LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: Academic & Career Success

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Program Update (Oct 1 – Oct 31)

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

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

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

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

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

Section productivity has increased since the 2015-2016 academic year. Fall Ftes/Ftef has increased to 16.9, with an average of 17.3 over the last three fall terms.

Section offerings have increased in the last two years to accommodate the growing needs of learning communities: Umoja and Puente now offer two sections of ACS-010 in the fall semester for the incoming students in their program.

Course	Term	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
ACS-010	2015FA	172	95.60%	15.3	6	459.2
ACS-010	2016FA	163	90.60%	14.3	6	429.2
ACS-010	2017FA	265	110.40%	17.7	8	529.4
ACS-010	2018FA	259	107.90%	17.4	8	550
ACS-010	2019FA	282	104.40%	16.9	9	532.8

| Course	Term	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
ACS-010	2016SP	39	65.00%	10.4	2	312.5
ACS-010	2017SP	81	90.00%	14.4	3	433.3
ACS-010	2018SP	61	101.70%	16.3	2	487.5
ACS-010	2019SP	52	86.70%	14	2	442.5
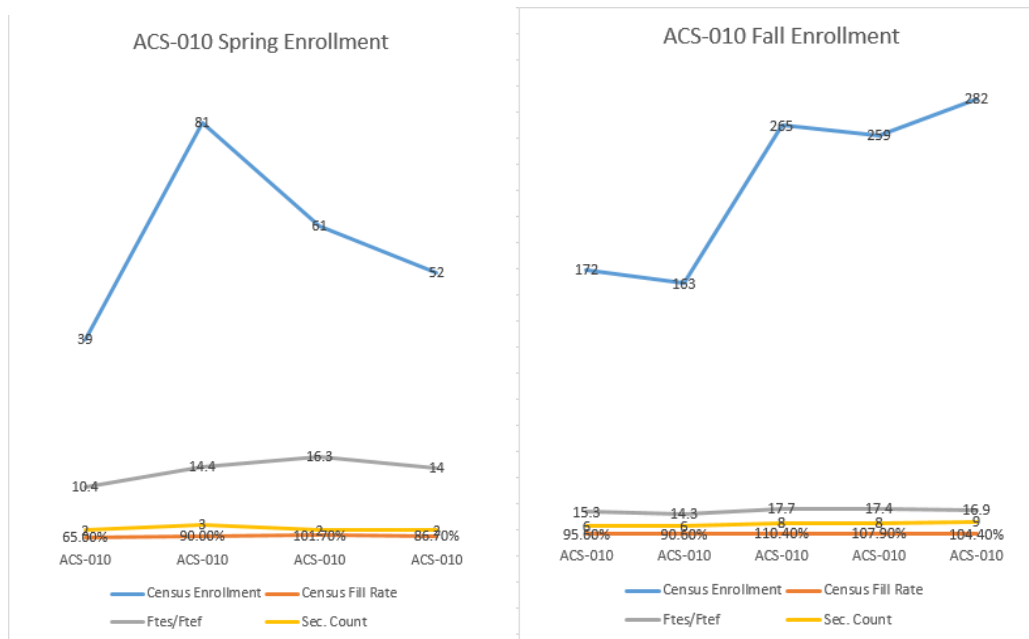
ACS-100 In support of the Athletic program 1 section each of ACS-010 and ACS-100 are offered each semester geared towards student athletes. In 2016 the Athletic department decided to "make the courses mandatory for all incoming freshmen student athletes." While the model has been for all/most 1st year athletes to take each course (ACS-100 when in season and ACS-010 when not in season) it is understood that actual enrollment is based on what fits a particular student's schedule, which is why some 1st year athletes may not take one of the courses.

In 2017-18 there were a total of 92 first year athletes. Therefore in Fall 2018, the Athletic Department and Vice President of Instruction agreed on an approach to support enrollment of approx. 60 athletes total in these two classes each semester. As part of this, it was recognized that it would be highly unlikely to ever fill ACS-100 to the class maximum of 60 without a dramatic increase in overall Athletics participation.

Therefore, in order to support first-year student athletes, we continue to offer both sections (ACS-010 and ACS-100) each semester with an expectation that each section meet a minimum enrollment of 20 students AND the total enrollment of both sections meet a minimum of 60+ students.

Course	Term	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
ACS-100	2015FA	16	26.70%	10.2	1	305.4
ACS-100	2016FA	29	48.30%	18.5	1	556.9
ACS-100	2017FA	19	31.70%	12.2	1	365.3
ACS-100	2018FA	23	38.30%	14.8	1	467.1
ACS-100	2019FA	28	46.70%	18	1	568.9

Course	Term	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
ACS-100	2017SP	13	21.70%	7.8	1	233.5
ACS-100	2018SP	24	40.00%	14.4	1	431.1
ACS-100	2019SP	32	53.30%	20.6	1	652.7
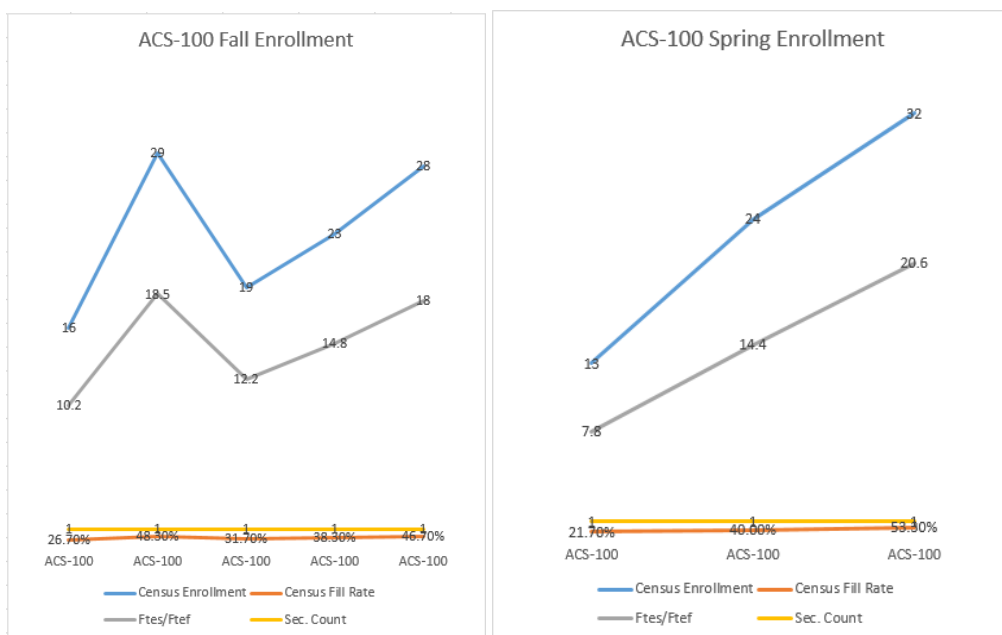
1.b.2. What does the data suggest in terms of future needs/directions?

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

ACS-100 has shown growth in enrollment, especially in the spring semester, indicating a stronger partnership with spring sports teams. While one open section currently satisfies demand, if student demand increases and enrollment exceeds section capacity, an additional section will be added.

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

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

For CTE programs only:

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

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

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

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

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

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

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

Course Success by Race/Ethnicity

ACS-10	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
African_American	46	58.70%	81	61.70%	107	65.40%	234	62.80%
American_Indian	1	0.00%	1	100.00%			2	50.00%
Asian	3	66.70%	6	83.30%	7	85.70%	16	81.30%
Filipino	5	100.00%	10	100.00%	15	100.00%	30	100.00%
Hispanic	66	89.40%	98	85.70%	52	80.80%	216	85.60%
Multi_Ethnicity	74	75.70%	65	70.80%	94	77.70%	233	75.10%
Pacific_Islander	3	66.70%	1	0.00%	1	100.00%	5	60.00%
Unknown	1	100.00%	1	0.00%	2	50.00%	4	50.00%
White_Non_Hispanic	48	81.30%	63	71.40%	33	81.80%	144	77.10%

ACS-100	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
African_American	11	90.90%	6	83.30%	11	81.80%	28	85.70%

American_Indian			1	100.00%			1	100.00%
Asian					1	100.00%	1	100.00%
Filipino	0				1	100.00%	1	100.00%
Hispanic	3	33.30%	7	100.00%	2	100.00%	12	83.30%
Multi_Ethnicity	19	78.90%	12	100.00%	13	84.60%	44	86.40%
Pacific_Islander			1	100.00%	1	100.00%	2	100.00%
Unknown					1	100.00%	1	100.00%
White_Non_Hispanic	9	77.80%	16	100.00%	24	87.50%	49	89.80%

Course Success by Foster Youth Status

ACS-10	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
Foster Youth	18	66.7%	19	42.1%	31	64.5%	68	58.8%
Non-Foster Youth	229	78.2%	307	75.9%	280	76.8%	816	76.8%

ACS-100	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
Foster Youth	4	50.0%	1	100.0%	5	77.3%	10	60.0%
Non-Foster Youth	38	81.6%	42	97.6%	49	89.8%	129	89.9%

Course Success by Income

ACS-10	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
Low Income	152	78.9%	210	70.0%	147	74.1%	509	73.9%
Non-Low Income	95	7.7%	116	81.0%	164	76.8%	375	77.6%

ACS-100	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
Low Income	23	78.3%	17	100.0%	11	90.0%	51	88.2%
Non-Low Income	19	78.9%	26	96.2%	43	86.0%	88	87.5%

While overall course success is high for ACS-010 and ACS-100, data suggests a deeper dive is needed in regards to disaggregating success by race and ethnicity and foster youth status. Across all sections of ACS-010, African American students achieve disproportionately lower

success rates in comparison to other student groups. For both ACS-010 and ACS-100, students identified as "foster youth" have a 20-30% lower success rate than non-foster youth students.

New ACS-010 instructors are required to participate in a two-day summer training focusing on the course structure, assignment development and grading, and classroom engagement activities. Returning instructors are also invited to attend. Disproportionate success rates indicate further professional development is needed in creating equitable learning environments for all students, and potentially developing a similar training for ACS-100 instructors.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase ACS-010 course success to 74%	Incorporate additional training for all ACS-010 instructors on successful retention and support practices in the classroom, with an emphasis on historically underserved student populations	Training will be held June 2020	Rachel Anicetti, Dave Belman	
Low Income					
Foster Youth	Increase ACS-010 and ACS-100 course success to 81%	Incorporate additional training for all ACS-010 instructors on successful retention and support practices in the classroom, with an emphasis on historically underserved student populations. Invite ACS-100 instructors to training.	Training will be held June 2020	Rachel Anicetti, Dave Belman	

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

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

ACS-010 is current in CSLO assessment. Course was last assessed February 2018.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ACS-100	Course was not assigned an assessment cycle	Spring 2020	Anthony D'Albora

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

No CSLO assessments performed this year.

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

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

Course	Faculty Responsible for COOR Update
ACS-010	Michelle Mack has submitted COOR update to Curriculum for November meeting.
ACS-100	Anthony D'Albora will be submitting COOR updates Spring 2020

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

Faculty/Staff Resource Request

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

Department/Unit Name	Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

Operating Resource Request

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

Department/Unit Name	Resource Type	
	☐ Equipment ☐ Supplies ☐ Service/Contract	☐ IT Hardware/Software ☐ Facility Improvement ☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification: