) Industry outreach is proceeding as planned students have been placed with our Subaru partners dealerships and a meeting was held with Ford motor company representatives regarding student pipelines into various career positions. (Responsible parties: Phil Torres) Our equity pursuits are moving forward, particularly in cost reductions for students. With Zero Cost Texts being the ultimate long term goal, we have moved to CDX as our more immediate option. Students will now have a 30% reduction in book costs and reap the benefits of additional online resources. (responsible parties: Jason Dearman)

FOR CTE PROGRAMS ONLY

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

Labor market needs remains exceptionally strong in the transportations sector and even more specifically for the automotive repair and maintenance industry. EMSI data shows near 50%

growth between 2015 and 2018. A generic search for technicians on job boards including Indeed.com reveal there are currently 650 open positions under automotive within 25 miles of Los Medanos College. Even operating at our maximum capacity the demand out strips the automotive programs deliverables many times over.

L.M.I. Data is currently unavailable for the EV transportation sector of automotive that is rapidly evolving. 2021 offered 14 EV models, by the conclusion of 2022 an anticipated 104 will be available. At current the workforce is nearly non-existent, but will need to begin ramping up in a short period of a few years.

FOR CTE PROGRAMS ONLY

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

February of 2020 saw the advisory board meeting that included the finalization of LMC automotive NATEF accreditation.

Considerable reluctance to attend onsite through the duration of pandemic related restrictions complicated board meeting through 2021. An advisory meeting for 2022 has been scheduled for February 2022.

Independent meetings have been held with Ford, Mopar and various partners to maintain active working industry relationships.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community	In Progress	

Name	Benchmark	Benchmark Descriptor
partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

<p>Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)</p>
<p>Achieve a measurable increase in African American student success. Action Steps: Seek out training of flex activities for Faculty and Staff to help identify resources and instructional techniques to support this student population. Time Line: Fall 2020 Responsible parties: Phil Torres, Jason Dearman, Earl Ortiz</p>
<p>Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</p>
<p>Reduce overall cost of student textbooks. Action Steps: 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 over the two year program. Time Line: Fall 2020 Responsible Parties: Jason Dearman, Phil Torres, Earl Ortiz</p>
<p>Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)</p>
<p>As per VSF goal one, our goal will be to increase our number of students receiving their certificates. Action Steps: The majority of students’ complete courses required for certification. Our first step will be to create visual reminders within the automotive area reminding students to apply for their certificates. Time Line: Fall 2020 Responsible Parties: Jason Dearman</p>
<p>As per VSF goal One, Increase the number of students who complete and receive an AS in automotive technology Action Steps: Provide the counseling department a time to visit and work with students in the classroom during the semester to provide AS pathways. Time line: Fall 2020 Responsible parties: Jason Dearman</p>
<p>Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)</p>
<p>As per Goal VSF four, Connect students more directly with employers in the automotive industry. Action Steps: Create a more direct method for employers and students to connect. (social media, students seeking employment list approved to share with our employers) Time line: Fall 2020 Parties Responsible: Phil Torres</p>

LMC Vocational Tech - Welding Technology - WELD

1. Program Update

Instructional Units Program Review Year Five Update - Welding Technology Department

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

Since the last program review, no changes have occurred to our degrees, certificates or staffing. As far as curriculum, the transition from in-person to online courses for our theory classes took place due to Covid. After being taught online for over year now, both students and Instructors look forward to bringing them back to in-person for Spring 2022.

For our theory courses (Weld 10, 35 & 40) we have consolidated our textbooks from a quantity of 4 to 3. This will save the student about \$100 and increase the ZTC for our program.

During the summer of 2021, we taught our new course Weld-007 Metal Fabrication Technologies and it went very well. The students learned how to use various hand tools and power tools, layout of parts for fabrication and repair. We look forward to teaching it again this summer.

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

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

From the Tableau data provided to me, it shows we had a census enrollment of 255 students in Fall of 2018, to 268 in 2019 fall, 163 for fall of 2020, ending with 157 for Fall of 2021. Covid-19 really derailed everything for our student enrollment. Spring of 2020 our labs were canceled as well as Summer 2020 since we could not teach in-person due to county/state rules. For Fall 2020 into Spring 21, we offered our labs in-person but were limited to 11 students per lab. This restriction caused major aggravation for students as we shut the door to new students so we could provide enough openings to get the existing/advanced students out. Now, we have reopened for new students and it will take some time to get the word out that we are open. Unfortunately, many in the public think we are still shutdown.

The census fill rate decreased from 18.8% in Fall of 2018 to 11.5% for Fall of 2021. These rates are not factual as the multi-section labs we teach obscures the data. For example, in Fall of 2020, the data shows a fill rate of 12% when in reality, it is many times higher. We had double the amount of students allowed in lab since management never alerted us to the Covid student maximum of 11 per class until several days after classes started. To keep things legal, we had to split-up the students and have them come in once per week instead of the usual

twice. The 11 student max was not reflected in Insite or Tableau data. This fact should put the fill rate over 100%.

For Spring of 2021, Tableau shows a fill rate of just 9% but most of our labs were full since we were once again restricted to enrollment of 11 students per lab. Once again, the data is grossly incorrect.

Productivity has decreased from 16.3 in Fall of 2018 to 10.3 in Fall of 2021.

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

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

For Fall of 2018 we had enrollment of 255. For Fall of 2021 it is 157. Prior to Covid, we had a much higher enrollment. The enrollment fluctuates up and down over time as well as our productivity. Covid protocol here at LMC limited us to 11 students in lab for a year. Now, as that has passed we hope to see an upward trend. Presently, we have courses in the mornings, afternoons, evenings, and Saturdays. We believe that many potential students are still staying home due to Covid and are simply not aware we are open for in-person labs. Since our theory courses are still presently online, I believe many people falsely believe that the college itself is not open. In Fall of 2021, we surveyed our students regarding the online theory courses, and the vast majority want them back in-person.

Starting in Spring of 2022, we plan to be back in-person for all classes and hope to see enrollment grow back to normal. There is still a strong demand in industry for welders and once students learn that, they will want to become one.

Overall, for the program and college, I would like to see the district do major advertising on TV and online this winter to let the public know we are open and looking forward to new enrollments.

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

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Start a new course: Metal Fabrication Technologies, WELD-007	Completed.	Course was first taught in Summer 2021 as labs were cancelled in Summer 2020 due to Covid. Enrollment was limited to 11	Joe Meyer

		<p>students. The course went well and students enjoyed building projects and learning new skills.</p> <p>We look forward to teaching it again next summer.</p>	
<p>Goal 2: Continue to Offer and Build the Best Welding Program in the Bay Area.</p>	<p>Always In Progress</p>	<p>We are continuously improving our program in both our theory and lab offerings. We strive to use the latest equipment technology and techniques to improve student learning. Our lab has seen many upgrades from lighting & electrical, to storage of metal for student use. We maintain backup tooling for many of our processes to avoid any downtimes and our industry partners have been generous in material donations. Every summer, Dann teaches Weld-100 where high school students get to try out welding for a week. It has become a great promotional & recruiting course for our program.</p>	<p>On-going. Joe Meyer Dann Gesink</p>
<p>Goal 3: Find more internship opportunities for our students who want summer employment.</p>	<p>In Progress</p>	<p>This has been going well as demand is so high in industry for any workers that many companies have now sufficed for part-time workers where as in the past they would only hire full-time. We have been able to place many of our students desiring employment in part-time positions thus helping employer's demands while allowing the student to complete their LMC education. Starting in 2019, we have been placing students into yearly internships with the Central Contra Costa Sanitary District</p>	<p>On-going. Joe Meyer, Dann Gesink.</p>

		<p>where they have done many industrial trades work from cleaning, maintaining, welding, fabrication, and repair in an industrial plant.</p>	
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FOR CTE PROGRAMS ONLY

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

There is a huge demand for workers who know how to weld. Every union I know of has apprenticeship openings, every fabrication shop I communicate with is overwhelmed with work. Almost every day an employer calls me desiring our students. There is still a backlog of major projects in the Bay Area that involves welding. The demand I see today for skilled welders is still very high!

Now, to refer to the EMSI Quarter 3 2021 data set provided to me by Bill Bankhead, there are three soc codes that were provided (which by the way only accounts for a small portion of the occupations that our students enter), it shows job details for Reinforcing iron workers and welders/cutters and soldering jobs. Keep in mind that maybe 25% of our students fall into these two categories. Nothing is given about structural iron welders, sheetmetal workers, pipefitters, pipe welders, steamfitters, boilermakers, and many other CIP categories that 75% of our students enter.

EMSI data illustrates only an 8% upward change in jobs in our region showing a total of 2,812. (I believe that this number is significantly higher based off of my communication with industry.)

It shows the median hourly average earnings of \$26.35 per hour (\$3 per hour higher than two years ago). (From my communication with industry, I believe this number is closer to \$5 per hour increase in just the past two years since industry is having difficulty finding workers.)

The CTEOS data charts provided by the program review committee is not specific to the Welding program, however, it illustrates that completing a CTE course of study will lead to a "positive employment outcome". Gosh, what a surprise!

FOR CTE PROGRAMS ONLY

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

The purpose of our Advisory Board is to receive recommendations and advice in regards to the improvements and changes to be made in the Welding program. We discuss updates to our program, equipment and material needs, changes in the job market, and different trends in our industry. To maintain our high level of quality training, the board helps us to stay connected to what is happening in the field and continue to meet industry needs.

Our Advisory Board is made up of a LMC Welding Technology Department lead, faculty, an active student from our program, an alumni graduate of our program, as well as a variety of

industry partners with different expertise. Partners include local weld shop owners, manufacturing company owners/management, both working & retired QC inspectors, manufacturing production engineer, and a welding technician.

Date of our last meeting was January 22, 2020 and the minutes were sent to the Dean and a hard copy was given to Shondra West.
 Another small meeting was held on April 17, 2021 with two board members from Moose Metal. We discussed the latest with the program and their hiring of one of our students.

The next meeting is planned for December 2021.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	Completed	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Start a new course: Metal Fabrication Technologies, Weld-007. Course was active in 2020 but got cancelled due to covid. It was run in summer 2021 with great success.

Joe Meyer is in charge of this action.
 The outcome is to help teach students skills they need outside of welding. This course will also increase program enrollment, student success rate, and completions.

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

Find more internship opportunities for our students who want summer or part-time employment. This is an ongoing task. We have a few opportunities for our top students who will continue their LMC education while working in the industry.

More employer opportunities are always welcomed and highly sought after.

Responsible party would be Joe Meyer - Dept. head of the Welding Technology dept.

The outcome would be: real world work experience for the students who will then hopefully have better success & completion rates.

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Continue to offer and build the best welding program in the Bay Area.

We are continuously improving our program in both our theory and lab offerings. We strive to use the latest equipment technology and techniques to improve student learning. Our lab has seen many upgrades from lighting & electrical, to storage of metal for student use. We maintain backup tooling for many of our processes to avoid any downtimes and our industry partners have been generous in material donations.

Responsible party for this action is Joe Meyer and Dann Gesink,

The outcome would align with the above LMC Goal 4.

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

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

Instructional Units Program Review Year Five Update

1. Program Update : Version by Coronado Barraza, Victor on 03/04/2022 20:01

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

The World Language department has seen important changes in the last 2 years. The department keeps growing and so does student enrollment. Our student population always remains stable particularly in the Spanish and American Sign Language disciplines. For this reason, we decided to increase the number of sections of Elementary Spanish I and Elementary ASL classes offered every semester. Additionally, a year before the pandemic started, we also started offering more hybrid and fully online classes in both programs in order to meet the needs of our students, and now, during pandemic times, the vast majority of our World Languages classes can be offered either as hybrid or fully online. Every faculty member of the department has now completed the BEOI trainings and continue participating in other trainings/workshops that help them improve their online teaching and online course design. Similarly, we are currently offering a new Certificate of Achievement in Spanish and in American Sign Language in addition to a brand new Associates Degree in American Sign Language and an AA-T degree in Spanish. In just two years, 2019-2020 and 2020-2021 we have awarded 18 ASL Associates in Arts degrees, 28 AA-T degrees in Spanish and 24 Certificates of Achievement. Very soon, we will be able to offer a new AA degree in Spanish which can be done fully online. Once the new Brentwood campus opens its doors again, we will increase the number of sections in both Spanish and ASL.

The World Languages department is very excited because we have now a new full-time position in ASL and this new hire will keep contributing to the program's development and growth. This new position will serve on both the Pittsburg and Brentwood sites and will enable LMC to keep developing and offering a wider, richer variety of course offerings in the area of Sign Language and Deaf Culture while making ASL a more inclusive part of our diverse LMC culture and population. The new hire will also help lead the strong group of adjunct instructors, evaluate and maintain high standards in the four-semester length sequential transfer levels currently offered, and will contribute to program development and growth by developing new, innovative courses to further strengthen the program and the new A.A. degree and Certificate of Achievement in ASL. The World Language curriculum has also seen changes in the last few years. It keeps evolving and improving to better serve our student population. Since the last Comprehensive Program Review, we have developed new Spanish courses such as Spanish for the Healthcare Providers, Spanish for the Professions and Spanish for Spanish Speakers I and II. All of these courses have become a crucial part of our program and of the AA-T degree in Spanish, and soon, we will add one more new course, Spanish for Educators. Similarly, we are now offering two of our new Spanish sections as dual enrollment courses. This will also help us bring more students to the program and increase registration for future semesters.

The World Languages Department has been working very hard to apply design and pedagogy to all online courses within the department. Similarly, the pedagogy, course design and assessment instruments in courses designed with the CVC-OEI Rubric standards have been highly successful during the pandemic year within our WL department and the student success rate and enrollment have held high. We hope to see continuous enrollment upticks as a result of the hard work of the faculty in World Languages who have trained extensively to design and teach online courses.

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

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



Based on the provided enrollment data, the World Language department and student enrollment keep growing in certain disciplines and language levels. We offer four different disciplines, French, Italian, Spanish, and American Sign Language and most of our courses are well above the 70% census fill rate and 14 Ftes/Ftef. Most of our disciplines and sections are doing very well, but some others such as French and Italian suffered a significant decrease in student enrollment in fall 2021. French went from a census fill rate of 68% in 2020 to an 53% in 2021 and from 13.0 Ftes/Ftef to a 9.0. Similarly, Italian experienced a decrease in census fill rate from 86% in 2020 to 69% in 2021 and from 17.0 Ftes/Ftef to 11.9. These numbers show that the department has to focus even further in these disciplines in order to improve enrollment and to be able to offer more sections. However, we are happy to see that the success rate in French and Italian went up from an 82.1% in 2019 to 93.9% in 2020 and in Italian from 52.9% to 58.6%.

On a different note, Spanish and American Sign Language have either grown or remained stable as far as registration is concerned in the last 2 years. For example, Spanish census enrollment was 377 in 2018, 383 in 2019, 342 in 2020, but decreased to 279 in 2021. The Spanish fill rate remained strong during the past 2 years, but it also decreased from 81% in 2018 to 73% in 2020 with 16.2 Ftes/Ftef to 14.1. Likewise, American Sign Language had a positive and stable census fill rate of 88% in 2018 to 90% in 2020 and 16.8 Ftes/Ftef to 16.3. Census enrollment in ASL went from 221 in 2018 to 288 in 2020 and 255 in 2021. This is very exciting for us because, despite the current circumstances, it means that students continue to be interested in our programs and completing them with the aim to obtain our new Certificate of Achievement or degrees, even though, they are having to due this fully online since the pandemic started.

Something exciting that has happened in Spanish is that in Fall 2017, there were only three students registered in Spanish 53, fifteen students registered in Fall 2018, and eighteen registered in 2019. These numbers remain stable and show that both programs Spanish and ASL keep growing throughout the years, and consequently, we are seeing more and more completers. In just two years, 2019-2020 and 2020-2021, World Language has awarded 46 degrees and 24 Certificates of Achievement.

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

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

World Language has seen a surge in enrollments for the past year across the department, especially for Spanish and Sign courses, for both face-to-face and online sections. The data suggests that the department needs to continue offering at least 8-10 sections in ASL and 13-14 in Spanish to keep meeting our students' needs. We will need to continue offering as many sections as possible fully online because they continue to have a positive enrollment and success rate. Similarly, we will need to hire an additional Spanish Adjunct instructor and request for new ASL full-time position. ASL is a rapidly growing discipline and is becoming one of the most popular languages on campus. The data also suggests that for Sign the census fill rate has been over 80% and over 14.8 Ftes/Ftef since 2018 and it remains strong. We will see even higher registration numbers if we continue offering more online classes. Due to this reason, a new ASL full-time will be needed.

Also, based on recent information from the Trend Analysis, productivity numbers have also grown consistently over the past years as well as the FTES and FTEF from 77.7 FTES and 4.51 FTEF (2017-2018) to 113.8 FTES to 6.98 FTEF (2020-2021). Overall, enrollment has shown improvement across the department since the 2017-2018 academic year, from 487 students to 722 in the 2020-2021 academic year. The general trend for Spanish and Sign has been upward in both sites and we have continued to grow the programs. ASL courses have been in high demand and have maintained great success rate numbers. The data also suggest that French and Italian have a higher enrollment and fill rate when we offer them online. Online classes

across our disciplines seem to be doing better. Something to keep in mind for future semesters.

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

Goal 3: Spanish for Spanish Speakers Course: Spanish for Spanish Speakers has been updated and is back on the class schedule after many years of absence.

Action Steps: Spanish 57 will be offered in Fall 2022 semester.

Responsible Parties: Victor Coronado

Goal 4: Hiring of new adjunct Spanish Instructor: We increased the number of sections in Spanish to meet the needs of our students and one of our Spanish adjuncts instructor has recently retired.

Action Steps: The department will hire a new Spanish instructor by Spring 2023.

Responsible Parties: Victor Coronado and Laurie Huffman

Goal 5: Increase completers for the new AA-T in Spanish and ASL AA degree

Action Steps: A higher number of students have completed and obtained our new AA-T in Spanish and AA degree in ASL since 2018, but the department will continue to work hard to increase the number of completers by 2022-2023

Responsible Parties: Victor Coronado, Laurie Huffman

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC)))

N/A

FOR CTE PROGRAMS ONLY

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

No Value

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Recommended Actions	Goal 3: Spanish for Spanish Speakers Course Offered (after many years of absence) Action Steps: Spanish for Spanish Speakers courses have been updated and are back on the class schedule after many years of absence. These courses will keep contributing to the program's growth and become crucial part of the AA-T degree in Spanish. Responsible Parties: Victor Coronado Time Line: Spanish 57 will be offered again in Fall 2022	0 linked SLOs	0 resource requests		
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
Recommended Actions	Goal 2: Spanish for the Workplace, Intersession Courses. 1-2 units Action Steps: This is now Spanish for the Healthcare Providers and Spanish for the Professions offered each semester as a 3 units class. We will return to the idea of offering Spanish for the Workplace as a 1-2 units course by Spring 2023. Responsible Parties: Victor Coronado, Laurie Huffman	0 linked SLOs	0 resource requests		
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					
Recommended Actions	Goal 5: Increase Completers for the new AA-T in Spanish and new AA degree in ASL Action Steps: A higher number of students have completed and obtained our new AA-T in Spanish and AA in ASL since 2019, but the department will continue to work hard to increase the number of completers. Responsible Parties: Victor Coronado, Laurie Huffman Timeline: Spring 2023	0 linked SLOs	0 resource requests		
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
Recommended Actions	Goal 4: Hiring of a new adjunct Sign Language Instructor Action Steps: We increased the number of sections in ASL to meet the needs of our students and new adjunct Sign Language Instructors were hired in Fall 2018 and in Fall 2021. Responsible Parties: Victor Coronado, Laurie Huffman	0 linked SLOs	0 resource requests		
Recommended Actions	Hiring of a new adjunct Spanish Instructor Action Steps: One of our Spanish adjuncts has retired and in order to to meet the needs of our students and a new adjunct Spanish Instructor will be hired. Responsible Parties: Victor Coronado, Laurie Huffman Timeline: Spring 2023	0 linked SLOs	0 resource requests		

Instructional PR Y5 2021-2022 Program Update Report

LMC Library Science:

Date: 03-17-2022

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

Sorted by: Program

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

LMC Physical Sciences - Astronomy - ASTRO:

- Instructional Units Program Review Year Five Update - Astronomy

LMC Physical Sciences - Chemistry - CHEM:

- Instructional Units Program Review Year Five Update - Chemistry

SI Section Templates: 1. Program Update

LMC Library Science

1. Program Update

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

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

Major Successes

Move to remote service model during COVID campus closure: The LMC Library transitioned smoothly to remote services. Many publishers offered free online versions of current textbooks and free access to academic subscription databases. The librarians acted quickly to post links

and create guides to help students access these materials. Librarians increased online instruction and faculty support for resources and Canvas integration. Chat and Zoom reference services were not new offerings, but these services were used more frequently when in-person reference services were unavailable. New processes for circulation and textbook reserves were put in place. The library also created and regularly updates a COVID-19 Research Guide highlighting scholarly research and vaccine information.

Library support for equity and anti-racism: LMC Library stands against racism. Anywhere. Everywhere. This statement is demonstrated by posting this anti-racism statement on Library homepage, providing access to library materials that support equity and anti-racism, hosting an ongoing #bhm365 Virtual Film Festival, and creating, displaying and promoting research guides highlighting materials that celebrate diverse ethnic groups, the contributions of women, and the LGBTQ+ population.

Electronic Resources: The library continues to work with faculty across all disciplines to find library materials to support teaching and learning. Recent changes include applying for CARES and HEERF to support the increased demand for streaming videos. Other highlights include the new additions of JSTOR and HeinOnline.

Distance Education: The library has grown its online instructional offerings by creating modules to teach citations and database tutorial videos available to all faculty in Canvas Commons. We also worked with individual faculty to develop custom content for classes across the curriculum.

Outreach: The Library continues to promote our resources and services to all college and community constituencies. Highlights from the last two years include:

- Created and promoted a new menu of online instructional services for faculty, including synchronous lessons, embedded discussions, custom videos and modules, and citations modules in Canvas Commons.
- Redesigned Library website in Fall 2021 for better usability and emphasis on online resources for distance education.
- In FA21, reopened the Library at Pittsburg and established modified Library services in a temporary space at the new Brentwood Center, while continuing services to online students through Zoom, email, and chat.
- Presented several flex and drop-in sessions for faculty to learn about online resources for distance education and PowerNotes
- Created and promoted several new online research guides and physical library displays highlighting various library materials
- Hosted in-person and virtual voter registration drives and posted research guides covering elections and redistricting information in coordination with Student Services and the League of Women Voters.
- Continued ongoing outreach to the Veterans' Center including providing bookmarks, movies for film series, Veterans' Research Guide, in-person visits, and offers to provide research consultations by appointment in the Veterans' Center
- Partnered with Contra Costa County Library by hosting a county library card drive as part of Welcome Week festivities held in the LMC Library during Spring 2020

Program Updates

Administrative support: In Fall of 2018, our .5 Senior Administrative Assistant was reassigned to the Business Office and this role was not replaced, leaving the Library supported by only 2 FTE classified staff.. Job responsibilities shifted to existing library classified staff and to the administrative support in the VPI's office.

Brentwood Center: The original Brentwood Center Staffing plan included an approved .5 Senior Library Technician position and we completed a RAP Request in October 2019 asking for: 20 Adjunct Librarian hours per week for Spring, Summer, and Fall and 20 Student Worker hours per week for Spring, Summer, and Fall. The technician position remains unfilled and the approval is now in question. None of our Brentwood RAP proposals were approved. We resubmitted RAP proposals in October 2021 to address the staffing needs for the Brentwood Center.

Student workers: Our student worker budget was greatly reduced during the campus's COVID closure and has not been restored. We have submitted a RAP proposal to address the need for additional student worker funds.

Library system projects:

- Authentication (enabling remote access to library subscription databases): In Fall 2019, we went live with a new authentication system, OpenAthens. Unfortunately OpenAthens did not perform as expected, and the librarians determined that OpenAthens was unable to meet the authentication needs for the District Libraries. We migrated from OpenAthens to EZProxy in fall of 2020 and have been very happy with the result.

- Library Services Platform: The LMC Library successfully migrated to Ex Libris's Alma/Primo library services platform, launching the new system in January of 2020. This statewide project involved hundreds of hours of training sessions, meetings, and technical work.

New technology projects:

- Ocelot chatbot and live chat service: The Library has offered a live chat reference option for many years using Pure Chat software. In Spring 21 we were informed the District had purchased and was mandating implementation of Ocelot chatbot and live chat software. We successfully set up and implemented both the chat bot (SP21) and live chat services (FA21).

- Student appointment scheduling: When the Library closed in Spring 2020 and converted to distance services only, we were unable to reconfigure the SARS software to fit our scheduling needs. In Summer 2020, we partnered with the Counseling department to trial Cranium Cafe as a solution to our scheduling issues; however, it did not fit our needs. With our reopening in Fall 2021, we were still unable to resolve issues with SARS, so we are currently beginning to test Starfish/LMC Connect as a permanent solution for scheduling.

- Tech Equity Program support: Library systems have been used to track distribution of technology distribution during the campus COVID closure. The program will be housed in the Library beginning in FA21, with details still to be determined.

Materials budget: In FY20/21, the library experienced an unanticipated \$25,000 cut to its operational materials budget which covers the purchase of periodical subscription, books, and electronic resources. Alternate funding sources continue to be identified and include CARES, HEERF, Perkins, and SEA.

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

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

This question has not been answered yet

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

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

This question has not been answered yet

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

Goal 1: Work with the GE Committee to implement an Information Literacy GESLO

Status: In Progress/Ongoing

The Academic Senate approved the revised GE Model with the new Information Literacy GESLO in Spring 2021. A series of Canvas modules was developed by Library faculty to address the GESLO, to be launched in November 2021. Library faculty hosted a flex workshop in Fall 2021 to review the Information Literacy GESLO and modules. A joint flex session will be offered by the GE Committee and Library faculty in Spring 2022 to review the new GESLO model and modules. As courses are written and revised through the curriculum process, courses mapping to the new GESLO 2 Information Literacy are identified.

Timeline/responsible party: Primary responsibility: Christina Goff and Roseann Erwin.

Goal 2: Equitable library resources and services in Brentwood.

Status: In Progress

The opening of the new Library Learning Center in Brentwood was unfortunately delayed due to the flooding at the Brentwood Center in Summer 2021. The anticipated opening date is January 2022 pending the completion of construction. As noted in the update above, funding for staffing in the Library Learning Center remains unaddressed by administration. RAP requests for .5 classified staff, adjunct librarian hours, and student worker hours were submitted for consideration in October 2022 after the original 2019 requests went unfilled. The next steps are: Work with the Center for Academic Support to plan staffing and services; hire necessary staff, faculty, and student workers; move the reserve and circulating collections and library materials to the new Center; set up operations in the new space; promote the new Library Learning Center to the LMC Brentwood community.

Timeline/responsible party: RAP Requests: Submitted Fall 2021; Planning: Ongoing, 2021-2022; Hiring Staff and Adjunct Librarians: Spring 2022 Responsible Party: Roseann Erwin Moving and Setup: Spring 2022 Responsible Party: Roseann Erwin, Library Technical Services staff, LMC Facilities

Goal 3: Strategically create and utilize online tools to support instruction.

Status: In progress

The LMC Library has been using ExLibris's Alma as its library services platform since January of 2020. The Alma platform is also used by the majority of California Community Colleges. Alma provides students access to physical and electronic library resources that those students can then utilize in LMC courses. After the start of the pandemic, the LMC Library allowed textbooks used in LMC courses to be borrowed for three weeks in order for students to take them home

for their research. The LMC Library also uses Alma to obtain statistics via the Analytics interface regarding the usage of LMC library materials, add/update new physical books, e-books, journals, and streaming videos to the catalog when they become available, and as a means to share resources with the other two colleges in the district (Contra Costa College and Diablo Valley College). The LMC Library participates in webinars with the CCLC LSP group to remain informed on new changes to the system.

The library researches, conducts trials, provides access to, maintains, and markets a robust collection of electronic resources to support instruction across all disciplines. The library works with the district office, the other 4CD libraries, numerous vendors, and the statewide consortium to provide reliable integrated access to these subscriptions. The library maintains integrations with many other technologies including Colleague, Portal Guard, EZProxy, InSite, Canvas & LibGuides. The move to distance learning has increased the demand for electronic resources especially eBooks and streaming videos which are many times more expensive than their physical editions.

Timeline/responsible party: Subscription databases are reviewed and renewed annually. Various maintenance and new integrations occur as needed. Responsible Party: Cameron Bluford & Kim Wentworth

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields.	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
(District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Mathematics - MATH

1. Program Update

Instructional Units Program Review Year Five Update - Mathematics Department

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

Staffing Changes

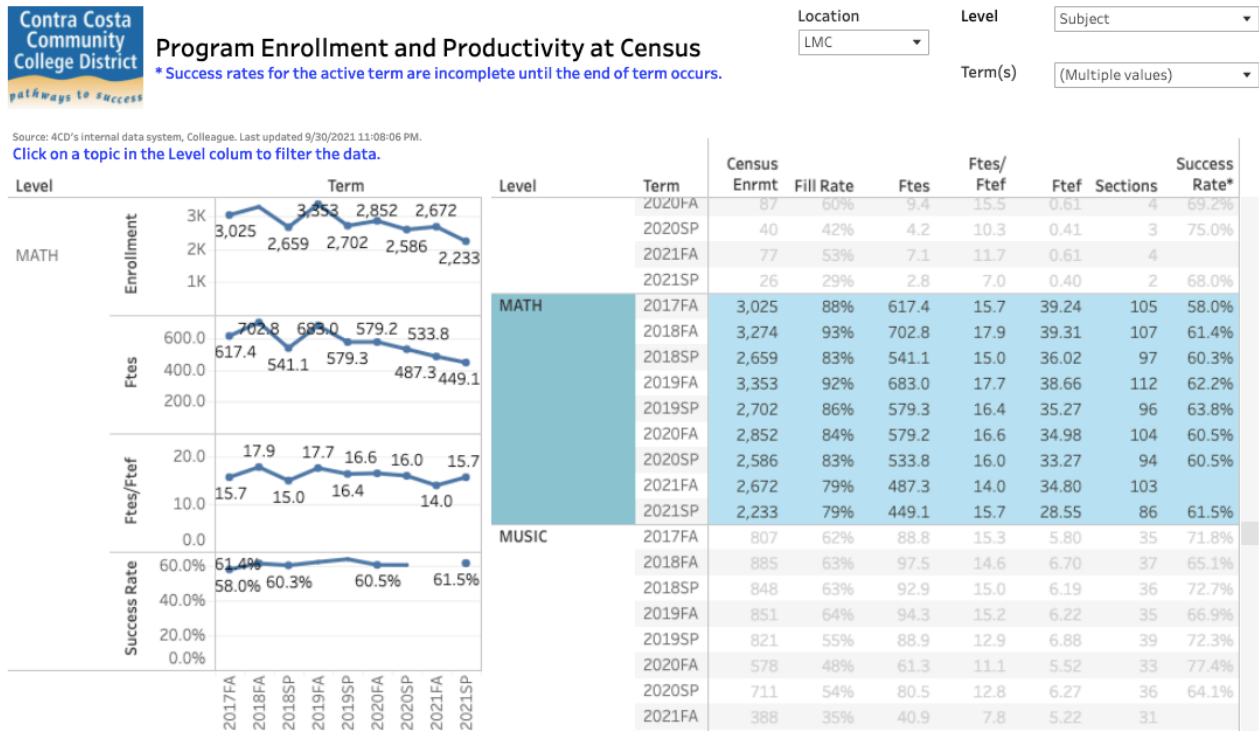
In Fall 2021, the Math Department at Pittsburg hired 1 full-time tenure-track instructor. In 2020, our Math Lab Coordinator at Pittsburg was promoted to a senior lab coordinator.

New curriculum

Since the last program review update, the Math Department created non-credit sections: Math 9N, 12N and 25N. Math 12N and 25N are offered as non-credit mirrored sections. All of our math courses also have the required online addenda for online teaching. We also included additional 2 in-class lab hours for our support courses Math 155S and 140S. In the Brentwood Math Department, their calculus sequence are now being offered as ZTC. And finally, effective Fall 2022, most of our math courses will have changes to their lecture and lab hours to meet the State's threshold for rounding down units. The courses affected by these changes are Math 26, 27, 29, 30, 110, 110S, 120, 140, 140S, 155, 155S, 160, 210, 220, 230, 240, and 250.

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

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



Enrollment and productivity reached a peak in the fall 2019 semester to then decline steadily during the pandemic semesters. Fill rate has gone through a dramatic drop in the last four semesters.

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

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

The pandemic seems to have sharply affected our enrollment and productivity, but not our success rate. This suggests the following:

1. The forced transition to online teaching due to the pandemic has been adequately appropriate
- 2.

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

Goal 1: Adequately staff the math department with full time faculty so that fifty percent of courses are taught by full time faculty.

Status: In progress.

Rationale: We are making good progress towards this goal, as we have hired 3 new FT positions (2 net, since one was a retirement replacement). But, there's still lots of progress to be made, as the fifty percent mark is not close, either for Pittsburg or Brentwood. Over the last three semesters, the average for FT sections / total sections was closer to 35% for Brentwood, and 46% for Pittsburg. Also, in Pittsburg, there will be a retirement to fill at the end of 2021-2022 academic year. Both Pittsburg and Brentwood has put in a Box 2A for one position (in Brentwood) and three in Pittsburg.

Responsible Parties and Timeline: Department chairs and dean — Within this and the next academic year.

Goal 2: Develop and expand our accelerated offerings through focused leadership, including student recruitment, curriculum, and professional development

Status: In progress

Rationale: We still offer Math 29 (Math 25 and 30 combo course), but not as many sections as we used to. Enrollment has been slightly down for them, but the main reason was AB705 and open enrollment in Stats or Precalculus for any student (some with support courses). We used to offer multiple sections of our calculus path (Calculus I and II in the same semester), but the enrollment went down over multiple semesters, and we don't offer it anymore.

Responsible Parties and Timeline: Department chairs and dean

Goal 3: Design and implement a programmatic effort to support under-served students, including but not limited to students of color and low income students; coordinate our effort with other campus projects.

Status: In progress

Rationale:

Responsible Parties and Timeline:

Goal 4: Improve departmental use of data from lab/tutoring assessment research, including but not limited to training for student tutors and faculty tutoring in the math lab.

Status: In progress

Rationale: The lab coordinators regularly train and support tutors, especially as they are onboarded. This includes mock tutoring sessions. Brentwood includes these when we meet for FLEX. This can be improved, since we were online for FLEX the last three semesters due to the pandemic. We look forward to having more in-person, hands-on trainings. The use of data and research has not been reached, yet.

Responsible Parties and Timeline:

Goal 5: Design and implement professional development in the form of teaching communities and ordered pairs mentoring for faculty teaching transfer level mathematics

Status: In progress

Rationale:

Responsible Parties and Timeline:

Goal 6: Redesign Geometry and Precalculus (trigonometry) preparation for calculus
 Status: In progress
 Rationale:
 Responsible Parties and Timeline:

Goal 7: Transform our use of instructional technology, with a potential shift away from calculators to computer/app based options
 Status: In progress
 Rationale: Several stats sections use computers (spreadsheets, databases, etc.) instead of calculators. Several precalc and calculus sections use Desmos to graph (instead of calculators or by hand). Not all faculty are against using calculators, and some find it very helpful pedagogically, especially the TI calculators for stats courses.
 Responsible Parties and Timeline: Department chairs / faculty who are interested

Goal 8: Have appropriate facilities resources to appropriately teach to our course outlines
 Status: In progress / Complete
 Rationale: Since the pandemic, we have all moved to teaching online. Every one of our faculty who teach online (FT and PT) are BEOI certified. The reason it's still listed as in progress (and not all the way complete) is that we could still use technology to aid us teaching online. This includes over 40 tablet computers in Brentwood that we used to have, but have been lost. This happened sometime when we went to quarantine, and/or moving to the new Brentwood Center. We got those tablets as part of a grant, but we think that the computers were commandeered and given to students, but are now lost. We've reached out to our Dean for help, and are still waiting for aid in getting those tablets back.
 Responsible Parties and Timeline: Dean

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully	In Progress	

Name	Benchmark	Benchmark Descriptor
complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)
Adequately staff the math department with full time faculty so that fifty percent of courses are taught by full time faculty.
Develop and expand our accelerated offerings through focused leadership, including student recruitment, curriculum, and professional development
Design and implement a programmatic effort to support under-served students, including but not limited to students of color and low income students; coordinate our effort with other campus projects.
Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Adequately staff the math department with full time faculty so that fifty percent of courses are taught by full time faculty.

Develop and expand our accelerated offerings through focused leadership, including student recruitment, curriculum, and professional development
Design and implement a programmatic effort to support under-served students, including but not limited to students of color and low income students; coordinate our effort with other campus projects.
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
Redesign Geometry and Precalculus (trigonometry) preparation for calculus
Transform our use of instructional technology, with a potential shift away from calculators to computer/app based options
Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)
Adequately staff the math department with full time faculty so that fifty percent of courses are taught by full time faculty.
Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)
Have appropriate facilities resources to appropriately teach to our course outlines

LMC Music - MUSIC

1. Program Update

Instructional Units Program Review Year Five Update - Music Department

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

- In the summer of 2019, Mr. Aaron Nakaji was hired as our full-time permanent music lab coordinator.
- At the end of the 2021 - 2022 academic year, Dr. Mike Zilber will retire from teaching.
- Due to extremely low enrollment in the music department, we have no longer hired five of our long term adjunct faculty.

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

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

The only trend that we can see for the last 3 years, is that enrollment in the music department courses continues dropping at an alarming rate. A large number of music specific courses continue to be canceled and there seems to not be any direction regarding the growth of the program. The GE courses continue to be the strong portion of the FTES and FTEF.

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

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

While having no experience with data analysis, I can see that the direction indicates that at some point, this department will stop offering courses for music majors and will focus on teaching GE courses exclusively.

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

These goals have not been discussed/addressed in any department meetings in the last six years.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Philosophy - PHIL

1. Program Update

Instructional Units Program Review Year Five Update - Philosophy

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

The last three years have seen significant changes for the department, resulting from department initiatives, college changes and a global pandemic. Here are just the major updates:

1. Adjunct Faculty changes. Over the course of the last five years (the full cycle), the philosophy department has doubled in size and returned to its previous size. This fluctuation was brought in by new faculty and seen faculty leave.

New Adjunct Faculty: Lester Abesamis and Brian Johnson

Adjunct Faculty who left: Brian Johnson and Greg Nelson

2. Law, Public Policy and Society AST. Philosophy is one of the four keystone programs interwoven into the LPPS. While the degree remains delayed we have established partnerships with local high schools, the DA's office and other law firms, a law club, and started offering Law targeted sections of critical curriculum.

3. Online and Hybrid Instruction for all courses in the department. Curriculum updates for all courses allowed the department to offer all of its courses online during the pandemic. Online instruction will remain a major part of the department offerings and will likely replace offering night classes, which struggled even before COVID.

4. Philosophy Z-Degree. The philosophy department was one of the first programs in the state to offer a Z-degree (a degree which students can complete only taking ZTC sections). The Z-degree means we offer all degree required courses as ZTC. Currently the department is at a low in ZTC offerings. At its peak all but a few sections were ZTC. Now only 6 of 13 sections are listed as ZTC.

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

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

Fall Semester	Census Enrollment	Census Fill Rate	FTES/FTEF
17	311	73%	15.3
18	483	82%	17.7
19	477	85%	17.5
20	473	84%	17.4
21	322	60%	12.1

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

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

The data provides a factual account of what is happening but does not indicate why it is happening. It does not account for demographic shifts or external factors like the pandemic. As such, no conclusion can be drawn from this data. It would only be speculation.

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

Goal 1: A sustainable cohort of students graduating with the Philosophy AA-T

This group of students is continuing to grow. We have increased the number of students graduating with a Philosophy AA-T. In order to encourage growth, we hold a yearly philosophy student day, exposing them to job opportunities and an open discussion with former majors who have transferred. I am working on a semesterly magazine for humanities students.

Goal 2: Increase student awareness and declaration of philosophy as a major, provided support for their success, focusing on underserved groups.

The philosophy department has no way of measuring this goal. The number of students majoring in philosophy is growing, which would suggest word is getting out.

Goal 3: Offer all philosophy courses with zero cost, completing the Zero Textbook Cost Degree promise

We have completed this goal. The LMC philosophy degree is the one of the first Z-

degrees in the state.

Goal 4: Increase faculty knowledge of “nontraditional” philosophies and issues, including but not limited to Asia, African, Black, Chicano and Feminist.

No Progress made. This goal as fallen to the back of the list due to the pandemic. The department prioritized moving to online instruction and covid planning.

Goal 5: Support a sustainable cohort of students graduating with the Law Public Policy and Society AS-T

The work continues. The LPPS degree has been delayed. While many group are supportive of the degree, we have not gotten the support we have asked for. As such the degree program is stalling. We will meet this coming flex (spring 22) to discuss the future of this program.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their	In Progress	

Name	Benchmark	Benchmark Descriptor
academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	Completed	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)
Goal 3: Offer all philosophy courses with zero cost, completing the Zero Textbook Cost Degree promise
Goal 4: Increase faculty knowledge of “nontraditional” philosophies and issues, including but not limited to Asia, African, Black, Chicano and Feminist.
Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Goal 5: Support a sustainable cohort of students graduating with the Law Public Policy and Society AS-T
Goal 1: A sustainable cohort of students graduating with the Philosophy AA-T
Goal 2: Increase student awareness and declaration of philosophy as a major, provided support for their success, focusing on underserved groups.
Goal 3: Offer all philosophy courses with zero cost, completing the Zero Textbook Cost Degree promise
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)
Goal 5: Support a sustainable cohort of students graduating with the Law Public Policy and Society AS-T
Goal 1: A sustainable cohort of students graduating with the Philosophy AA-T

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Goal 5: Support a sustainable cohort of students graduating with the Law Public Policy and Society AS-T

Goal 1: A sustainable cohort of students graduating with the Philosophy AA-T

Goal 2: Increase student awareness and declaration of philosophy as a major, provided support for their success, focusing on underserved groups.

Goal 3: Offer all philosophy courses with zero cost, completing the Zero Textbook Cost Degree promise

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Goal 3: Offer all philosophy courses with zero cost, completing the Zero Textbook Cost Degree promise

LMC Physical Sciences - Astronomy - ASTRO

1. Program Update

Instructional Units Program Review Year Five Update - Astronomy

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

Changes within the ASTRO unit since Fa19/Sp20. There have been no important changes. There have only been minor alterations in the pool of part-time teachers due to the loss of Abby Fuller-Innes and the hiring of Marla Moore and Trevor Gonzalinajec. Jane Dignon has also taught ASTRO from time to time.

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

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

Enrollment trends over the past 3 years, Fa18, Fa19, Fa20. These numbers were taken from Tableau1.4cd.edu.

		Census enrollment Fa18 / Sp19	Census fill rate Fa / Sp	Productivity (FTES/FTEF) Fa / Sp	
	Fa18 / Sp19	1,256 / 1,193	88% / 93%	20 .1 / 21.6	
	Fa19 / Sp20	1,384 / 1,195	97% / 91%	22 .2 / 20.9	
	Fa20 / Sp21	1,161 / 1,121	90% / 88%	20 .0 / 18.0	

If we go back and include the Fa17 / Sp18 numbers: 1,285 / 1,160 88% / 93% 19.7 / 21.4

then there were small increases in the numbers from fall to fall from Fa17 to Fa19 and from spring to spring from Sp18 to Sp19, but then the pandemic hit in Sp20 and all the numbers decreased steadily from Sp20 on.

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

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

If we take the pandemic conditions to be our new normal going into the future, then the decrease in the enrollment numbers starting from Sp20 indicates that we need to improve our teachers' skills and techniques with remote teaching. It will be valuable to see if increasing numbers of face to face sections in coming semesters will result in better results for enrollments, fill rates, and productivities. A future need might be professional development about how to increase student interaction and engagement in remotely-taught classes. A future direction might be to increase the number of face to face sections, if it turns out that more face to face sections improve enrollments.

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

ASTRO goals update.

ASTRO Goal 1: Increase cohesion among the astronomy faculty.

This goal is in progress.

No real action steps have been taken since the pandemic to

get the part-time faculty together. The goal is supposed to be carried out with regularly scheduled, frequent get-togethers of all six or seven astronomy teachers at a restaurant or a picnic so that they can exchange teaching and assessment stories, successes, and shortfalls. Our schedules are currently so different that we would only be able to meet two or three at a time to share ideas.

Fortunately, Mindy Capes, the department chair, conceived of an initiative where the full-time faculty would have discussions together as part of a book club. It is hoped that this activity will create more communication among the silos that exist within the physical science department. Scott Cabral, the astronomy discipline lead, is the responsible party.

ASTRO Goal 2: Make the astronomy curriculum more related to students of color.

This goal is in progress.

An action step is that Scott wrote a large number of in-class article and video activities that relate to GE SLO 5 (diverse multicultural perspectives), and he has redone all the pictures on his PowerPoint slides to maximum the representation of people of color. It is hoped that this makes the diverse students feel a little less out of place, which they already feel because they are non-science students taking a science class. It would also help for all the part-timer instructors to get together and share ideas about improving the course's appeal to non-white students, but this has been impossible because of everyone's varied schedules.

Scott Cabral is the responsible party.

ASTRO Goal 3: Have routine field trips.

This goal is in progress but is on hold during the pandemic. No steps have been made toward making field trips an integral part of the course. Jeff Adkins is the expert on field trips because of the field trips that he routinely does with his DVHS students, but Scott has no contact with him these days. He never seems to respond to email.

Scott is the responsible party.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)

ASTRO Goal 1: Increase cohesion among the astronomy faculty.

Timeline: It may take a few semesters to achieve this goal due to our inability to meet during the pandemic.

Responsible Party: Scott Cabral, the astronomy discipline lead

Anticipated Outcome: We hope to get increased interaction among the astronomy faculty along with more interchange of teaching techniques and greater sharing of methods for improving the teaching and assessing of CSLOs

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

ASTRO Goal 2: Make the astronomy curriculum more related to students of color.

Timeline: This may take a few semesters to make substantial progress on.

Responsible Part: Scott Cabral, although the part-timers should be responsible for participating and helping with this ASTRO goal.

Anticipated Outcome: Improved course success among students of color including better learning and assessment results for those students

ASTRO Goal 3: Have routine astronomy field trips.

Anticipated Time: Probably whenever the pandemic ends and the campus fully reopens.

Responsible Party: Scott Cabral

Anticipated Outcome: We hoped to stimulate, motivate, and enthruse students with the course so that they would have greater course success rates.

LMC Physical Sciences - Chemistry - CHEM

1. Program Update

Instructional Units Program Review Year Five Update - Chemistry

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

As with other programs, the pandemic has caused the Chemistry Program to temporarily transition to online/ remote learning. This gave us the opportunity to grow as educators. All of the faculty and staff made efforts to best educate students in the new environment. The virtual labs provided by the Chancellors office were supplemented with "kitchen chemistry" at-home labs and other activities to help students. This also ignited pedagogical discussions around online/ remote learning and labs.

Amidst the pandemic and return to campus, we have made attempts to grow Chemistry and expand to Brentwood.

To best serve students and make Chemistry more accessible, we have written and introduced new in-house Open Educational Resource (OER) laboratory manuals for Chem 6, 7, 25, and 26. In addition to allowing these courses now be offered at zero textbook cost, accompanied with

the OER textbooks, the lab manuals are (a) giving the department more flexibility to modify our instruction and labs to meet the unique LMC student population and adding excitement and collaboration among staff and faculty (both full-time and part-time).

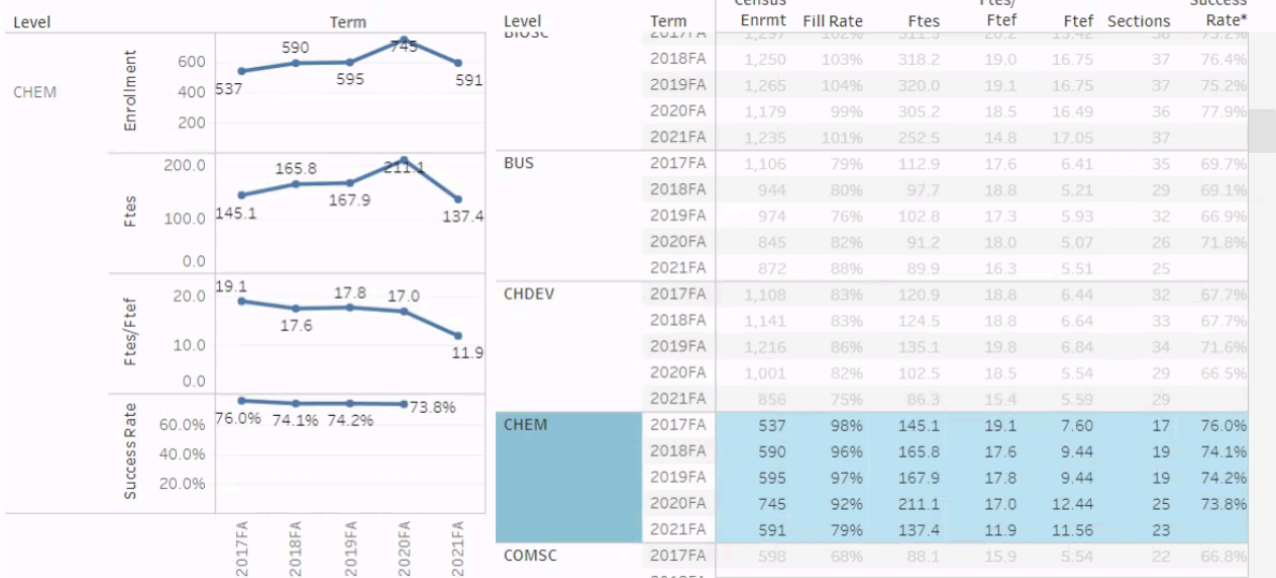
To better support students in accomplishing their educational goals, a dual enrollment section of CHEM-006 was established at Liberty High School in Fall 2018. The course spans both the Fall and Spring terms at Liberty High School. This Fall started the third offering of the course.

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

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

	Census Enrmt	Fill Rate	FTES	FTES/FTEF	FTEF	Sections	Success Rate
2017FA	537	98	145.1	19.1	7.6	17	76
2018FA	590	96	165.8	17.6	9.44	19	74.1
2019FA	595	97	167.9	17.8	9.44	19	74.2
2020FA	745	92	211.1	17	12.44	25	73.8
2021FA	591	79	137.4	11.9	11.56	23	

Click on a topic in the Level column to filter the data.



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

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

The current enrollment and FTES in Chemistry are similar to our pre-pandemic levels. There was an enrollment increase during the Fall 2020 term, which may be attributed to a larger number of online courses offered- giving students from other colleges in the district or in other districts the opportunity to take Chemistry in an online format. The transition back to the face-to-face learning that is required for Chemistry along with our growth has resulted in a slight decrease in fill rates and FTES/FTEF for the Fall 2021 term.

During this time our success rate has declined. This decline is troublesome. The growth of the department, pandemic, and online learning could all contribute to this. With an increase in FTEF from 7.6 to 12.44 from Fall 2017 to Fall 2018 with only three full-time faculty, supporting the growth and pedagogy that maintains rigor and best supports students is proving to be difficult. This suggests that the Chemistry Program needs additional full-time faculty to best support our students or our direction should be to limit our growth to support the numerous part-time faculty to provide quality instruction.

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

Goal 1: Laboratory Best Practices

In accordance with standard best practices, the Chemical Stockroom has established procedures that roughly fall into three categories:

1. Initial training of employees and OSHA labeling procedures.

The Chemical Hygiene Plan is updated approximately every 2 years or when changes are warranted. The most recent update was completed in January 2021.

Safety and operations 2-hour training sessions are required for all student stockroom workers prior to working within the stockroom.

Internal labeling of materials and reagents continues to be done in accordance with OSHA GHS standards.

2. Operational procedures.

Internal lists for most experiments are available of materials and quantities needed for teaching experiments (called a 'bin tag').

Abbreviated work instructions for how to prepare the materials for each teaching experiment have been established.

Standard Operating Procedures are written for routine operations. There are 29 procedures that have been written, including advanced preparation techniques such as calibration buffers and standardized acids and bases. An annual review of these is planned to update or deactivate these procedures as appropriate.

3. Quality procedures

Nonconformance reporting (NCRs) procedure established to track, investigate,

document and resolve problems with reagents or procedures. To date, 13 NCRs have been prepared and closed.

Weekly deionized monitoring started in March 2018 and continues as part of the quality procedures.

The Quality Stockroom Manual was prepared and issued in 2021. Implementation is ongoing. This Manual specifies that two internal audits of stockroom procedures is done annually. One audit has been conducted by a student worker in Fall 2021.

Goals 2 & 5: Chemistry at Brentwood

With the addition of Girlie to the faculty at the Pittsburg campus and Dennis moving to the Brentwood center, the faculty are eager to expand our program to serve Brentwood students. This semester 3 sections are being offered at the Brentwood center. This expansion was too drastic for the Chemistry program with one Science Lab Coordinator. To be able to do this a Science Lab Coordinator is needed to support Chemistry and other Physical Science disciplines at the Brentwood center.

Goal 3: Undergraduate Research

The pandemic has caused a slight modification of the research projects being offered. During the pandemic, and now moving forward in many Chem25 sections, students engage in faculty-mentored mini-projects where they conduct literature research to better understand a selected topic.

Moving forward, wet lab research projects are being embedded in to a few Chem26 sections as well as outreach and support of other Chem26 to also embed research projects.

Goal 6: Representation of Chemistry.

As a program, we have spotlighted scientist from a wide range of backgrounds with the lab portraiture project. With this project students in any class, in both labs of the Pittsburg campus are exposed to scientists from diverse cultures and backgrounds. The project has been expanded to give students the opportunity to identify and research scientists of their choosing- this is capitalizing on the unique contributions students make to the Program.

Individually, many faculty are making efforts to incorporate diversity and inclusion into their courses- for example, student-driven research projects, exploring compounds with a social justice lens, and exploring decolonization of our curriculum. Now is the time for us to share this with each other to increase the representation of equity, inclusion, and diversity in Chemistry.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	Completed	
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	Modified	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)
Goal 6: Representation of Chemistry. Increase the representation of Chemistry by and that impacts people from diverse cultures and backgrounds.
Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)
Goal 2: Chemistry at Brentwood: Hire and Mentor a new full-time Chemistry Instructor in anticipation of expansion of the Chemistry Program into the new Brentwood Center
Goal 5: Chemistry at Brentwood: Hire and Mentor a new full-time Science Coordinator to support the expansion of the Chemistry Program into the new Brentwood Center.
Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

Goal 3: : Undergraduate Research. Provide all STEM majors with field-specific or interdisciplinary research experiences to increase awareness and engagement across the LMC campus

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Goal 2: Chemistry at Brentwood: Hire and Mentor a new full-time Chemistry Instructor in anticipation of expansion of the Chemistry Program into the new Brentwood Center

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Goal 1: Laboratory Best Practices: Implement a Chemical Stockroom program modeled after standard best practices of industrial and government labs and Resolve laboratory and stockroom issues that negatively impact student learning.

Instructional PR Y5 2021-2022 Program Update Report

LMC Social Sciences - Political Science - POLSC:

Date: 03-17-2022

• Instructional Units Program Review Year Five Update -
Political Science Department

Sorted by: Program

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

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

SI Section Templates: 1. Program Update

LMC Social Sciences - Political Science - POLSC

1. Program Update

Instructional Units Program Review Year Five Update - Political Science Department

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

We have hired Dr. Syed Hussain to teach Intro to CA: State and Local Politics which is a new class. Over the last 3 years, we have created a Associate's Degree for Transfer (ADT) in Political Science which has necessitated the development, reactivation, and offering of many new courses including Introduction to California Politics, International Relations, Comparative Politics, Constitutional Law, and Introduction to Law, Public Policy, and Society. We are also offering Introduction to American Government classes as part of the Honor's Program and next academic year we will be expanding our Political Science Honor's courses to include International Relations.

In the Fall of 2020, Professor Ryan Hiscocks completed a 3-part unique lecture series for the Trilogy community in Brentwood.

He also participated in a two-part interview series with Professor Jennifer Saito about the 2016 and 2020 Presidential elections. The interview series will be ongoing leading up to midterm and Presidential elections. These interviews concentrate on demographic data, election prediction modeling, the increasing polarization of our two major political parties, and the partisan power dynamics of each

election.

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

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

Enrollment as well as FTEF and FTES have been down which is typical across the college. Enrollment is down from 610 to 433. FTEF is down from 20.5 to 16.7 and FTES is down from 63.6 to 41.8.

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

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

Assuming these are trends are outside of faculty control, one way to address these would be to stay on the course regarding the college's policy of limiting our FTEF, less students at the college necessitates less newly hired faculty. At the same time, the college and our department should be dedicated to maintaining the adjunct faculty members that we have and to make sure we are providing them with their modal number of classes and opportunities to develop professionally. Regardless, as faculty members we are all committed in the Social Science Department and as Political Science instructors to developing our pedagogy, increasing our course offerings, updating our programs, and strategies for increasing student success.

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

There was no Year Three update for Political Science. I assume that is because the Political Science ADT was brand new at that point.

Now that we have an ADT in Political Science, there are two major goals that we are working on:

1) Increase the number of political science majors at LMC.

Creating the ADT in political science was the first major step in attracting more political science students. Now that this initial goal has been completed, we should be marketing our program to students and/or potential students who may be interested in our program yet unaware that it exists or what it entails. We should also work to secure internships for students who are dedicated to working in politics or other related fields. This will require reaching out to the broader community of civic organizations, government bodies, and businesses in and around the East Bay/Delta cities of Pittsburg, Antioch, and Brentwood.

2) Track our political science majors and meet with them in order to discuss their transfer plans, possible career paths, and to offer any and all assistance to help them, if need be, to successfully complete their program at LMC.

Like goal #1, substantial work has yet to start. This goal is essentially to develop an active and engaged mentoring program for our majors. Step one of the work that needs to take place is to get a list of students who are declared political science majors and those who have taken two political science classes. Once we have this list, we can reach out to students individually to let them know that we are here and ready to listen and assist if they desire. We should also develop literature as pamphlets, a website, and other forms of information to distribute to our students as well to our feeder high schools.

With the transition to online education due to Covid, multiple staffing changes, and decreasing enrollment, we have not made progress in the above-mentioned goals. These goals should be works-in-progress starting in Spring 2022.

FOR CTE PROGRAMS ONLY

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

NA

FOR CTE PROGRAMS ONLY

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

NA

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

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

1. Program Update

Instructional Units Program Review Year Five Update - Social Justice Studies

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

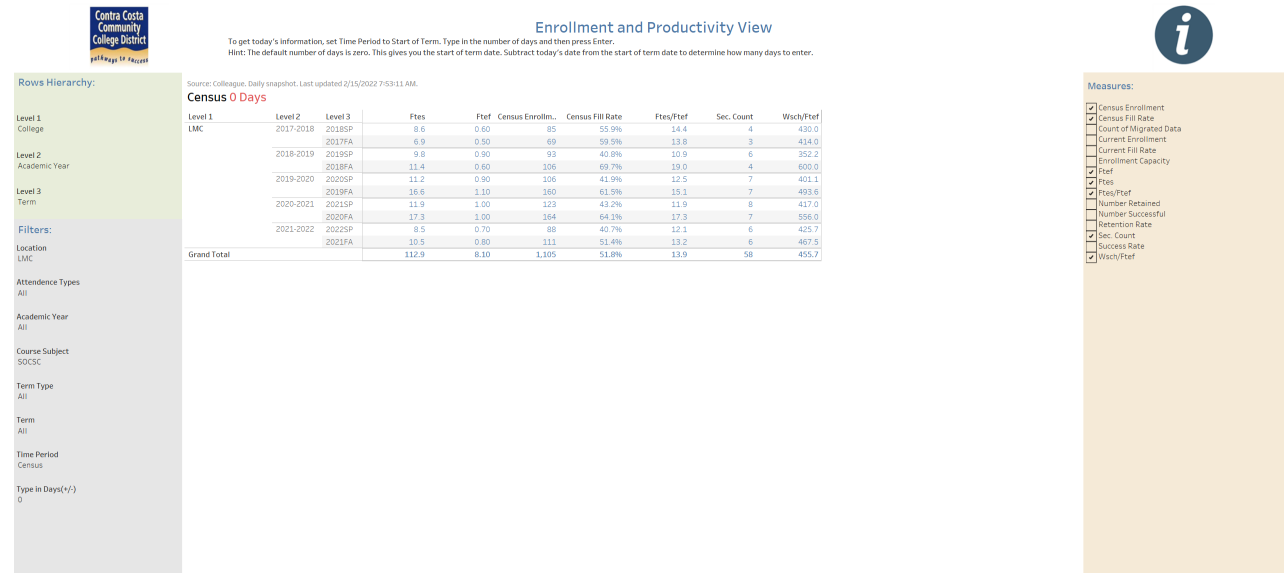
Program Review Year Three was the first year that I was hired as the discipline lead in Social Justice Studies. As I was new to the college and its processes, and I was also pregnant, I was unable to submit the Program Review Year Three Update (2019-20). Social Justice Studies is

also a brand-new program that was just developed prior to my hiring. Changes within the program included my hire in Fall 2019, the creation of the MOU between the Social Science Department and the English Department for cross-listed courses, and a new part-time hire between my discipline and History, Daniel Elkan. There has also been work done in creating an Ethnic Studies Program and Ethnic Studies classes.

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

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

I have included the enrollment trends from over the past 3 years. Beginning with fall 2018, census enrollment and census fill rate steadily increased every semester, with drops occurring in 2020 due to the Covid 19 pandemic. Despite the dip, productivity (FTES/FTEF) has steadily increased and remained high as well. Since its creation, the program is thriving and students continue to take Social Justice Studies classes.



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

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

Enrollment increased the semesters when I was hired and working, with small dips the semester when I took maternity leave. There was also a decrease due to the Covid 19 pandemic. Success rates of the

students steadily increased and is holding at a 69% success rate.

In terms of future needs/directions, the data suggests that Social Justice Studies needs more faculty hires as productively is high. With more classes coming through with Ethnic Studies, my role as lead for both Social Justice Studies and Ethnic Studies will require at least more part-time faculty helping with the FTES/FETF load.

Ideally, I want to increase the success rate for the enrolled students and get it closer to the 80% success range. Social Justice Studies did acquire a specific peer tutor in fall 2021, and I believe it will have a positive affect on the success rates for the 2021-2022 academic year.

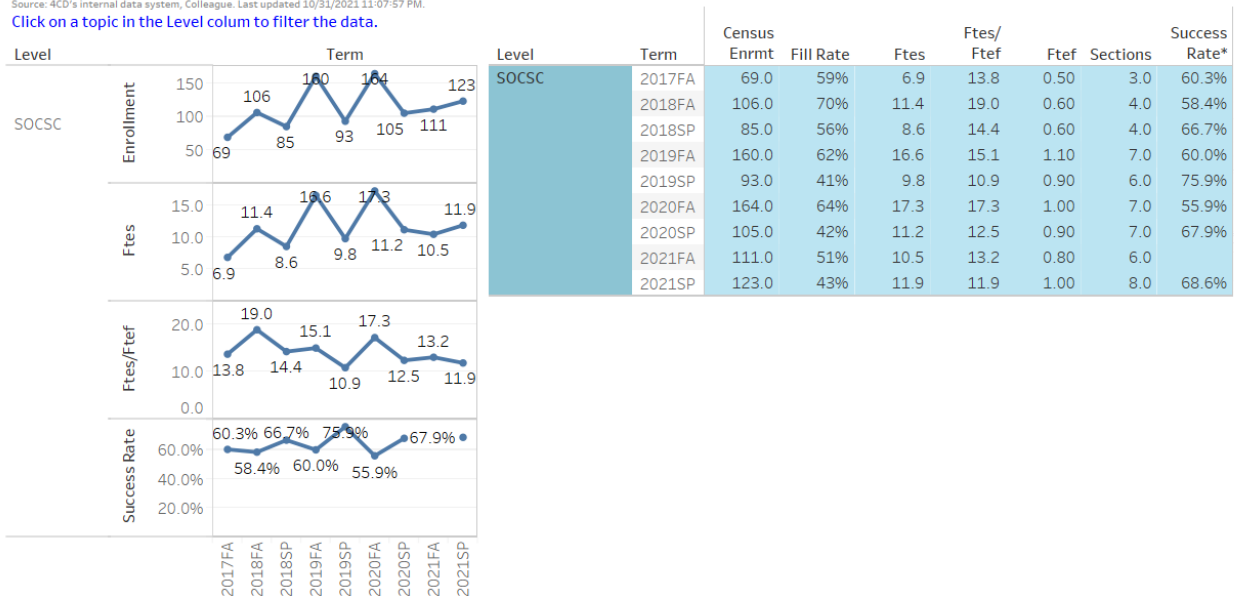


Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Location LMC
Level
Subject All
Term(s)

Source: 4CD's internal data system, Colleague. Last updated 10/31/2021 11:07:57 PM.
Click on a topic in the Level column to filter the data.



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

Although Social Justice Studies does not have a Program Review Year Three Update (2019-2020), the program has definitive goals that are completed or are currently in progress. There are also future projects that are on the horizon for Social Justice Studies. Key goals include:

1. The prefix to the SOCS classes was edited via Curriculum Committee in fall 2021, and the new prefix is now SJS. (completed)

2. The Social Justice Studies website needs a major overhaul, and I am currently working with Eloine Chapman to get this accomplished. The web pages for the different ADT programs need clarification, and they map to various other pages on the Los Medanos website. We are meeting on Friday, 2/18/2022 to go over some preliminary design thoughts. Once Eloine fixes some of the more complicated page linking issues, she plans to give me access to edit the pages myself. Eventually, we will have another program page for the Ethnic Studies program as well, which might be linked to the Social Justice Studies program page. Since the changes are extensive, I estimate that this level of work could take the entire spring 2022 semester to correct and clarify for students that want to transfer with an ADT in Social Justice Studies. (currently in progress)

3. The Social Justice Studies program needs new part-time faculty, especially with the new Ethnic Studies courses that are going to be offered in Fall 2022. I have created a hiring call, and I am taking the video training. The goal is to hire 1-3 part-time faculty as needed to help cover the teaching loads between Social Justice Studies and Ethnic Studies. There is the possibility of also creating a lecturer pool, in which we can request part-time faculty to teach a class or two as needed each semester. The new hire(s) would start in Fall 2022. (currently in progress)

4. As lead discipline coordinator in both Social Justice Studies and Ethnic Studies, I am managing the Ethnic Studies Workgroup Taskforce. One of the new charges approved by senate, is to develop a new department proposal that will include Social Justice Studies. New department processes will be followed, and more discussion with management will occur. Moving Social Justice Studies to a new department will allow the program to grow, encourage more transdisciplinary collaborations across the college, improve personnel working conditions, and better serve the student body population.

5. Advocate at the state level in the discussions surrounding updates and changes to the Social Justice Studies ADTs. Then, update the Social Justice Studies ADTs at the local level at Los Medanos College.

6. With the creation of a new Social Justice Studies and Ethnic Studies Department, and the additional classes submitted for the new Ethnic Studies program, I will put in a request for a Box 2A to hire another full-time faculty member with either experience in Social Justice Studies, Ethnic Studies, or both disciplines. There is funding from the state of California to get money to hire additional Ethnic Studies faculty at our college, and there is enough classes for two full-time faculty within either Social Justice Studies and/or Ethnic Studies. (future project)

7. The Social Justice Studies program would like to develop a new class or two that are transferrable to CSU/UC. I am currently speaking with faculty about creating an Introduction to Disabilities Study class. I am also researching how it will articulate to the CSU/UC. Other class ideas include a Social Justice Literature course, a service learning course, and a Feminist Studies course. (future project)

8. The Social Justice Studies program would like to develop marketing materials for the ADT options for students and have these posted in the Student Services building and maybe in the Student Union building as is appropriate. A question I do have is whether I would work with marketing to create these flyers and then who prints and distributes them in the appropriate spots on campus. (future project)

9. Through continued advertisements and hosting Social Justice Studies events around campus and the larger district, I hope to increase the number of students who want to transfer with an ADT in Social Justice Studies. (future project)

10. Social Justice Studies wants to host more sponsored events and guest speakers across the campus and district as a way to increase student enrollment in the program. (future project)

project)

11. Social Justice Studies wants to strengthen community outreach and community engagement through creating service learning opportunities through a new service learning class and through the current Introduction to Social Justice Studies class.

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet

FOR CTE PROGRAMS ONLY

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

This question has not been answered yet