LMC Program Review Year 3 Update 2019-2020

Instructional Unit:

ALL

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LMC Program Review Year 3 Update 2019-2020
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:

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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.

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Status report on the review and assessment of courses and next steps

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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
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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
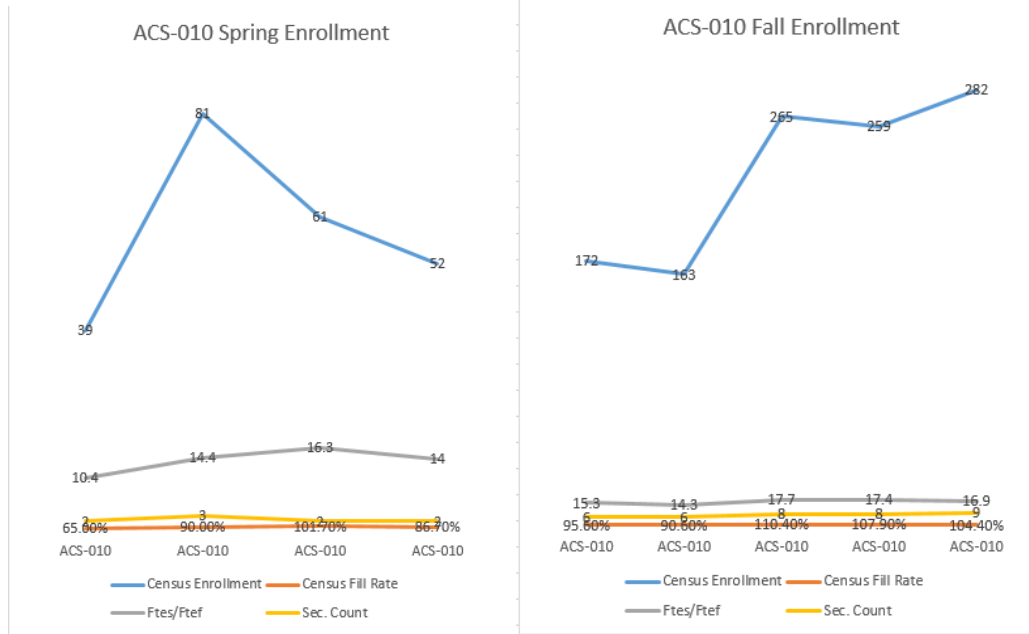
ACS-100 In support of the Athletic program 1 section each of ACS-010 and ACS-100 are offered each semester geared towards student athletes. In 2016 the Athletic department decided to "make the courses mandatory for all incoming freshmen student athletes." While the model has been for all/most 1st year 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
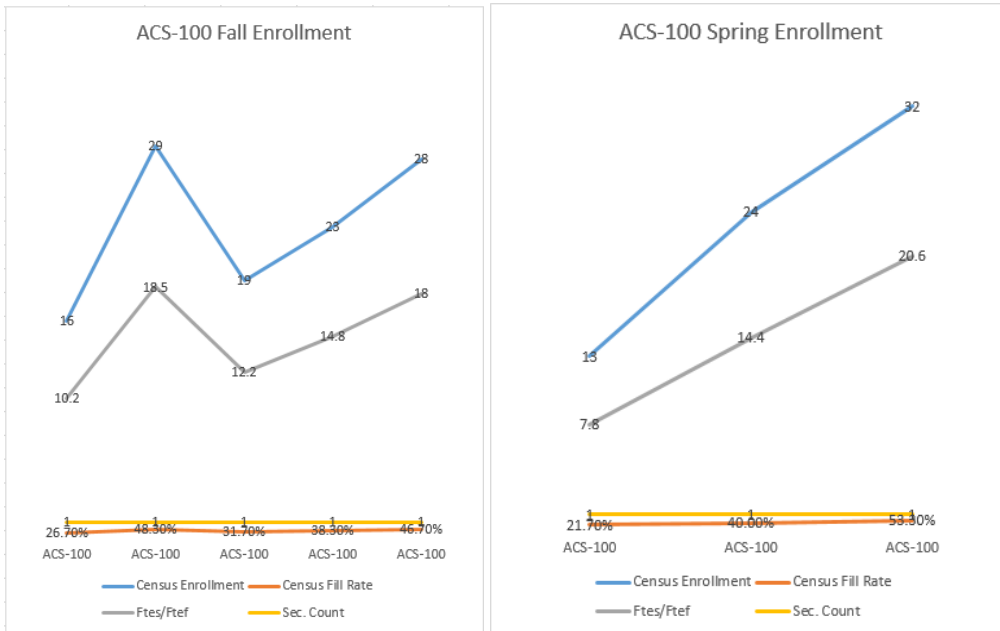
1.b.2. What does the data suggest in terms of future needs/directions?

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	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
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	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
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	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
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	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
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 ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	Est. Expense
Justification:	

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

ANTHROPOLOGY

Introduction

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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.)

Enhanced and improved curriculum for newer courses such as ANTHR-004 including the addition of instructional supplemental materials such as – skulls for brain development, skeletons, and fossil kits.

Departmental adjunct faculty has shifted in the courses that they are teaching in the program. For example, one adjunct instructor previously only taught cultural anthropology and now is teaching biological anthropology and sociology: marriage & the family.

ANTHR-008 has is a newer course that only began to be offered in fall 2016. However, in 2018 fall due to unforeseen circumstance the previously assigned faculty member could no longer teach the course. The department is currently working with faculty to being offering the course next 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

The overall census enrollment for Anthropology is 1,812, with a census fill rate of 83.9% and a productivity rate of 19.8. In Since 2017 fall ANTHR-004, ANTHR-005, and ANTHR-006 have increased census enrollment and fill rate by at least 5%; with the ANTHR-004 course doubling the census enrollment and increase of 33.3% in the census fill rate.

Overall the Anthropology has experienced upward trends in all courses throughout the program with the exception of ANTHR-008 as it has not been offered since 2017 fall. However, the two (2) semesters it was offered experienced a 20% increase in the census fill rate and almost doubled the census enrollment. This informs us that the faculty, curriculum and overall course content is successful and has attracted student interest.

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

Since the Comprehensive Program Review period, funding was allocated to the Anthropology program thus allowing the department chair to purchase various instructional materials to supplement lecture and instruction. Additionally, the rotating of adjunct faculty in teaching courses, adjustments to curriculum, and faculty outreach to students that need additional support in the courses.

I offer various office hours which include phone appointments for students who cannot make it to my office. I try and be very flexible with students as to accommodate their needs. Various student services information is also provided to students such as: Puente, Umoja, Counseling services and Outreach, Referrals to the College Core for academic/writing support, DSPS services and continued collaboration with Lawrence and Jennifer Garcia, continued discussions with our Athletic Counselor Michelle Mac to support our Athletics, library support services are provided which include librarians coming into anthropology courses to provide information about research databases and knowledge about how to utilize the library, information about the Food Pantry services are given to students, and other information is provided to my students throughout the course of the semester. Additionally,

instructional supplemental materials have been enhanced for the anthropology program. High quality skulls have been 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, the Fossil Kits have allowed students an in depth look at different types of fossils and organisms, understanding of rock formation, and the kits have been a great tool for understanding various topics in archaeology and anthropology classes.

The increase in census enrollment and fill rate has also informed me that the above named incorporated additions and changes, have been effective.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Incorporate/implement at the beginning of each semester to bring in support services staff to engage students at the beginning of the course to increase equitable student learning and success.**	**Completed/Ongoing**	Continue to provide information at the beginning and throughout the semester to students on student support programs and services. We have included the Library staff to discuss library resources and effective use of the library. Additionally, faculty refer students as needed to learning communities, counseling, intervention therapist program, and various support programs throughout the campus. Faculty worked with Librarians to develop Anthropology documentary/video links as available resources to students, so they are available on Canopy and Films o On Demand.	All Anthropology Faculty & Department
Goal 2: **Increase or update curriculum resources to improve and enhance student learning and success.**	**Completed**	Purchased various instructional materials to supplement lecture and instruction. These instructional supplemental materials have been enhanced for the anthropology program. High quality skulls have been 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, the Fossil Kits have allowed students an in depth look at different types of fossils and organisms, understanding of rock formation, and the kits have been a great tool for understanding various topics in archaeology and anthropology classes. In	Liana Padilla-Wilson (department chair)

		addition, I take my students on real archaeology digs located at Marsh Creek. This provides them with 1st hand participant-observation and fieldwork utilize in archaeology. Students are able to understand the various concepts of excavation by participating in the digs.	
Goal 3: **Creating more links to completion toward an AAT such as working with the transfer center and other student resources.**	**Completed**	AAT in Anthropology has been developed and implemented. The Pathways to Transfer website currently reflects the Anthropology AAT degree requirements and pathway including EMSI data for students. Faculty have worked with the Transfer Center to provide information and resources to students; in an effort to bring awareness to students on the Anthropology-AAT and jobs available in the field.	Liana Padilla-Wilson (department chair)

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.

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	78.1				
Degrees (AA, AS, ADT)	AS-1.2 AAT-0				
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	76.4	Offering the number of online courses in Anthropology/Behavioral	2022/2023	Liana Padilla-Wilson	

		Science can increase success in the student population. This can be done by working directly with Distant Education. Continue to increase awareness of student resources such as the library, intervention counseling and counseling services, student services, Learning Communities, the Food Pantry, and other resources on campus			
Low Income	78	Continue to incorporate technology tools to communicate support to students and customize the student experience through CANVAS this will increase options for our overall student population. Increase collaboration with local schools to ensure potential students are aware of the programs and classes offered. Get an Anthropology tutor in the COOR to work with students in the various courses offered in the discipline.	2022/2023	Liana Padilla-Wilson	
Foster Youth	62	Continue to purchase materials and supplies to upgrade the Anthropology Program and enhance student learning. The purchasing of Fossils, Documentaries/Videos, Artifacts, and other resources provides students with visual	2022/2023	Liana Padilla-Wilson	Currently, we are not offering Linguistic Anthropology which brought the number

		and tactile aids because it is important for educators to understand the differences in their students' learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments. These material resources will help my students understand the terms and concepts in anthropology and better critically analyze the curriculum. Provide knowledge to students about job/employment opportunities in the field and bring in speakers to provide them with real life job opportunities.			down for Foster Youth.

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

c.   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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001	N/A		
COURSE 002			

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

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
COURSE 001	N/A
COURSE 002	
COURSE 003	

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Behavioral Science: Anthropology	
Department/Unit Name	**Resource Type**
Anthropology 1,4,5, and 6	☐ Conference/Meeting ☑ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense
I'm requesting various parts of the anatomy of non-human primates for my anthropology courses. Parts such as Chimpanzee femurs, pelvis, and skeletal will be helpful in my courses. In addition primate skulls with lesson plans is ideal for use in all of the anthropology classes that are offered at LMC. I'm requesting this funding because we must provide students with a visual comparison of hominid and hominoid development. Students will be able to incorporate them into their critical analysis on human evolution and development. They will demonstrate a better understanding of the biological and cultural complexities in the field of anthropology. In addition, the Brentwood center must have these materials available for the student population. Each of these skulls/skeletal parts help to motivate and engage students with the curriculum. Understanding consumption patterns, teeth analysis, height, weight, disease, shapes, cranial capacity, and human brain development as compared to other animals is vital to understanding our own human development in this modern and globalized world. This additional funding will help the anthropology and behavioral science department meet goals outlined in our program review. This can help the students meet the PSLO's and CSLO's listed. My courses are intended to give students a detailed introduction to the study of the skull in archaeology and all anthropology courses. It provides an anatomical background to the skull, as well as morphological variation, sexual dimorphism, changes with age and development, and cranial pathology. It deals specifically with the evolution of early primates and man. Bone Clones, Inc. is a website that has a variety of helpful material to incorporate into my curriculum.	

Justification:

This additional funding can definitely help to attract more students to enroll in all the anthropology courses across campus. Students like to have visual aids to help them in their understanding of anthropology. Because of this my classrooms will have higher enrollment because of the hands on activities I provide in my curriculum. This will help the college as a whole to support growth, equity, and student achievement. As a Behavioral Science Department these materials are vital to meeting all of our needs in our program. It can enhance improvement in student learning, help meet our CLSO'S, and increase student achievement and equity.

LMC Program Review Year 3 Update 2019-2020

APPLIANCE SERVICE TECHNOLOGY

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.)

> The day time program was struggling with enrollment. In Academic year 2018-2019 the day time 5 unit appliance labs where replaced with 1 unit labs to reduce the number of hours students needed to attend lab to complete their certificates and to improve enrollments in the day time classes. The faculty also continued exploring ways to change the program to make it more student friendly and define a clear pathway for students to progress from start to finish.

> In Academic year 2019-2020 the program was placed into an Instructional Program Discontinuance Process that required us to follow a teach-out process while trying to improve enrollments. We offered all main lecture courses each semester. This increased the number of lecture courses from 2 to 4 per semester and created uncertainty for the students and staff alike. This may have caused some potential student to avoid the program due to the possible discontinuance.

> Due to the loss of the HVAC instructor after the FA 2018 semester the HVAC classes have been cancelled. The search for a new instructor continues but administration decided that we will not restart the program until the planned changes to the program have been made.

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)

> Enrollment numbers for the appliance classes in the data base do not show true seat capacities. Multiple lab classes are run at the same time with 40 seats per section, this means a lab that is intended for a total of 40 students will show 120-160 seats available. I am not sure how that effects the FTES/FTEF numbers, therefore I will look at census enrollment for the lecture classes only as lab classes are supported by the students in the lecture classes.
> Despite enrollment number our success rates for the appliance courses are well above the average for LMC.

	Appliance	LMC
2017-2018	83.6%	73.1%
2018-2019	84.8%	73.4%
2019-2020 FA	85.4%	72.9%

> FA 17
> Enrollment for day time lecture was 15 students for a fill rate of 37.5%
> Enrollment for night time lecture was 37 students for a fill rate of 92.5%
> Overall fill rate was 65% for the semester.

SP18
Enrollment for the day time lecture was 8 students for a fill rate of 20%
Enrollment for the night time lecture was 17 students for a fill rate of 42.5%
Overall fill rate was 31.25%

In FA 18 the change outlined in 1a paragraph 1 above was implemented.
Enrollment for the day time lecture increase slightly to 17 students for a fill rate of 42.5%
Enrollment for the night time lecture also increased to 26 students for a fill rate of 65%

SP 19
Enrollment in the day class increased again to 22 students for a fill rate of 55%
Enrollment in the night class decreased to 22 students for a fill rate of 55%
Overall fill rate was 55% for the semester

In FA 20 the change outlined in 1a paragraph 2 above was implemented. Because of this although the number of students enrolled in the program went up by 2 the enrollment percentage plummeted to 28.75%. This is due to the fact that the student were spread across 4 lecture classes and 1 of those had 0 students.
Enrollment for day classes were 16 for the regularly scheduled class and 10 for the added class.
Enrollment for night classes were 20 for the regularly scheduled class and 0 for the added class.
If not for the additional classes the fill rate is estimated to have been 57.5% overall.

In summary the enrollment in the appliance program overall decreased when the former long time faculty member retired in spring 2016 and has been slowly increasing again. It is currently in a state of flux as we wait to find out what will happen at the end of the current academic year but has had several new students join the classes and express their desire for the program to continue.

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

After the change was made to the program in 2018-2019, it appeared that enrollment was improving for the daytime classes but the change made in 2019-2020 has placed the program on an uncertain path.
If the program is allowed to continue the faculty will continue the process outlined in 1a paragraph 1, to define a clear pathway for students to progress from start to finish and provide building blocks that can be used by both the appliance and HVAC students to complete their program of study quickly with a well-rounded foundation for employment in their field.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Expand HVAC Program**	In Process	HVAC lost its primary instructor and we have been unable to find a suitable replacement. I am continuing to search and to work on new classes and certificates. New classes would be structured to supply students with additional training and 3rd party National certification by NATE (North American Technician Excellence).	Debra Winckler
Goal 2: **Streamline AS for Appliance**	Complete	The AS for Appliance was 18.5-38.5 units of required courses within the major. By changing the classes we have dropped the number to just the 18.5 units within the major thereby freeing up students to take other classes needed to complete their degree.	Debra Winckler
Goal 3: **Offer New Cert. for HVAC**	**In Process**	As the classes for HVAC are finalized the path for an AS degree and Certificate programs will be finalized.	Debra Winckler
Goal 4: **New Teaching Area in Lab**	Abandoned	The new teaching area for appliances has been abandoned due to lab being converted into a shared space with other departments.	Debra Winckler

For CTE programs only:

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

Emsi data of the 4 disciplines pulled for our programs projects a 9.3% change for jobs in the next 5 years. The website Vocationtrainghq.com stated that according to the Bureau of Labor Statistics, Employment for Appliance Service Technicians is expected to grow 8% from 2018-2028 with a current annual average income in California of $55,399 and HVAC Technician Employment is expected to grow 15% with a current annual income of $50,468. Although Emsi was pulled on 4 job categories, the skills learned in the Appliance and HVAC classes can be used in many other industries including Air system balancing and testing, Chilled water systems, Commercial Freezer installation, hot water tank installation, Apartment maintenance, Water softener installation and repair, Commercial/Industrial/scientific refrigeration system installation, Exhaust fans, Home security and alarms, Cooling tower installation and repair, and other commercial and industrial machinery and equipment to name a few.

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.

An Advisory Board meeting is scheduled for March 11, 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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	There will be no HVAC classes offered in 2021-2022 while we work on the new program. Appliance classes are under review by Administration and it is undecided at this time if classes will be offered in the future.	Rework program to align better with current work for criteria	Goal is to offer new courses in 2022-2023	Debra Winckler	
Degrees (AA, AS, ADT)	There are no new degrees to be offered until the fate of these programs is determined.				
Certificates of Achievement	above				
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

If these programs continue we will explore ways to increase the number of disproportionately impacted students in the programs by outreach through the community. These programs provide graduates with knowledge needed in many career fields.

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

e.   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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ACREF-045		Assessed SU18	
APPLI-023		Assessed FA17	
APPLI-035	No Longer Offered		
APPLI-036	No Longer Offered		
APPLI-046		Assessed FA17	
APPLI-013		Assessed FA19	
APPLI-020	No Longer Offered		

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

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
ACREF-045	Submitted March 13, 2018 by Debra Winckler
APPLI-023	Submitted March 23, 2018 by Debra Winckler
APPLI-035	No longer being taught but submitted March 2018 by Debra Winckler
APPLI-036	No longer being taught but submitted March 2018 by Debra Winckler
APPLI-046	Submitted March 23, 2018 by Debra Winckler
APPLI-013	Submitted March 20, 2018 by Debra Winckler
APPLI-020	No longer being taught

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

ASTRONOMY

Although Astronomy is not a program,
it is an essential component of the Physical Science Department.

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.)

New adjunct Astronomy instructors have been hired.

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)

Level 1	Level 2	Level 3	Census Enrollm..	Census Fill Rate	Ftes/Ftef
2017-2018	ASTRO		1,255	86.8%	19.6
2018-2019	ASTRO		1,287	89.0%	21.3
2019-2020	ASTRO		810	92.0%	21.7
Grand Total			3,352	88.9%	20.8

The Census Enrollment and the Census Fill Rate are increasing which indicates an increase in student demand. This is confirmed by reviewing data from 2015-2016 and 2016-2017. Productivity is very high and steadily increasing.

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

With increasing student demand, additional sections of Astronomy will need to be added soon. Also, the very high productivity suggests productivity will continue to be high if more instructors are hired. Please realize that Astronomy classes are staffed with only one full-time instructor; all other instructors are part-time. Several years ago a second full-time instructor retired, and the Box 2a proposals to replace her have never been approved over the years.

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

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	71.4%				
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

2b. The Vision for Success Goal 5—Equity. 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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	62%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options	ongoing	Scott Cabral	

		EOPS MESA interactions AEW (AcademicExcellence Workshops)				
Low Income	73%	The goal was set by taking the average of the last 3 years and adding 2%. (see above)	Ongoing	Scott Cabral		
Foster Youth	63%	The goal was set by taking the average of the last 3 years and adding 2%. Encourage group work and community-building (the laboratory work especially assists with this goal)	Ongoing	Scott Cabral		

Page Break

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.

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[Control][Control] [Control] [Control]	[Control] [Control]	[Control][Control] [Control]	
Justification:			

Operating Resource Request		
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
Department/Unit Name	Resource Type	
	[Control][Control] [Control][Control] [Control][Control]	
General Description		Est. Expense
Justification:		

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
Department/Unit Name	Resource Type	
	[Control][Control] [Control][Control] [Control]	
General Description		Est. Expense
Justification:		

LMC Program Review Year 3 Update 2019-2020

AUTOMOTIVE TECHNOLOGY

Introduction

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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.)

A new course for electric vehicle technology has been written and submitted to the curriculum committee. Funding for equipment has been secured through grant funding to provide faculty training and equipment for this 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

   The enrollment trends for the past three years are as follows:

	Ftes	Ftef	Census enroll.	Census Fill
2017 Fall	66.6	3.44	258	85.7%
2018 Spring	60.3	3.44	271	84.4%
2018 Summer	6.4	.54	43	35%
2018 Fall	77.9	4.24	317	78.3%
2019 Spring	62.9	3.85	298	69%
2019 Summer	7.1	.53	46	37%
2019 Fall	84.4	4.41	341	84.2%

Overall FTES and enrollment has been trending higher while maintaining a consistent fill rate on a year to year comparison. Following the fall semesters program, enrollment moved from 258 to 317 and jumped to 341 in 2019. Spring enrollment improved from 271 to 298, showing growth at a slower rate. Moving deeper into the course by course data reveals advanced courses struggled when placed in a day schedule (reflective of advanced students having moved to employment and now continue as night students).

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

The data shows that when additional courses are added (specifically in the fall) enrollment follows, as shown by the census fill rate. As a result of the growing census enrollments it is reasonable to expect the program will continue to grow with careful planning and scheduling of the courses currently within the catalog. Growth can also be anticipated with planed courses or courses in process of approval (service writing, lab, engine mastery and electrical/autonomous vehicles).

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Complete the integration of our industry partners and their curriculum as a component of the automotive program. (Subaru U, AUDI and Fiat/Chrysler**	Completed.	FCA has been incorporated into instruction for every course in the catalog. A process has been developed for students seeking to participate in the Subaru U program. Additionally Ford has joined the program after this goal was written. We are in process of integrating Ford training resources into the program.	Earl Ortiz, Stan Gozzi, Phil Torres
Goal 2: **Complete the curricular redesign and alignment to better provide students with early off-ramp options to employment and clearer pathways for those seeking A/S and cert. completion. Identify additional funding sources that will be necessary to equip the program for these courses with the resources needed for student success here and beyond the program.**	Completed	All courses in the program have been realigned with course numbers and COOR adjustments to provide a clear pathway for students within the program. New certificates approved by our advisory committee have been submitted to realign theses certs with industry standards and the courses offered in the Automotive program. Significant funding was provided to achieve needed upgrades to the automotive shop and equipment needed to achieve our desired outcomes.	Jason Dearman
Goal 3: **Expand course offerings to meet the growing demand not only within the automotive industry but other sectors seeking workers with technical/mechanical skills. (BART, Drill Tech, Industrial maintenance, etc.)**	**In Process**	Fall of 2019 represented the largest number of offerings the automotive program has ever previously provided. A total of 11 sections were scheduled and taught. Prior to the 17-18 Program review 7 or 8 sections was the norm. This goal is marked as in Process. It can easily be claimed that the goal has been met or completed however when comparing the capacity of the program vs. the emsi data and normal retirements the industry will continue to be severely undersupplied with the needed technicians in the coming years. In short the program lacks the capacity to provide the needed workforce and will have to continually seek ways to expand offerings when possible.	Jason Dearman, Phil Torres
Goal 4: **Train current and future faculty and staff members for new and emerging sectors in the automotive industry. With a specific focus on electric vehicles and autonomous self-driving vehicles.**	In Process	All faculty has received training on Hybrid technologies and basic training with Autonomous technologies. Significant grant funding has been awarded for the development of an electric vehicle course series. Due to the emerging nature of this technology training has not been readily available and opportunities are currently researched.	Jason Dearman

For CTE programs only:

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

> **Labor market data is projecting continued growth through 2024 of 6.6% or 548 new positions. This does not include replacement technicians for retirements. Median income has increased to 23.38/hr. The data stands alone as good reason to continue growth however it does not capture industries outside automotive that regularly pull form the program (BART, drilltech, tri-delta etc.)**

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.

> **Advisory Board meetings have moved from annual to biannual due to NATEF accreditation requirements. Advisory boards were held on December 5th 2018, July 11th 2019 and December 5th 2019.**
> **Advisory discussions focused heavily on preparing for NATEF accreditation. Members routinely raised concerns of increasing difficulty finding qualified technicians and rapid technology change. Concerns were raised at two separate meetings that our customer lab fee is not clearly tracked and my cause issues with NATEF's accounting requirements.**
> **Safety inspections of the shop and tools provided for the student were performed by members and found to be in good condition with very few recommendations for improvement, with only one notable suggestion being that we discontinue bench style brake lathes in favor of on vehicle lathes (current industry standard).**
> **Our next meeting will take place in June or July of this year.**

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Degrees (AA, AS, ADT)	As per VSF goal One, Increase the number of students who complete and receive an AS in automotive technology	Provide the counseling department a time to visit and work with students in the classroom during the semester to provide AS pathways.	Fall 2020	Jason Dearman	
Certificates of Achievement	As per VSF goal one, our goal will be to increase our number of students receiving their certificates.	The majority of students' complete courses required for certification. Our first step will be to create visual reminders within the automotive area reminding students to apply for their certificates.	Fall of 2020	Jason Dearman	
CTE Jobs	As per Goal VSF four, Connect students more directly with employers in the automotive industry.	Create a more direct method for employers and students to connect. (social media, students seeking employment list approved to share with our employers)	Fall of 2020	Phil Torres	

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

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

g. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
AUTO-035	This Course was caught mid change during a program redesign. Course hours, content, grading and number were changed. Advisory input and previous assessments were used. Assessment data for the auto 35 fundamentals was collected but does not accurately reflect the auto 112 engine technology that now takes its place.	20-21	Phil Torres
AUTO-046	This Course was caught mid change during a program redesign. Course hours, content, grading and number were changed. Advisory input and previous assessments were used. The auto 046 is now auto 111.	This assessment will be moved to 21-22. It will be attached to a certificated sequence with Electric and autonomous vehicles and is likely to experience adjustments in 2020.	Jason Dearman
AUTO-037	This Course was caught mid change during a program redesign. Course hours, content, grading and number were changed. Advisory input and previous assessments were used. Auto 037 is now Auto 122.	20-21	Phil Torres
AUTO-042	This Course was caught mid change during a program redesign. Course hours, content, grading and number	20-21	Phil Torres

	were changed. Advisory input and previous assessments were used. Auto 042 is now Auto 121.		
AUTO-043	This Course was caught mid change during a program redesign. Course hours, content, grading and number were changed. Advisory input and previous assessments were used. Auto 043 is now Auto 120	20-21	Jason Dearman

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

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
All Coors were updated in Spring and fall of 2018 With the exception of Auto 057 smog update.	Phil Torres will be updating the Auto 057 COOR

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.

The automotive program has not received funding from the RAP process. All improvements in previous years have been funded through SWF, Perkins and other grant projects

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 #	
Goal #3		

Department/Unit Name	Position Name/Classification	FTE
Automotive Technology / Vocational technology	Tool Room Staff	

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:

As noted in section 1.B.1 program growth has been significant with additional growth projected in the next year. The voc-tech department is anticipating growth in the welding, HVAC program and potentially incubating new programs. The day time tool room is staffed by only a singular person. An additional part-time Classified employee is needed to support the maintenance of new equipment (more equipment requiring routine maintenance has been added, newly added shop vehicles, new welding fab tech courses, clerical demands have dramatically increased with additional automotive courses and their attached vehicle repair orders).

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Goal #3	

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

General Description	Est. Expense
The yearly operating supplies budget has not been adjusted in 15 years. An increase of 5 to 5 thousand dollars is needed to support the additional courses and technology now used.	$5000-6000

Justification:

While overall expenses have increased due to natural inflation new expenses have been incurred due to program growth and technology changes. A second section of auto 110 consumes $400 to $500 in gaskets, fuel and oils (X2 additional sections). The addition of an electric vehicle program will require external safety certification and replacement of regulated gloves and safety equipment ($250 annually). All repair manuals are available only as online subscriptions, currently we are on the last year of a pre-paid subscription through a grant. $1500 annually will be required to maintain this critical resource. Environmental chemical recovery expenses have increased by $2000 annually over the past five years severely pressuring remaining funds to support overall program. Other expenses (A/C machine annual maintenance, smog calibration gases, wear and tear on tools and equipment) have all increased with the growth of the program.

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Goal #4	

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

General Description	Est. Expense
Maintain current on industry trends and technological advances in the automotive industry through participation in factory training and attending the SEMA education event.	$5000-6000

Justification:
The automotive industry is experiencing a rapid advancement in technological changes (electrification, semi and full autonomy, Direct injection and variable displacement engines). Faculty no longer working in the industry are at risk of rapidly falling behind regarding the demands and needs of the automotive industry.

LMC Program Review Year 3 Update 2019-2020

BIOLOGICAL SCIENCES

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.

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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.)

No new degrees to report. We added an online section for Nutrition 55, which was approved by Curriculum Committee and will be offered for the first time in Spring 2020.

Sandhya Bhatnagar was hired as our Brentwood Senior Science Lab Coordinator, and Julie Lucca was reclassified to Pittsburg Biology Lab Coordinator (from technician).

1b. Please address the following enrollment data provided for your program.
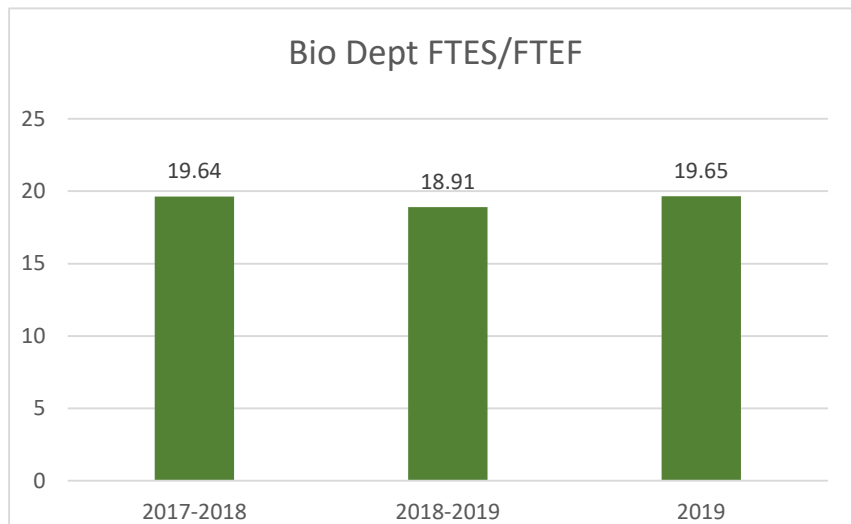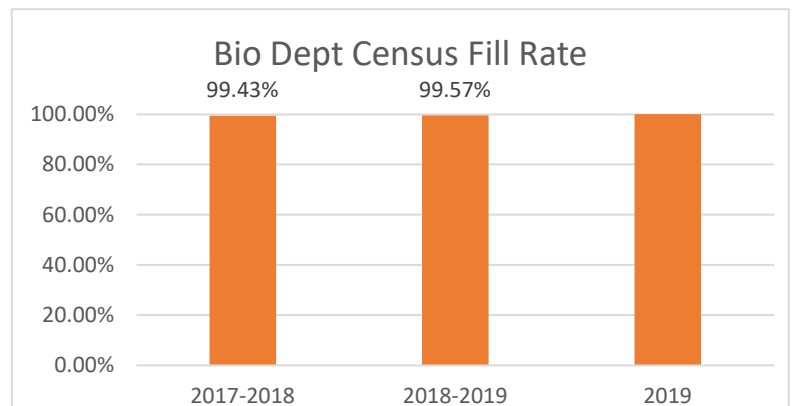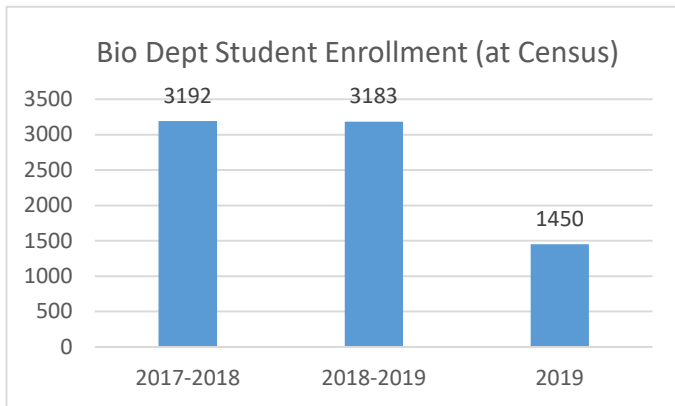
Bio Dept Student Enrollment (at Census)

Bio Dept Census Fill Rate

Bio Dept FTES/FTEF

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)

Over the past three years, our overall yearly enrollment has remained relatively constant with only a decrease of 9 students (0.28%). In comparing our Fall enrollments from 2017-2019, our current Fall

enrollment (1481 students) is down compared to enrollment in FA17 (1450 students). This equates to a 2.09% decrease in enrollment. Further analysis shows our FA17 and FA18 student census numbers decreased by 61 students (-4.12%); however, our enrollments for FA19 increased 30 students (2.11%). Comparing SP17 to SP19, our census enrollments have increased by 24 students (1.64%). Our Spring census enrollments from SP2017 and SP2018 show a decrease by 5 students (-0.34%). However, enrollments from SP18 to SP19 show an increase of 29 students (1.99%). Over the last three years, SP2019 was our highest enrollment for the Department.

Our fill rate has been consistently high over the past three Fall semesters, averaging over 100%.

For FA17 our FTES/FTEF (20.32) was well above the goal of 16. Compared to FA17, our FA18 declined by 1.26 (-6.20%), but it still remained above goal. Currently, our FA19 productivity is 19.65 which is in increase of 0.59 (3.10%) from FA18.

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

The data suggests that we are doing well with our yearly enrollments. The differences in numbers that occur when comparing semesterly enrollments likely reflects the economy during those time periods. As a result of meta-analysis of course enrollments over these three years, we may opt to convert more sections (Bio 5, Bio 7, and Nutrition 55) to on-line or hybrid. With the opening of the new Brentwood center, we expect our overall enrollment numbers to increase as we expand our section offerings.

Our fill rate data suggests that we are doing well in filling all of our classes to maximum enrollment. It also suggests that we have managed to offer and schedule classes appropriately to meet students' goals and needs. With the expansion of the Brentwood center, we will offer more sections of classes to accommodate for the demands for our classes, especially for our biology majors and pre-allied health sciences students.

The decline in productivity by 1.26 (-6.20%) comparing FA18 to FA19 semesters may be a result of economy and state budget/funding at that time period. It may also be explained by the new 16-week calendar implemented for the 2018-2019 school year in which scheduling changes needed to be made within the department and within the entire college. Students may have found course times conflicting and competing with other courses for the same group of students. Our FA19 productivity (19.65) has increased by 0.59 (+3.10) in comparison to FA18 and is still above target. This data may be reflective of the increase in enrollment in our courses during this semester.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
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.**	In Progress	This item requires continued conversation within the department and across STEM departments. We continue to meet as a STEM task force to discuss supporting overall STEM initiative, but department-level skill work is an item that would benefit from more attention. We will include this item on our department agenda for Spring FLEX and bring it to the STEM task force in the Spring	Spring 2020 –Jill Bouchard, Briana McCarthy, Jancy Rickman.
Goal 2: **Expand Biology Department offerings at the Brentwood Center after the new facility is built.**	In Progress	We plan to offer 16 new sections at the Brentwood Center starting Fall 2020, including Bio7, Bio10, Bio20, Bio30, Bio40, Bio45, and Bio50.	Continued work through Spring 2020 with whole department, based on management directions.
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.**	Completed (Part 1) and Abandoned (Part 2	We continue to fund purchase and maintenance of supplies at Pittsburg and Brentwood and work to expand materials in anticipation of new Brentwood Center opening, utilizing our existing department budget as well as the new RAP process. We recently submitted a RAP proposal to fund supplies at Brentwood (Fall 2019). We abandoned conversion of SCI-103 to fully functional lab due to the college cancellation of project (limited funds (Spring 2017)). We put in a RAP for conversion of space to a learning/tutoring center in Spring 2019, and funding was denied. We look forward to getting college funding and approval to move forward with the lab conversion project.	Based on management approval/funding
Goal 4: **Make a successful transition to the new compressed calendar format in a manner consistent with excellent pedagogy, with minimal impact on FTES.**	Completed/Ongoing	Based on data from 17-18 academic school year compared to first roll-out of compressed calendar 18-19 academic school year. We will continue to monitor these indicators of student success and include discussions about best pedagogical practices for engaging students during long time spans in department meetings and FLEX activities.	Department co-chairs with collaboration of whole department

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	77.6%	N/A. Continue Maintaining			
Degrees (AA, AS, ADT)	*AS-49.2%* AST-3.6%	AST: N/A. Continue Maintaining AS: • Increase sections of Bio 20 & Bio 21 with the opening of the new Brentwood Center • Add Prerequisite for Bio 20 to include Chem 25 and/or Eng 100 Redesign Bio 21 to be a GE course	Starting Fall 2020 Add after increase in number of sections Fall 2021	All Bio Dept Faculty All Bio Dept Faculty Primary: Course Lead of Bio 21 Secondary: All Bio Dept Faculty	
Certificates of Achievement	N/A				
Unit Reduction	N/A				

CTE Jobs	N/A					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	75.8%	Encourage all faculty participation in equity-mindedness training FLEX workshops; Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program; Increase student's awareness and participation in UMOJA, MESA, CalWORKs/EOPS/CARE, BOEP; Invite speakers from above programs to speak to faculty & staff during Department's Flex workshops; Implement mentoring programs (peer-to-peer, teacher/student); Create summer bridge programs; Invite guest speakers to increase visibility of African Americans in STEM & healthcare professions; Invite LMC Alumni to speak to classes "Alumni Spotlight"; Include/increase "Science Spotlights" which showcase African Americans who have made contributions in STEM and healthcare; Select course TAs that reflect diverse populations (esp. African Americans)	SP20	All Bio Faculty & Staff	
Low Income	79.5	Increase the number of Zero Textbook Costs sections for our courses; Encourage all faculty participation in equity-mindedness	SP20	All Bio Faculty & Staff	

		training FLEX workshops; Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program; Increase student's awareness and participation in EOPS/CARE; training FLEX workshops; Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program; Increase student's awareness and participation in EOPS/CARE;			
Foster Youth		Increase the number of Zero Textbook Costs sections for our courses; Encourage all faculty participation in equity-mindedness training FLEX workshops; Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program; Increase student's awareness and participation in EOPS/CARE;	SP20	All Bio Faculty & Staff	

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

i.   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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

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

Biosc-05

As a result of the assessment, two CSLOs were rewritten for clarity. A couple of major assignments changed, along with some of the assessments for those assignments.

Biosc-07

In Bio7, as a result of the assessment process, we reduced the CSLOs from 4 to 3 and simplified the wording of the 3 to reflect the conceptual themes and foundational skills of the course (matter and energy flow, changing ecosystems, and process of science). As a result of the assessment results, we made curricular shifts in a few of the labs with an increased focus on utilizing evidence to support claims, specifically practicing the process of using class-wide data to support findings in lab.

Biosc-10

As a result of the assessment, there were no changes to the CSLOs. A few assignments used for CSLO assessment were modestly changed.

Biosc-40

The CSLO assessment process has shown that we are doing well with our students' performance in meeting the CSLOs. There were no changes made to them. We will work to improve identifying students early in the semester who find the volume challenging and offer additional resources and support. We will also incorporate into the curriculum even more visually enhanced, instructional resources and study tools in both lecture and lab; include more histological drawings/assignments and cadaveric on-line activities; and expand our use of critical thinking and problem based learning through case studies.

Nutri-055

As a result of the assessment, there were no changes made to the CSLOs.   To improve student success, students will be asked more questions on the topics in class, include more in class assignments or group discussions on the topic(s) to cement what is being covered in lecture, reword questions on exams for better clarification, and implement additional research projects on the topic(s).

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
COURSE 001	
COURSE 002	
COURSE 003	

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	☐ On-going/Permanent	☐ Operations (Fund 11)	
☐ Classified	☐ One-time	☐ Other	
☐ Manager			
☐ Student			
Justification:			

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

BUSINESS

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

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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.)

No changes.

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)

    Overall, course enrolment and productivity are fairly good expect for the ½ credit classes. These classes meet on only two Saturdays.

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

Possible considerations could be increasing college wide marketing efforts, expanding content and making the classes more units (1 or 1.5 units), and/or taking the classes to an online format to increase student attendance opportunities.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Explore opportunities to establish more student engagement opportunities collegewide.**	**No progress.**	...	**None assigned.**
Goal 2:	**No progress.**	...	**None assigned.**

Explore entrepreneurship certificate pathways with other LMC department:
   - **Music**
   - **Art**
   - **Childcare**
   - **Automotive**
   - **Travel**
   - **Management**			

Goal 3: **Explore opportunities to reduce unsuccessful student completions.**	**In progress.**	**Individually, each faculty member is using assessments to adjust class content to improve student success and completion.** **Content in online delivery, hybrid delivery, and face to face delivery have also been compared to evaluate student success and adjust delivery methods.**	**Ongoing.**

For CTE programs only:

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

The Occupation Overview Emsi Q3 2019 Data Set (excerpt below) indicates a decrease of 8% in Executive Secretaries and Executive Administrative Assistants positions, which aligns with the reduction of enrollment in those areas and the elimination of the Business Departments of the secretarial and office administration offerings. The highest projected increase is in tax prepares with a projected 8% increase, which aligns with the strong accounting class enrollments. First-Line Supervisors of Office and Administrative Support workers is projected to increase 2%. However, industry discussions lend to the idea that these positions often go beyond the basic office administration expectations of the past to include more decision making and critical thinking. Bookkeeping, Accounting, Auditing Clerks, and Time keeping is projected to increase1%, which again supports the strong enrollments in accounting classes.

Occupation	2019 Jobs	2024 Jobs	Change	% Change
Tax Preparers (13-2082)	991	1,067	76	8%
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	12,341	12,626	285	2%
Bookkeeping, Accounting, and Auditing Clerks (433031)	14,073	14,182	109	1%
Payroll and Timekeeping Clerks (43-3051)	1,567	1,583	16	1%
Executive Secretaries and Executive Administrative Assistants (43-6011)	6,414	5,915	-499	-8%

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.

Advisory Board Meeting January 2019: Industry Led Discussion
Attendees: Theodora Adkins, Nicole Almassey, Tawny Beal, Dwayne Dalman, Oscar Dominquez, Nikki Moultie, Kwame Reed, Kiran Taunk, David Wahl, Penny Wilkins,

Advisory Board Meeting January 2020: Industry Led Discussion
Meeting canceled due to lack of industry interest.

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.

Action steps to reach new numbers below include marketing the programs within the college and to the local community. Actions for course success include evaluating assessment outcomes and adjusting as needed to increase student success.

Degree Program	Degree	2016-2017	2017-2018	2018-2019	2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Business - Accounting	AS	15	15	17	*18*	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to	Ongoing.	Faculty	

						apply before college deadlines.			
Business - Accounting	Certificate of Achievement	5	13	10	**6**	See Above	Ongoing.	Faculty	
Business - Small Business Operations	AS	5	8	5	**6**	See Above	Ongoing.	Faculty	
Business - Small Business Operations	Certificate of Achievement	2	8	3	**2.4**	See Above	Ongoing.	Faculty	
Business Administration for Transfer	AST	62	93	85	**74.4**	See Above	Ongoing.	Faculty	
Business - Office Administration	AS	6	5	1	**0**				***No Longer Offered***
Business - Office Administration	Certificate of Achievement	3	4	1	**0**				***No Longer Offered***
Business - Retail Management	Certificate of Achievement		1		**0**				***No Longer Offered***

Program/ Discipline	Actual Course Success Rate					College Goal	Recommendation 1: Program Course Success Goal	Recommendation 2: Program Course Success Goal
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022	2021-2022
BUS	72.2%	69.8%	68.8%				75.4%	74.2%

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.

925 473 7310

The college is recommending a 2-4% success rate increase in one area, but we can do all three areas.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	5% increase.	Possible action steps include: 1- inviting Student Services, Tutoring, and Financial Aid to speak in the classrooms during the first few weeks of each term 2- Taking students to tour tutoring center. 3- Taking students to tour library services. 4- Providing students information about supporting	Ongoing	All Faculty	

		programs in the community, and those directly on campus such as Umjoja, Puente, A2Mend, EPOS, O textbook, etc.			
Low Income	**5% increase.**	**See Above**	**Ongoing**	**All Faculty**	
Foster Youth	**5% increase.**	**See Above**	**Ongoing**	**All Faculty**	

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

k. 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.

Academic Year:	Course No*	Not Completed
2017-18	BUS-035B	not being offered
2017-18	BUS-051	deleted class
2017-18	BUS-055	deleted class
2017-18	BUS-080	deleted class
2018-19	BUS-086	deleted class
2017-18	BUS-089	deleted class
2017-18	BUS-090	deleted class
2018-19	BUS-181	not being offered
2019-20	BUS-058	not being offered

Academic Year:	Course No*	Pending Completion
2019-20	BUS-018	Spring 2020
2019-20	BUS-059	Beal Fall 2019
2019-20	BUS-035	Fall 2020
2019-20	BUS-187	Wilkins Spring 2020
2020-21	BUS-027	Wilkins Spring 2020
2020-21	BUS-091	Beal Spring 2020
2020-21	BUS-092	Fall 2020
2020-21	BUS-093	Spring 2020
2020-21	BUS-095	Fall 2020

2020-21	BUS-096	Fall 2020
2020-21	BUS-294	Fall 2020
2020-21	MANGT-060	Spring 2020
2020-21	MANGT-065	Spring 2020
2020-21	MANGT-075	Fall 2020

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

CSLOs were adjusted as needed once assessments were conducted and findings analyzed. Ongoing review of assessment and student success occurring in each class taught.

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	
BUS	52	Introduction to Entrepreneurship	Assessment Completed. Will review Fresno State requirements and update as needed. Penny Wilkins or Janith Norman.

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.

N/A

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 #**	
Operating Resource Request			
Professional Development Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
☐ Classified	☐ On-going/Permanent	☐ Equipment	☐ IT Hardware/Software
Department/Unit Name		**Resource Type**	
☐ Manager	☐ One-time	☐ Conference/Meeting	☐ Materials/Supplies
☐ Student		☐ Online Learning	☐ IT Hardware/Software
General Description		☐ Other	**Est. Expense**
General Description			**Est. Expense**
Justification:			
Justification:			

LMC Program Review Year 3 Update 2019-2020

CENTER FOR ACADEMIC SUPPORT

Introduction

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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.

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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.)

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)

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

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **To research student use based on populations described in the student equity plan and address student needs accordingly, creating partnerships with other programs on campus.**	In Progress	Research: Last semester, we completed some research about student populations using our services in the past year. For context, the largest student population we serve is Hispanic students. For reading and writing consultations, 43% of students served in fall 2019 and 48% of students served in spring 19 identify as Hispanic. For tutoring, 49% of students in fall 2019 identify as Hispanic. Our second largest student population served is African American students. For reading and writing consultations, 17% of students served in fall 2019 and 19% of students served in spring 2019 in Pittsburg identify as African American. According the most recent Student Success Scorecard published in 2018, 15.4% of LMC's student population is African American, so we do not see disproportionate impact for African American students in Pittsburg who come for reading and writing support.	2022/Sandra Mills and Jill Buettner

In Brentwood, for reading and writing consultations, 13% of students served in fall 2019 and 14% of students served in spring 2019 identify as African American.

In terms of peer tutoring in Pittsburg, 12% of students served in fall 2019 were African American.

For peer tutoring in Brentwood, 12% of students served in fall 2019 and 7% of students served in spring 2019 were African American.

Thus, we do see disproportionate impact for African American students for peer tutoring in Pittsburg and in Brentwood and for reading and writing consultations in Brentwood. We plan to work on our disproportionate impact through outreach, partnerships, and the building of our program in the new Brentwood Center.

At this time, we have not collected data on low-income students and foster youth.

Partnerships:

We have created a partnership with EOPS to provide outreach to strengthen awareness of our services to the EOPS student population. Specifically, we collaborated with EOPS to offer a daylong Study Slam offering more food and staffing during Fall 19 in preparation for finals. As a result, we had the largest Study Slam attendance in our history, serving 450 unique students. On the first day of instruction of Spring 2020, EOPS and the Center for Academic Support collaborated, offering food and resource information to students.

We have partnered with the Food Pantry, as well as other California community colleges to begin the Brain Food Project in Fall 2018/Spring 2019. We offer free healthy snacks to all students who come for tutoring, although we believe this service will most help low income students.

We have always collaborated closely with BSI, but after the committee dissolved, we have partnered directly with the English Department to build the IA/Grad Student program.

		In Fall 2019, we did a presentation in an Umoja English class, and we did notetaking workshops in two Umoja history classes. Additionally, our research has found that students that use the Center for Academic Support and enroll in Supervised Tutoring have higher success rates compared to the college success rates for those courses. Specifically, in English 100, the success rate for students who attend the Center for Academic Support is 82% compared to 66% success rate for fall 2019. For Adjus 110, the success rate for the course as a whole is 76%. Those students who attended Reading and Writing Consultations in Brentwood had an 83% success rate and a 90% success rate in Pittsburg in fall 2019. For peer tutoring, in BIO 40, the campus overall success rate is 47%. The success rate for students who attended tutoring is 69%. For Humanities courses as a whole, the campus success rate is 76%, and students who came for tutoring had a 100% success rate. Actions: We plan to continue to collaborate with EOPS and the Food Pantry and to strengthen our partnerships with Umoja, the Foster Youth Program/BRAVO, and the Office of Equity and Inclusion. We plan to research the numbers of foster youth and low-income students who use our services and to increase outreach to disproportionately impacted groups. We plan to eliminate disproportionate impact for African American students in tutoring and in Brentwood by 2022 by providing more hours and doing more outreach.	
Goal 2: **To increase tutoring and consulting services in Brentwood and improve access upon the completion of the new Center.**	In Progress	Due to our increased budget for reading and writing support, we have expanded our reading and writing consultation hours by an average of 5 hours per week in Brentwood. We have increased our tutoring hours in Brentwood by an average of 10 hours per week. However, we have not necessarily seen increased use in spite of our offerings. We	2022/Sandra Mills and Jill Buettner

		plan to continue this work and to reevaluate once the new Brentwood Center opens.	
Goal 3: **To institutionalize IA/graduate student program and synchronous online tutoring program in order to offer greater access to students.**	Completed the first and abandoned the second	We have successfully grown the IA/graduate student program and have a consistent staffing of IAs in the Center for Academic support, some of whom have been hired as adjunct faculty in the English Department. We have successfully secured SEA funding for the IA program for the next 3 years. We have abandoned our synchronous online tutoring goals in favor of NetTutor, which is now being offered to the campus as a whole. We continue to offer asynchronous online reading and writing consultations. We believe this combination is sufficient for now. We also offer greater access to students through night and weekend hours and the Traveling Consultant Program, so we believe we are meeting our goals of providing greater access on multiple platforms. Actions: Continue the successful IA program and increase the use of the Traveling Consultant program. Investigate the use of NetTutor for students using peer tutoring, especially for the courses for which we have difficulty in hiring our own tutors.	2022/Sandra Mills and Jill Buettner
Goal 4: **Hire permanent classified program assistant position to ensure consistency and maintenance of campus-wide tutoring program.**	In Progress	We have applied for a permanent classified program assistant every year since 2009. We have not yet successfully secured this essential position. Instead, it has been funded on a temporary, hourly, yearly basis. Without this position, services will be limited. Actions: Continue to apply for permanent position to serve both Pittsburg and Brentwood.	2021/Sandra Mills

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)

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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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	--Increase students served in Reading and	--Continue to collaborate with EOPS in outreach --Work more with learning communities	2022	Jill Buettner and Sandra Mills	

	Writing consultations from 17% to 25% in Pittsburg. --Increase students served in Reading and Writing consultations from 13% to 20% in Brentwood. --Increase students served in peer tutoring from 12% to 20% in both Pittsburg and Brentwood.	--Conduct student surveys of use, needs, and availability			
Low Income	--Complete research about usage from low income students in order to increase our services. --Continue partnership with the Food Bank and Brain Food Project.	--Continue to collaborate with EOPS in outreach --Continue the Brain Food Project --Collect data	2022	Sandra Mills and Jill Buettner	
Foster Youth	--Complete research about usage from foster youth in order to increase our services.	--Connect with BRAVO --Collect data	2022	Jill Buettner and Sandra Mills	

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

m. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

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

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
COURSE 001	
COURSE 002	
COURSE 003	

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 #	
Goal #1,2 and 4		1,2, and 3, 3:1 provide adequate resources	
Department/Unit Name		Position Name/Classification	FTE
Center for Academic Support		Program Assistant Range 52	100%
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☑ Classified ☐ Manager ☐ Student	☑ On-going/Permanent ☐ One-time	☑ Operations (Fund 11) ☐ Other	Salary: $51,168 Benefits: $23,025 Total: $74, 195
Justification:			

With the increased responsibilities of the Tutor Program Coordinator to provide peer tutoring for both Pittsburg and Brentwood campuses, the need for permanent 40-hour assistance is essential. The need for a permanent position will become increasingly dire with the opening of the Brentwood Center. The college first recognized the need for the position in 2009/2010. At that time, the H.S.I. grant provided funds for a 32-hour position. In 2010/11, the college eliminated this position. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours and Reading and Writing Consultation hours. However, in 2013, the tutoring program received funding for 24 hours for one year. This temporary position allowed the Center to restore opening hours from 8:00 a.m. to 7:00p.m., Monday through Thursday as well as to provide tutoring services until 7:00 p.m., Monday –Thursday. Despite the reduction in funding throughout these last few years, the tutoring program has seen an increase in the number of tutors and students served. In 2014, the position was returned to 30 hours a week as a result of funding, which has allowed us to continue provide quality tutor services in Brentwood and Pittsburg. In 2015, via the RAP process, the Center received funding for this position for 30 hours a week.

 The Program Assistant position is a continued need as the positon provides vital assistance with the daily operations of two Centers, which includes both peer tutoring and Reading and Writing Consultations at both Brentwood and Pittsburg and training approximately 45 tutors college-wide supporting up to 26 college courses. The Center also continues to look for ways to expand tutoring services that meet student's needs, to increase student participation, and to improve student learning through collaborative efforts with other departments on campus. These endeavors cannot happen without assistance.
With the opening of the new Brentwood Center, our operations will need to expand to provide equitable access to the quality support we provide students. In order to provide assistance with the expansion of services at the new campus as well to provide assistance at the Pittsburg site, funding for a permanent 40-hour, Program Assistant position that will be split 20 hours at each site is essential. Without this position, services will be limited.

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
Goal 2	3.	
Department/Unit Name	**Resource Type**	
Center for Academic Support	☑ Equipment ☐ Supplies ☐ Service/Contract	☐ IT Hardware/Software ☐ Facility Improvement ☐ Other
General Description		**Est. Expense**
Office Printer, with capabilities for copying, scanning, printing, duplexing, collating and emailing documents.		$1,000
Justification:		
The Center for Academic Support needs a new printer in the office as the current printer is failing. This printer is a shared printer between four staff computers and used for scanning, emailing, copying office and Center documents, which includes flyers, handouts, assessments, and numerous other printing needs for both the Center for Academic Support and College-wide tutoring program.		

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
	5. Enhance a culture of innovation, inclusiveness, and collaboration	
Department/Unit Name	**Resource Type**	
Center for Academic Support	☑ Conference/Meeting ☐ Online Learning ☐ Other	☐ Materials/Supplies ☐ IT Hardware/Software
General Description		**Est. Expense**
Attendance for 8-10 consultants at the Northern California Writing Center Association Conference in San Jose 2020.		$1,200
Justification:		

Continued professional development for reading and writing consultants at local conference.

LMC Program Review Year 3 Update 2019-2020

CHEMISTRY

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.)

The Physical Science Department had the following important changes:

Chemistry hired an additional full-time faculty member for the Pittsburg Campus, Girlie Sison.

Dennis Gravert transferred to the Brentwood Campus effective Fall 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

Level 1	Level 2	Level 3	Census Enrollm..	Census Fill Rate	Ftes/Ftef
2017-2018	CHEM		1,150	93.5%	18.2
2018-2019	CHEM		1,257	94.8%	17.4
2019-2020	CHEM		711	95.6%	17.3
Grand Total			3,118	94.5%	17.7

Based on Census Enrollment, student demand for Chemistry courses is increasing. This is supported by the Census Fill Rate which is very high. Productivity is high overall; however, productivity has decreased slightly. Based on enrollment, productivity did not decrease because of fewer students (the number of chemistry students has increased!) Perhaps we added an additional section of chemistry when we converted to the 16-week semester system in 2018? That would require hiring an additional instructor which would lower productivity.

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

We need to add more sections of chemistry. In Pittsburg, there are only 2 laboratory classrooms available, and classrooms for lecture are limited, especially during times favored by students. The new Brentwood Center will have 1 new chemistry laboratory, so this is where growth can occur!

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Laboratory Best Practices:** **Implement a Chemical Stockroom program modeled after standard best practices of industrial and**	In Progress	Paul West, Science Lab Coordinator, has made much progress towards our goal. Improvements include formalized training of student workers, documentation of lab procedures, standard testing of laboratory (deionized) water.	Paul West, ongoing

government labs and Resolve laboratory and stockroom issues that negatively impact student learning.			
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**	Completed/In Progress	The hiring of Girlie Sison has been completed, and her mentorship is on going. Dennis Gravert is transferring to the new Brentwood Center.	Mindy Capes and Dennis Gravert are serving as mentors for Girlie Sison.
Goal 3: **Undergraduate Research: Provide all STEM majors a research experience during their studies at LMC**	**In Progress**	Mindy Capes, Girlie Sison, and Dennis Gravert are modifying the laboratory curriculum to create opportunities for undergraduate research.	Mindy Capes, Girlie Sison, and Dennis Gravert: on going

For CTE programs only:

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

   N/A

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

   N/A

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

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

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

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	CHEM 80.4%				
Degrees (AA, AS, ADT)	CHEM AS 0 CHEM AST 1.2				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	CHEM 72%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps:	ongoing	Dennis Gravert Melinda Capes	

		CHEM: we have switch all textbooks to Zero Textbook Cost (ZTC) options and we are rewriting our lab manuals as ZTC options also. EOPS MESA interactions AEW (AcademicExcellence Workshops)		Girlie Sison	
Low Income	CHEM 77%	The goal was set by taking the average of the last 3 years and adding 2%. (see above)	Ongoing	Dennis Gravert Melinda Capes Girlie Sison	
Foster Youth	CHEM 79%	The goal was set by taking the average of the last 3 years and adding 2%. Encourage group work and community-building (the laboratory work especially assists with this goal)	Ongoing	Dennis Gravert Melinda Capes Girlie Sison	

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

o. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
(all assessed)			

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

This year (2019-2020) our department has scheduled the assessment of Chem 25, Engin 25, Engin 38, Phys 37, and Phys 41.

Planned improvements: Mindy Capes will coordinate assessment among the sections of Chem 25 taught by several instructors. In the past, only a few sections were assessed.

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
CHEM 6	Dennis Gravert
CHEM 7	Dennis Gravert

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

CHILD DEVELOPMENT

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.)

The director of the Child Study Center, Kathryn Nielsen, retired in spring 2019. We are in the process of hiring a replacement director. One of our full time faculty is retiring at the end of the 2020 academic year. These are impactful staffing changes within our department.

Janice Townsend has developed 2 new courses around trauma informed practices that will be reviewed by the curriculum committee in November 2019.

We are offering more courses online. Child Development 50 and 22 are being offered online for fall 2019. Child Development 50 online will be Zero Textbook Cost sections starting spring 2020. Janice is also working with the Online Education Initiative Grant on the OEI rubric for Child Development 50.

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)

For most of our courses there is little to no change over the past 3 years. Chdev 1, 10, 20, 50, 62, and 90 demonstrate no noticeable change in productivity or enrollment.

We noticed an increase in enrollment for ChDev 11, as we added an additional section to the fall semester. We will continue to offer 2 sections in the fall and one in the spring. This course is often the last course students take before taking our capstone course and graduating in spring.

We have increased our online sections and as a result individual course enrollment has increased. This is true for ChDev 22, which is newly online. More students enroll in the ChDev 65 in the spring, which is the online section.

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

We are working on adding more classes to our online offerings. This will include our core course, ChDev 20, which is one of our CAP 8 courses. We also will be putting ChDev 55 and 57 online, which are our specialization courses in working with children with special needs.

We would like to review our success rates and compare the face to face and online courses.

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.

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	We have been working with Brandman University to develop a Bachelor's degree in Early Childhood Education that can lead to a teaching credential. There is a board agenda item to vote on Brandman offering this program on the LMC campus. We articulated our program with St Mary's College JCL Teaching Credential Program. LMC students have transferred to St. Mary's for the last two years. We hold information sessions for both programs at LMC. Students have identified St. Mary's as their first choice school.	Ongoing/Janice Townsend
Goal 2: To implement Universal Design for Learning Principles (Language Translator Software, Professional Development)	abandoned	We have attended some UDL training, we would need intensive training to fully implement UDL in our department.	
Goal 3: Partner with other departments and programs to develop contextualized coursework	abandoned	This objective came from conversations with other faculty and was never followed up on.	
Goal 4: To improve the security and operations of the Child Study Center (hire an hourly front desk position, install ProCare)	In progress	Management is overseeing this objective. A new system has been chosen and will be implemented based on the management's timeline.	Ongoing/College Management
Goal 5: To maintain and expand partnerships with external agencies (First 5, WestEd, St. Mary's/CSUs, USDA, NAEYC, CCAMPIS, Pittsburg Unified,	In progress	This is an ongoing objective. We have collaborated with universities, such Brandman and St. Mary's, so our students have more options for transfer as stated in Goal 1. In the Child Study Center we have implemented the USDA food program,	Ongoing/Erlinda Jones, Janice Townsend, Angela Fantuzzi

ROP/Academy Programs, Strong Workforce Initiative, COCOKIDS, CALWORKS, TANF)		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 have begun conversations with the Community Service Bureau around a 12 unit cohort for the Associate Teacher Permit. We continue to expand our community outreach through the Advisory Committee. We strengthen our partnerships with CoCoKids, Head Start and other community partners through our Advisory Committee Meetings. We continue to support LMC student families through our partnerships with Calworks and TANF, which allow for subsidized child care. 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.	

For CTE programs only:

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

The Labor Market Needs for positions in our field are as follows:

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

We do expect the demand for teachers in Early Childhood Education will remain stable. The labor market information shows growth of up to 7% in the next 5 years.

We will continue to offer our core courses in sequential patterns that accommodate both working and non-working students.

We will continue to stress the importance of high quality training that takes place in the Child Study Center. We will strive to provide our student interns with employable skills and quality experiences.

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.

In 2018-2019, we held 2 advisory committee meetings. In 2019-2020, we will also hold 2 meetings, one in the fall and one in the spring semester.

Advisory Committee Meeting Dates
October 18, 2019
March 18, 2019
October 14, 2019

Our Advisory Committee consists of a diverse group of educators and providers working in Early Childhood Education. We invite part-time instructors, directors and teachers at child care centers, mentor teachers, our CTE counselor, LMC workforce development, Contra Costa County Office of Education, First 5 Contra Costa County, Contra Costa County Child Care Council, Head Start and our Dean. We try to our partners at our meetings.

The Advisory Committee Meeting allows us (LMC Faculty) to become aware of local trends in the field. We are able to discover what is happening in ECE in terms of professional development as well as trends educators see surfacing with children and families. The experts in the field also let us know what kind of courses they would like to see offered at LMC. For example, our advisory committee gave support for Janice's new curriculum on trauma and children. The Advisory Committee also gives us guidance regarding the Child Development Training Consortium Grant. This is a grant the provides tuition reimbursement to working students. The Advisory Committee votes on priorities and the amount of reimbursement to students. We strive to provide meaningful content for both the committee members and LMC staff that attend our meetings.

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	73.7%	We intend to offer and promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.	Ongoing	Erlinda Jones Janice Townsend	
Degrees (AA, AS, ADT)	46	We intend to offer and promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative	Ongoing	Erlinda Jones Janice Townsend	

		Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.			
Certificates of Achievement	30	We intend to offer and promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.	Ongoing	Erlinda Jones Janice Townsend	
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.	Spring 2020- Fall 2021	Erlinda Jones Janice Townsend	
Low Income	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.	Spring 2020- Fall 2021	Erlinda Jones Janice Townsend	
Foster Youth	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.	Spring 2020- Fall 2021	Erlinda Jones Janice Townsend	

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

q. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
CHDEV 010	Course was assessed; report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 092	Course was assessed; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 077	Course deactivated		
CHDEV 001	Course was assessed in summer 2018; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 035	Assessment was disrupted by Kathryn's retirement; this course is only offered once a year	Fall 2019	Kathryn Nielsen Erlinda Jones
CHDEV 020	Course was assessed; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones Olga Rivera

r. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?
Generally, assessment gives us information about our assignments and whether or not they are helping students reach the learning outcomes of the course. The assessments lead to changes, usually minor in the assignments. This can range from making the wording of an assignment more clear as well as adding or subtracting of assignments. Some of the things we noticed: we need to be clearer on how we use the "ethical" in class, so that students can see its relationship to the work they do; consider revising CSLO's that read more like single objectives, rather than learning outcomes; and consider the differences/similarities between courses that are offered online and face to face, realizing that the outcomes are the same but the paths may be different.

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
CHDEV 001	Pam Perfumo, Erlinda Jones
CHDEV 010	Erlinda Jones

CHDEV 092	Erlinda Jones
CHDEV 011	Janice Townsend
CHDEV 035	Erlinda Jones

LMC Program Review Year 3 Update 2019-2020

COMPUTER SCIENCE

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

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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

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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
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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.)

We revamped our Network and Security AA and CA programs to align with the states Model Curriculum and prepare for possible CAE2Y Cybersecurity approval. We also modified the AS-T Computer Science degree per the state's allowed changes that resulted in the 5 year review. Clayton Smith has been on a pre-retirement 50% teaching load.

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)

Our enrollment has remained steady with a slight increase (3%), fill rate has also remained steady with a slight increase (0.3%), productivity has increased from 18.0 to 18.6 (3%)

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

No need for any changes. Steady as she goes.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Research and develop a Cybersecurity program.	Completed.		
Goal 2: Continue with ITTP Pathways development	In progress.	Phase 1 is completed. Phase 2, 3 and 4 need more course development.	On hold until full-time IT instructor is hired.
Goal 3: Develop course for high demand pathways	Abandoned.	No one can remember what this is referring to.	

For CTE programs only:

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

As far as can tell the LMI data that was supplied was for management positions that are not applicable to us.

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.

No meetings were held in 2018-2019.

A meeting was held on December 4, 2019. We discussed the overlap of our Computer Support Specialist and Computer Applications Specialist CA's. We concluded that we should transfer two courses from our Computer Application Specialist certificate to our Computer Support Specialist certificate. We also determined that programming is nice to have but not required for the remaining certificate.

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	64%	None		Louie Giambattista	Current rate is quite high. National average is approx. 50%.
Degrees (AA, AS, ADT)	Computer Science (AST) - 4	None		Louie Giambattista	On pace with college goals
	Support Specialist (AS) - 8	None		Louie Giambattista	On pace with college goals
Certificates of Achievement	Support Specialist (CA) - 4	None		Louie Giambattista	On pace with college goals
	Application Specialist (CA)	This program will be merged into the Support Specialist programs			
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American		52 vs 64			
Low Income		62.9 vs 64.8			
Foster Youth		58.6 vs 64.2			

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

s. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COMSC 30	Only part timers teach the course.	Fall 2020	Joenil Mistal
COMSC 31	Only part timers teach the course.	Fall 2020	Joenil Mistal
COMSC 32	Only part timers teach the course.	Spring 2020	Joenil Mistal
COMSC 37	Only part timers teach the course.	Fall 2020	Sandy Jones
COMSC 44	Only part timers teach the course.	Spring 2020	Louie Giambattista
COMSC 91	Course has not been offered in a while. Instructor was out on leave last semester.	Spring 2020	James Lipscomb
COMSC 111	Course is once every two years.	Fall 2020	Karen Stanton

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

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
COMSC 10	Clayton Smith
COMSC 11	Dan Young
COMSC 12	Clayton Smith
COMSC 30	Joenil Mistal
COMSC 31	Joenil Mistal
COMSC 32	Joenil Mistal
COMSC 37	Sandy Jones

COMSC 41	Warren Littlefield
COMSC 44	Louie Giambattista
COMSC 51	Joenil Mistal
COMSC 60	Karen Stanton
COMSC 92	James Lipscomb
COMSC 110	Karen Stanton
COMSC 111	Karen Stanton
COMSC 112	Karen Stanton
COMSC 120	Sandy Jones
COMSC 122	Louie Giambattista
COMSC 132	Louie Giambattista
COMSC 142	Louie Giambattista

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

Counseling

Introduction

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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.

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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.)

New Counseling courses have been developed within the past three years:
- COUNS-031 – Educational Planning (0.3 Units)
- COUNS-035 – Theories and Application of Learning in College (3 Units)
- COUNS-036 – Career and Life Planning (3 Units)

COUNS-035 and COUNS-036 have been approved as transferable units to both the UC and CSU, with COUNS-036 also being approved for CSUGE Area E, and COUNS-035 currently in progress of being reviewed for CSUGE Area E, as well.

Our current Counseling Courses (COUNS-032 and COUNS-034) have also been offered onsite at eight local high schools. In addition, Counseling courses have also been offered on-campus at LMC for high students through the Pittsburg High School and Antioch High School Connect Programs.

In addition, we are planning to offer our COUNS-030, COUNS-032, and COUNS-034 classes as Non-Credit classes in the near future. The courses and program are currently going through the Curriculum Committee review process.

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)

Based on the enrollment data for Counseling courses between Fall 2017 and Fall 2019, the following notes were made based on the data:

- The number of sections of COUNS-032 and COUNS-034 have increased during this time period due to the courses being offered at our local high schools and college connect programs.
- Fill Rates have fluctuated between the courses, comparing enrollment in the Fall semester versus the Spring semester. For specific classes, enrollment is higher in the Fall versus the Spring and vice versa for other classes. We have also increased our online course offerings, in which the enrollment in the online classes is higher in comparison to the in-person classes.
- Enrollment in COUNS-036 and COUNS-045 have stayed consistent, while enrollment in COUNS-033 and COUNS-034 have stayed consistent primarily in the Fall semester.
- With the development of the new 3-unit COUNS-036 course, enrollment in this class has stayed steady at 100% or higher. Being that the class counts as part of CSUGE Area E towards transfer requirements, there has been an increase in popularity amongst the students taking this class. In Fall 2019, the Department decided to increase the section offerings from 1 to 4 and the result was that all 4 sections filled to capacity with total enrollment at 104%.

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

With the success in our enrollment with our first 3-unit Counseling course offering (COUNS-036), our hope is that with the development of our second 3-unit Counseling course (COUNS-035), we are looking

to continue to see similar success in our enrollment trends with this new class as well in future semesters. We are currently planning to offer COUNS-035 for the first time in Fall 2020.

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.

Additional information about program goals and future steps is provided in the Counseling Student Services Program Review document.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1:			
Goal 2:			
Goal 3:			

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	80.8%				
Degrees (AA, AS, ADT)	N/A	N/A	N/A	N/A	N/A
Certificates of Achievement	N/A	N/A	N/A	N/A	N/A
Unit Reduction	N/A	N/A	N/A	N/A	N/A
CTE Jobs	N/A	N/A	N/A	N/A	N/A

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	76.6%				
Low Income	77.7%				
Foster Youth	79.4%				

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

u.   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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COUNS-031	New Course – first offered in Spring 2019	Fall 2019	Rudolf Rose, David Reyes
COUNS-034	Pending Compilation of Student Survey Results	Fall 2019	Nina Ghiselli, Haydee Lindgren, Sharlice Wright
COUNS-036	New Course – first offered in Fall 2019	Fall 2019	Sharlice Wright, Rudolf Rose, Marco Godinez
COUNS-035	New Course – will be offering in Fall 2020	Fall 2020	Nina Ghiselli

v.   Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?
The assessments and data are in the process of being compiled through all the three courses.

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
COUNS-033	David Reyes

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**
Counseling	Counseling Department - Program Coordinator (or Program Assistant) – 2 Positions	

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

Justification:

With a current staff of 45+ Counselors (Full-Time, Part-Time, Wellness Counselors), Student Ambassadors, and services provided at various delivery sites (Brentwood, Pittsburg, Local High Schools, Learning Communities, Support Programs, etc.), the Department has faced a huge ongoing need for increased administrative support for the department to facilitate processing workflows, front desk protocols, and overseeing daily office operations and logistics. Duties and responsibilities of this position includes scheduling and filling of shifts, appointment scheduling and maintenance of SARS, building schedules and making adjustments accordingly, processing of all related office paperwork (timecards, verifications, leave requests, schedule change requests, expense claims, maintenance of office supplies, etc.), outreach events and processing, student ambassador hiring and training, and facilitating student concerns and circumstances related to crisis and wellness. The Counseling Department currently does not have any professional classified support available at our front desk and/or for office operations, and has been dependent on assistance from primarily student ambassadors and the Administrative Assistant to the Dean of Counseling. It has been an ongoing challenge for the department to efficiently and effectively carry out its daily operations and serve students' needs without having a full-time professional available for support and assistance.

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

Justification:	

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
Department/Unit Name	**Resource Type**	
	☐ Conference/Meeting ☐ Materials/Supplies	
	☐ Online Learning ☐ IT Hardware/Software	
	☐ Other	
General Description		**Est. Expense**
Justification:		

LMC Program Review Year 3 Update 2019-2020

Cooperative Work Experience Education

Introduction

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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.

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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.

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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- Career Center

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)
>
> > *Note: Enrollment and course success data for COOP-170 and COOP-180 courses are reported on within their respective disciplines
> >
> > Cooperative Work Experience Education (CWEE) coordination and outreach transitioned from Workforce and Economic Development to Transfer & Career Services in Summer 2018. With the transition, CWEE was able to expand coordination time and increase outreach, with a goal of increasing enrollment, especially within our equity populations. As can be seen in the enrollment chart below, outreach has been effective- enrollment has increased 500% in fall classes, and 300% in spring classes

	Term	Census Enrollment	Sec. Count
COOP-160	2015FA	10	1
COOP-160	2015SU	1	1
COOP-160	2016FA	14	1
COOP-160	2016SP	16	1
COOP-160	2017FA	9	1
COOP-160	2017SP	13	1
COOP-160	2017SU	2	1
COOP-160	2018FA	15	1
COOP-160	2018SP	9	1
COOP-160	2018SU	4	1
COOP-160	2019FA	92	3
COOP-160	2019SP	35	2
Grand Total	Total	220	15

> 1.b.2. What does the data suggest in terms of future needs/directions?
>
> > Enrollment trends indicate a high student interest in work experience courses. The CWEE program is exploring expansion of occupational (170) and internship (180) courses with LMC academic departments. COOP-160 has added sections to meet student demand in the last two semesters, and will add additional sections in the spring.

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- Career Center

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- Career Center

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 Income

Depart ment	Course Number	Low Income- Yes/No	2016-2017 Enroll ments	2016-2017 Succes s Rate	2017-2018 Enroll ments	2017-2018 Succes s Rate	2018-2019 Enroll ments	2018-2019 Succes s Rate	Grand Total Enroll ments	Grand Total Succes s Rate
COOP	160	No	9	66.70%	4	75.00%	33	87.90%	46	82.60%
COOP	160	Yes	21	76.20%	16	81.30%	32	81.30%	69	79.70%

Course Success by Ethnicity

Depart ment	Course Number	Ethnicity	2016-2017 Enroll ments	2016-2017 Succes s Rate	2017-2018 Enroll ments	2017-2018 Succes s Rate	2018-2019 Enroll ments	2018-2019 Succes s Rate	Grand Total Enroll ments	Grand Total Succes s Rate
COOP	160	African_Am erican	5	20.00%	0		13	84.60%	18	66.70%
COOP	160	Asian	1	0.00%			3	100.00%	4	75.00%
COOP	160	Filipino	1	100.00%			3	66.70%	4	75.00%
COOP	160	Hispanic	8	87.50%	3	100.00%	5	100.00%	16	93.80%

COOP	160	Multi_Ethnicity	6	83.30%	5	60.00%	22	86.40%	33	81.80%
COOP	160	White_Non_Hispanic	9	88.90%	12	83.30%	19	78.90%	40	82.50%

Course Success by Foster Youth Status

Depart ment	Course Number	Foster Youth Yes/No	2016-2017 Enroll ments	2016-2017 Succes s Rate	2017-2018 Enroll ments	2017-2018 Succes s Rate	2018-2019 Enroll ments	2018-2019 Succes s Rate	Grand Total Enroll ments	Grand Total Succes s Rate
COOP	160	No	29	72.40%	20	80.00%	61	83.60%	110	80.00%
COOP	160	Yes	1	100.00 %			4	100.00 %	5	100.00 %

When CWEE was transitioned to Transfer & Career Services in Summer 2018, an initial goal was developed to increase enrollment in student populations historically underrepresented in the program. The program has been incredibly successful in this, with proportionate course success rates. There is an area of additional growth among the foster youth student population, see goal below:

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth	Increase representation of foster youth students in COOP-160 courses	CWEE coordinator to develop outreach plan in partnership with Foster Youth Coordinator	Initial meeting set for Spring 2020	Cynthia Perez Nicholas, T Gage, Rachel Anicetti	

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

w. 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.

COOP-160 is current in CSLO assessment. Course was last assessed August 2019.

COOP-170 CSLO's are imbedded in discipline-specific courses

COOP-180 CSLO's are imbedded in discipline-specific courses

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

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
COOP-160	Cynthia Perez Nicholas is submitting COOR updates for December curriculum meeting
COOP-170	Cynthia Perez Nicholas is submitting COOR updates for Spring curriculum meeting
COOP-180	Cynthia Perez Nicholas is submitting COOR updates for Spring curriculum meeting

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 #	
Career Center- VFS4 Increase the number of students engaging and participating in Work Based Learning activities		VSF4: 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.	
Department/Unit Name		Position Name/Classification	FTE
Transfer & Career Services (Cooperative Work Experience Education)		Faculty lead for CWEE (20 hours OAS/semester)	Est. 20 hours OAS per semester
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☑ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☑ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☑ Other Strong Workforce	$1,000 per semester on an ongoing basis

Justification:

With the drastic growth in COOP-160 enrollment in the last three semesters, CWEE is in need of dedicated faculty time to interview and evaluate new adjunct faculty for course instruction. CWEE anticipates further enrollment growth, and future hiring for the program.

Serving as faculty lead, this role would be responsible for two major duties in relation to the COOP-160 course:
1. In partnership with the Director of Transfer & Career Services, review applications for, interview, and select additional adjunct faculty for COOP-160 instructional pool. With program growth and irregular faculty availability, CWEE expects to hire one-two adjunct faculty per semester.
2. Coordinating and completing the evaluation of COOP-160 new instructors.

Having a dedicated faculty lead for COOP-160 faculty hiring and evaluation would ensure high quality program instruction, and allow CWEE program staff to build additional sections for program growth.

Operating Resource Request		
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #
Department/Unit Name		Resource Type
		☐ Equipment ☐ IT Hardware/Software

	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

DRAMATIC ARTS

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.)

Our department was awarded a full-time theater staging specialist and had a failed search and is still waiting to open a new search to fulfill our department needs. We have also completed the renovation of the theater and now can conduct classes and events in the space.

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)

Our enrollments have had a small yet steady incline in the enrollment, census fill rate, and productivity yet have remained relatively steady over the past 5 years. Our average census enrollment is 3,280/ Census fill rate is 78.8%/ Average FTEF of 19.3/ and Wsch/Ftef is 602.6

Our lowest enrolled courses are the production courses Drama 40, 50, and 51 yet they are always multiples and when the enrollments are added together the enrollment completes the average.

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

The data seems to indicate that the enrollments of our department should stay relatively stable. One issue we have found is that many students complete our degree sequence yet fail to complete the GE requirements to receive a degree. We are looking at creating a Certificate in Acting and Theater Arts to ensure that students who complete our program sequence receive some form of credential for their efforts and achievements. We also feel that it will help provide more realistic data concerning students who complete our program sequences.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Establish permanent conference funding for KCACTF**	Not awarded, yet we will still apply	The absence of permanent funding creates a tremendous burden on the department, students, and faculty and causes faculty to spend time raising funds instead of campus projects and student success.	
Goal 2: **Establish permanent funding for Equity Speaker Series and work with business office to create new**	Completed	The Office of Equity now has been established and has institutional funding. This has added to tremendous success with African American students in Fall Semesters when the program has been run.	

streamlined pathways for event success			
Goal 3: **Publish new works created by the department to be made available for the public and the students who made them**	**In progress**	We are working on achieving this, however the department chair only has so much time and often most of it is dedicated to applying for funding to take students to KCACTF.	
Goal 4: **Implement diverse cultural plays and learning in all courses department wide.**	Completed and in progress	The Library has provided a subscription to Dramaonline.com which now allows for thousands of plays to be accessed for free and has allowed our courses to become Zero Textbook Cost courses. In this same effort we have tried to diversify our play offerings, yet still allow professors to teach to their strengths.	

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	76.7	NA	NA	Nick Garcia	
Degrees (AA, AS, ADT)	AA- 4.8 AAT- 3.6	NA	NA	Nick Garcia	
Certificates of Achievement	NA	NA	NA		
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	71.4	Produce African-American plays	2022	Nick Garcia	
Low Income	76.1	Zero Cost Textbook offerings	2021	Nick Garcia	
Foster Youth	69.7	Increasing number of collaboration assignments	2021	Nick Garcia	

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

y.   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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Drama 15	Time needed to orchestrate and complete assessment was not available	SP 2020	Nick Garcia the department chair will orchestrate the assessment
Drama 25	Course has not been offered	TBD	Nick Garcia or Faculty teaching the section

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

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
All Dramatic Arts Courses	Were last submitted and approved on either November 2016 or 2017. Drama 20, 21, 22, 23, 25, 50, 51, 61 were approved in 2016 Drama 15, 16, 30, 40, 41, 60, 62, 70 were approved in 2017
COURSE 002	
COURSE 003	

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 #**
Drama/ 1	
Department/Unit Name	**Resource Type**
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	**Est. Expense**
1.) Stable and consistent funding to go to the Kennedy Center American College Theater Festival. 2.) Exterior LMC Theater Signage	$10,000-20,000
Justification:	

1.) The Dramatic Arts Department has attended the KCACTF theater conference for 11 years. Many of our students have received awards from the conference, our school and department have received national recognition from attending, and each student who attends receives on average around $10-20,000 in transfer scholarships. This conference has also opened many out of state transfer opportunities as well. However, funding to attend the conference has never been stable and the sole faculty member of the department spends many hours trying to raise the funds to attend, and that time would be better spent working with students on projects that further their educational goals and prepare them for their careers. We are asking for stable funding for travel similar to that of the Speech and Debate program so that we can help change futures and not burn out our faculty.

2.) When patrons and community members come to the LMC campus they cannot find the Theater due to lack of signage. It also does not help that the Theater is shaped similar to a planetarium and as a result many patrons and community members either give up and do not attend events, or are extremely angry by the time they find the Theater. We are hoping to create signs to attach to the exterior of the theater that will help guide patrons to the proper venue and provide a visual aesthetic that promotes the quality of the institution.

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
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Justification:

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LMC Program Review Year 3 Update 2019-2020

DISABLED STUDENTS PROGRAM AND SERVICES

Introduction

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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.

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Status report on the review and assessment of courses and next steps

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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.

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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.)

Learning Skills curriculum have been impacted by AB 705 requirements and decreasing enrollment. Previously Learning Skills curriculum was developed to assist students develop basic reading, writing, math and assistive technology skills to meet college level graduation requirements. With those AB 705 changes, there was less demand for basic skill development courses. All previously existing learning skills curriculum has been discontinued. DSPS faculty are in the process of developing new curriculum to meet changing needs. Curriculum under development include: first year experience with disability management strategies, communication and advocacy strategies, life skills among 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

During Fall 2017, the decision to inactivate all existing curriculum was made due to decreasing enrollment. In Fall 2017, 2 sections of LRSNK were offered with 16 enrolled at census, earning 2 FTES and an FTEF load of .31. For Spring 2018, 3 sections were offered with 24 students enrolled generating 3 FTES and .43 FTEF. With an average of 8 students per section, such low enrollment is not sustainable for those classes. The DSPS Advisory Committee was notified of the decision to discontinue existing curriculum. Learning Skills courses have not been offered since Spring 2018.

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

New curriculum needs to be developed to better meet student and community needs. New curriculum is currently being developed by DSPS faculty. New curriculum will include courses on disability management strategies and others yet to be developed.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Previous CPR goals did not include instruction but student services goals			
Goal 2: New goal: create new curriculum to meet changing	New goal	Impact: new curriculum will assist DSPS in retaining students to meet educational goals.	DSPS faculty are charged with developing 3 new

educational needs of students with disabilities		Action steps: DSPS faculty will develop new curriculum	courses in 2019-20; additional courses have also been proposed for development in future academic years
Goal 3:			

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.

DSPS advisory board has requested curriculum designed for individuals with disabilities to be offered at LMC. Many high school and adult school programs have requested introductory curriculum like a first year experience or strategies class for the students with disabilities transitioning to LMC. Additional curriculum like life skills for individuals with disabilities, soft skills for employment, among other topics have been suggested by the DSPS advisory board at the annual meetings. DSPS advisory board meets annually on the first Monday in December.

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Develop courses to support students in achieving course success and retention goals	Develop new curriculum for submission to Curriculum Committee	2019-20 for first proposed classes	DSPS faculty	No current learning skills curriculum has been offered since 2018
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income	Develop new curriculum to meet student needs	DSPS faculty will develop new curriculum to meet student needs	2019-20 for first curriculum to be developed	DSPS faculty	
Foster Youth					

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

aa. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Learning Skills 50	Discontinued course offering	NA	
Learning Skills 81	Discontinued course offering	NA	
Learning Skills 82	Discontinued course offering	NA	

bb. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?
No current course sections of Learning Skills courses have been offered since 2018. New curriculum is being developed for future offerings.

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
LRNSK 50	Inactivated
LRNSK 81	Inactivated
LRNSK 82	Inactivated

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.

DSPS did not receive funding for learning skills courses in a RAP request.

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

EMERGENCY MEDICAL SERVICES

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.)

- Since 2017-2018, the previous full-time faculty member left the college and in Spring 2019, Paul Cutino was hired as the Program Director, Clinical Coordinator and Lead Instructor for the EMS Program.
- The EMS Program successfully gained program approval 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.
- 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

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

Level 1	Level 2	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
EMS	2017FA	183	63.50%	18.7	11	563.6
EMS	2018FA	124	70.50%	21.0	8	1,394.90
EMS	2019FA	220	88.70%	22.1	9	968.1

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

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.

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**	**IP**	**Increase exposure of health care and LMC programs to high school students. Work with Kelly Green on implementation and recruitment.**	**Fall 2020**
Goal 2: **Offer a COA for EMS that includes a combination of the following courses: EMS 10, EMS 13 and BIOSC 30**	**AP**	**Paul Cutino will work with Advisory for approval and implement.**	**Fall 2020**
Goal 3: **Recruit new adjunct faculty**	**IP**	**Recruiting staff to teach EMS 007 Introduction to Healthcare during the 2020/21 semesters.** **Continue to assess staffing needs for the EMS Department.**	**In-progress** **On-going**
Goal 4: **Recruit new staff and reclassify our aides and assistants into programs specialists.**	**A**	**Add professional experts to the EMT Academy Program.**	 **On-going**

For CTE programs only:

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

Description	2019 Jobs	2024 Jobs	2019 - 2024 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2018)
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	312	342	10%	85	$13.40	No formal educational credential	0
Emergency Medical Technicians and Paramedics	703	830	18%	76	$18.36	Postsecondary non-degree award	189
Police, Fire, and Ambulance Dispatchers	141	149	6%	15	$38.44	High school diploma or equivalent	0
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	<10	14	Insf. Data	3	Insf. Data	High school diploma or equivalent	132
	1,166	1,336	15%	179			

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.

- No Advisory Board during 2018/2019 due to staff and program changes.
- Currently formulating a Regional Advisory Board made of local EMS agencies, Contra Costa County EMS, Fire Agencies, past students and internal faculty.

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	82.7%	Improve course success	Spring 2021	Paul Cutino	
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	N/A	Add an EMS certificate of achievement	Spring 2021	Paul Cutino	
Unit Reduction	N/A				
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	60%				
Low Income	77%				
Foster Youth	65%				

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

cc. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
EMS-004	Not taught in the past (3) years.	N/A	N/A
EMS-011	Taught in Spring 2019 by new instructor	Spring 2020	Paul Cutino
EMS-014	Course due for assessment in Fall 2019	Fall 2019	Gretchen Medel
EMS-017	Not taught in the past (3) years	N/A	N/A

dd. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?
New Instructor, becoming familiar with the curriculum process.

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
EMS-004	Gretchen Medel
EMS-011	Paul Cutino
EMS-014	Gretchen Medel

EMS-017	Paul Cutino

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 #	
EMS – Goal #1	Add additional Full Time & Part-Time Faculty	
Department/Unit Name	Position Name/Classification	FTE
Emergency Medical Services Department	EMT Instructor	1
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:		
To meet the goal of offering an a second EMT Academy each semester, the EMS Department will need to hire an additional full-time faculty position. In order to meet the increased demands of offering articulation courses, the EMS Department will need to hire one-two additional part-time faculty positions.		

Operating Resource Request		
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
EMS - Goal #2	Purchase Software for Certification/Training Tracking	
Department/Unit Name	Resource Type	
Emergency Medical Services Department	☐ Equipment　☑ IT Hardware/Software ☐ Supplies　☐ Facility Improvement ☐ Service/Contract　☐ Other	
General Description		Est. Expense

The EMS Department needs to have the ability to track training and the expiration of certifications for staff critical to meeting the State mandated clinical need of instructors.	$500.00

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
EMS – Goal #3	Purchase Continuing Education Memberships

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

General Description	Est. Expense
The EMS Department has a need to purchase Continuing Education memberships for current skills aides, assistance and professional experts so state mandated certification required for being a skills proctor for the EMT program is met.	

Justification:

LMC Program Review Year 3 Update 2019-2020

ENGINEERING

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.)

None

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)

Level 1	Level 2	Level 3	Census Enrollm..	Census Fill Rate	Ftes/Ftef
2017-2018	ENGIN		194.0	71.9%	11.9
2018-2019	ENGIN		210.0	77.8%	13.1
2019-2020	ENGIN		84.0	70.0%	11.3
Grand Total			488.0	73.9%	12.3

   In Engineering, the Census Enrollment is fluctuating slightly, and the Census Fill Rate decreases as the Census Enrollment decreases. Productivity varies in proportion to enrollment as fewer students decreases productivity. This suggests that student demand for Engineering courses is in flux. Are the numbers of students interested in Engineering changing? Is the availability of Engineering courses at DVC (LMC's competitor for Engineering students) changing? Are LMC students unable to enroll in the Engineering courses they want due to scheduling conflicts?

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

Due to the current numbers of Engineering students, LMC can offer only one section of each Engineering course, and not every Engineering course is offered every semester. With only one section per course, scheduling conflicts are likely to occur. Could a scheduling change increase enrollment (and also productivity)? Is there something else we could do to improve LMC's ability to compete with DVC for Engineering students?

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Invest in new technology, replace old equipment and repair broken one.	In Progress	This goal has stalled due to lack of funds.	Francesca Briggs Kurt Crowder Bob Moore

Invest in new technology, replace old equipment and repair broken one.			Steve Goldenberg, On going
Goal 2: **Increase the number of school laptops to accommodate class size and invest in new ones, which can support currently implemented engineering software**	In Progress	This goal has stalled due to lack of funds.	Francesca Briggs Steve Goldenberg, On going
Goal 3: **Recruit engineering students for independent study/projects in order to enhance their learning and facilitate their successful transition to local industry/national labs.**	**In Progress**	Progress has been hindered by the demands of a full teaching load and faculty responsibilities.	Francesca Briggs, On going

For CTE programs only:

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

N/A

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

N/A

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

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

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

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	ENGIN 82.3%				
Degrees (AA, AS, ADT)	ENGIN 3.6				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	75%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps:	ongoing	Francesca Briggs	

		Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)			
Low Income	86%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)	ongoing	Francesca Briggs	
Foster Youth	94%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Encourage group work and community-building (the laboratory work especially assists with this goal)	ongoing	Francesca Briggs	

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

ee. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ENGIN 22	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
ENGIN 30	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
ENGIN 36	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
ENGIN 46	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
ENGIN 10	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs
ENGIN 20	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Francesca Briggs

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

This year (2019-2020) our department has scheduled the assessment of Chem 25, Engin 25, Engin 38, Phys 37, and Phys 41.

Engin 25 and Engin 38 are not offered this semester (Fall 2019), so they will be assessed the next time they are offered.

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

ENGIN 10	Francesca Briggs
ENGIN 20	Francesca Briggs
ENGIN 22	Francesca Briggs
ENGIN 30	Francesca Briggs
ENGIN 36	Francesca Briggs
ENGIN 46	Francesca Briggs

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 #**	
Physical Science/Engineering/Goal #2	Vision for Success Goal #2, #4 and #5	
Department/Unit Name	**Resource Type**	
Physical Science/Engineering	☑ Equipment	☑ IT Hardware/Software
	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☐ Other
General Description		**Est. Expense**
Thirty new laptop computers are requested in order to meet the minimum system requirements for SolidWorks 2020, 3D computer modeling software implemented in Engin-025, Engineering Graphics. Minimum system requirements are listed here and are needed in order to ensure computer modeling performance and design features work correctly:		$45,000.00

	SOLIDWORKS 2018 (EDU 2018-2019)	SOLIDWORKS 2019 (EDU 2019-2020)	SOLIDWORKS 2020 (EDU 2020-2021)
Operating Systems			
Windows 10, 64-bit	✔	✔	✔
Windows 8.1, 64-bit	✔	✘	✘
Windows 7 SP1, 64-bit	✔	✔	✔ (**End of Life**: SW2020 SP5)
Virtual environments	Supported virtual environments (hypervisors)		
Hardware			
Processor	3.3 GHz or higher		
RAM	16 GB or more PDM Contributor or Viewer: 8 GB or more		
Graphics Card	Certified cards and drivers		
Drives	SSD drives recommended for optimal performance		

Justification:

SolidWorks is not backward compatible, therefore students using earlier releases of SOLIDWORKS on school laptops will not be able to open any newer files in class.

Program Review Goal #2: "Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU". SOLIDWORKS is the most widely used 3D CAD package in education and industry today. Learning SOLIDWORKS helps our students developing the design and engineering skills they need to be successful for the next step in their education, or when it is time to enter the job market. This assumes providing our students with properly working SolidWorks stations.

Program Review Goal #4 Increase the percent of exiting CTE students who report being employed in their field of study". A properly working SolidWorks environment would facilitate student learning and increase the percentage of CTE students working as CAD designers, not just as engineers.

Program Review Goal #5: "Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college". Traditionally underrepresented groups of students would benefit from up to date SolidWorks stations, as a way to close the gap with respect to students who can afford to purchase the latest SolidWorks Students edition for home.

Based on the Engin-025 **Catalogue Description**: "this course progresses to high-powered, 3D, computer generated graphics, and even how to animate assemblies of interacting mechanical parts". Complex CAD graphics, such as assemblies, and their animation simply cannot be achieved without a proper SolidWorks station, which include a proper processor, graphic card and RAM.

Based on **PSLO B**: "students will be able to design a system, component, or process to meet desired needs". Students cannot learn and design complex CAD systems if the hardware and software are not up to date. SolidWorks freezes when trying to handle complex engineering drawings.

Based on **CSLO #2**: "students will be able to generate engineering graphics with CAD programs, including solid modeling."

Student enrollment for Engin-025 has been increased from 24 to 30 students in total throughout the last few years. However, 22 older laptops are available to our students only.

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:

LMC Program Review Year 3 Update 2019-2020

ENGLISH

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.)

We've since added two new courses (English 113 and 114), which are both creative writing classes, both transferable, and we have reduced the number of English 95 sections while adding more English 100, 100S, and 200 level classes in an effort to move more students to transferable English. Since more students are taking English 100 or 100S their first semester of college, we've had to add more sections of 221 and 230 in the spring semester to meet the new demand. We've also made it possible for English 230 to meet the same transfer requirements that English 221 does, so more students are starting to take English 230. We plan to have equal numbers of English 221 and 230 eventually. We've also hired two new full-time faculty, George Olgin and Marci Lapriore.

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)

We see that from fall 2017 to fall 2019, our semester census enrollment has gone up from 3,245 to 3,652 which includes all English courses at both Pittsburg and Brentwood.

English 95

Our enrollment has gone down from 248 (FA17) to 114 (FA19) but that's because we have reduced our English 95 offerings by half. The census fill rate has also gone down from 99.2% to 91.2% which perhaps suggests there is not more of a demand than sections offered.

English 100 and 100S

We have reduced our English 100 standalone sections by 5 from FA17 to FA19, so census enrollment has gone from 848 to 740. At the same time, we have increased our English 100/100S sections by 8, which has increased enrollment from 629 to 905. The census fill rate for English 100/100S has also gone up from 95% to 100%. It's difficult to know the English 100 fill rate since it's combined with English 100S. (Note: to calculate enrollment for English 100 standalone sections, I subtracted the number given for English 100S from the overall English 100 number.)

English 200s

Our department has been trying to grow the number of English 230 sections to equal the number of 221 sections we offer since our English 230 course now fulfills the same transfer requirements that English 221 does. Because of this we've added 7 sections from Fall 2017 to Fall 2019, so of course our enrollment of 230 has gone up, but our census fill rate has also gone up from 86.7% (FA17) to 87.1% (FA19). We've only gone down by one section of English 221 but our census fill rate has also gone down from 100.9% (FA17) to (89.7%) which is interesting. This suggests there is a healthy demand for English 230 and that we are on the right track by increasing English 230 sections slowly.

English 220's enrollment has gone down but we reduced that course's offerings by one section.

Literature and Creative Writing

Some data is missing, but overall our enrollment trends have stayed the same across literature and creative writing courses. However, both English 124 and 128 have gone up significantly. Children's Literature (a relatively newer course) has gone up from 19 to 35.

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

The trends suggest we should continue on our path of increasing English 100/100S (which will soon be replaced by English 101) sections while perhaps reducing English 95 sections. Also, we may need to continue to add more sections of 221 and 230 since students will be going into those courses much sooner than in the past.

While our focus continues to be on the core sequence of courses, the enrollment trends for courses like English 124 and 128 suggest we can add 1-2 few new literature or creative writing courses in an effort to grow our English major.

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.

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

Goal 1: **Assess and improve our new placement system, composition sequence, and DE course offerings. Establish standards for success in English 100**	In Progress	We are currently looking into moving completely to guided self-placement to be in line with AB705 placement rules.	The chair and composition coordinator
Goal 2: **Institutionalize support services and professional development for 95 and 100S, such as instructional assistants, Nettutor, and in-class student tutors**	In Progress	We continue to seek more institutional support services for our composition sequence, and continue to provide support such as NetTutor and in-class tutoring.	The chair and composition coordinator
Goal 3: **Increase success rates for African American and other underserved students (e.g. lowincome, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues.**	**In Progress**	1. Continue to connect underserved students with support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max 3. Connect with counselors to make sure they direct students to the appropriate course for their circumstances (e.g. whether to take English 100 or English 101) 4. Offer more equity focused professional development 5. Work on providing and/or connecting faculty with online teaching professional development	The chair and composition coordinator
Goal 4: **Revise the DE Lead position in keeping with our new composition sequence, and to ensure leadership when the Transformation Grant ends**	Completed	We 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 support programs related to our CORE sequence: English 95, 100, and 100S.	Composition Coordinator
Goal 5: **Create roles for English in the guided pathways model.**	In Progress	We haven't addressed this goal yet, but will be figuring out how to approach this in the spring.	The chair and composition coordinator

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	74%	1. Continue to connect students with support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max 3. Connect with counselors to make sure they direct students to the appropriate course for their circumstances (e.g. whether to take English 100 or English 101) 4. Continue offering professional development for faculty through teaching teams, the teaching community, and flex opportunities		The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.	

		5. Work on providing and/or connecting faculty with online teaching professional development

6. Expand the peer-tutoring program | | | |
Degrees (AA, AS, ADT)	13.2	1. Press management to give reassigned time for English Coordinator Position, which will give this person the time needed to recruit English majors and enhance our major.		Sara Toruno-Conley and Liz Green	
Certificates of Achievement		Although we don't have a goal for this, we plan to create certificates if we get reassigned time for the English Coordinator Position			
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	61.9%	1. Continue to connect underserved students with support services such as the Center for Academic Support		The chair, the composition coordinator,	

		2. Reduce class sizes by not adding over the class max 3. Connect with counselors to make sure they direct students to the appropriate course for their circumstances (e.g. whether to take English 100 or English 101) 4. Offer more equity focused professional development 5. Work on providing and/or connecting faculty with online teaching professional development 6. Expand the peer-tutoring program		and other faculty who volunteer to help with these action steps.	
Low Income	70.4%	1. Continue to connect underserved students to support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max 3. Connect with counselors to make sure they direct students to the right course (e.g. whether to take English 100 or English 101) 4. Offer more equity focused professional development 5. Work on providing and/or connecting faculty with online teaching professional development 6. Expand the peer-tutoring program		The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.	
Foster Youth	58.9%	1. Continue to connect underserved students to support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max 3. Connect with counselors to make sure they direct students to the right course (e.g. whether to take English 100 or English 101) 4. Offer more equity focused professional development 5. Work on providing and/or connecting faculty with online teaching professional development		The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.	

		6. Expand the peer-tutoring program			

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

gg. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ENGL 205	English 205 has not been assessed because the person responsible for assessing it has had to put it off until the spring 2020 semester. She has been notified and reminded that the assessment is past due.	Spring 2020	Joellen Hiltbrand
ENGL 230	English 230 is in the process of being assessed. The English department is waiting to hear from Morgan Lynn who is in charge of assessing the course about when the assessment will be completed, and she has been notified of the due date. Statement from Morgan Lynn: "We started the English 230 Assessment in Spring 2019, with a spring flex to design the assessment, and then we were to implement the assessment that same semester. However, when the 230 assessment group met again in our Fall 2019 flex, we realized that we	Spring 2020	Morgan Lynn

	didn't get the assessments we needed from across all our sections, and some of what we did get didn't measure all the CSLOs. So, in our Fall flex, we examined the COOR again, and re-designed the assessment, which is being implemented this Fall 2019. We will meet again during the Spring 2020 flex to review the assessment data, and we should have the report done by February of 2020. In both 230 assessment flex workshops, we also revisited the COOR, shared teaching strategies, compared curriculum and assessments, and discussed opportunities and challenges. In our Fall Flex we also looked at our achievement data for English 230, which is quite high. We currently have a success rate for that course in the 80% range, with almost no achievement gap."		

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

English 221 Assessment Results from Stacey Miller:

After assessing student submissions and analyzing our own data, although a few discrepancies did emerge between student evaluation and instructor assessment, on the whole we agreed that most students were meeting course objectives. The data among the student evaluation, instructor assessment, and to some extent the instructor survey shed light on possible focal points for future professional development for English 221. Areas where more discussion and future professional development is warranted include:

● Synthesis: How instructors are defining this term, how students understand it, and how students are attempting to synthesize sources in an essay. At the same time, discussion of the multiple/diverse perspectives component from the CSLO might be helpful.

● Strong Academic Prose: Whether or not instructors should deliver explicit instruction on advanced writing concepts. The instructor survey revealed that almost half of the 13 instructors who participated devote "just enough" or "no" time in class to grammatical concepts.

● Information Literacy: Based on the 60 assessed essays, we learned that students overwhelmingly use Google for their research requirements. Given that this is a trend that will more than likely continue to grow, an effort to discuss how to help students become more information literate is necessary.

● Revision of the English 221 CSLOs. We would like to examine how other colleges are approaching the Critical Thinking and Composition course by looking at their COORs and then using that information to consider our own CSLO revision.

Stacey Miller will be leading the effort to revise the English 221 COOR, and the chair will work with Stacey on next steps for improvement of student success.

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
ENGLISH 95 (Submitted Fall 2019)	Scott Warfe and Tess Caldwell
English 140 **(Course assessment was completed in the**	Sara Toruno-Conley

spring, but is not showing on the list provided in the Canvas Dept. Chair folder.)	
English 83 **(Course was completed in the spring, but is not showing on the list provided in the Canvas Dept. Chair folder.)**	Scott Warfe
English 231	Scott Warfe
English 145	Aprill Nogarr
English 220	Alex Sterling
English 221	Stacey Miller

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 #**	
Goal 2: Institutionalize support services and professional development for 95 and 100S, such as instructional assistants, Nettutor, and in-class student tutors Goal 3: Increase success rates for African American and other underserved students (e.g. lowincome, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues. Course Success Goal 74%	Strategic Goal #1: 1.3B; 1.3C; 1.3D; Goal #4: 4.1C; Goal#3, 3.1.	
Department/Unit Name	**Position Name/Classification**	**FTE**
English	Evening Hourly Office Assistant/Hourly	.50
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	Salary (Step 1) [Control]Benefits [Control]Total	

Justification:

The English area houses computer labs (ESL and English) totaling 46 individual workstations. We have also purchased 40 laptops as well as 30 conversion tablets to enhance student learning and to reduce the congestion of the existing computer facilities.

In the wake of AB 705, students no longer have English 70 and English 90 to adapt to the ways of college. Going straight into transfer-level English, students need to learn to be college students fast, including the ability to use Canvas, InSite, word processing programs, Remind, the college website, and other tools. The lab and mobile units allow students time during class to learn key skills for success.

The English Department has only one classified staff member, and she is scheduled during the morning and afternoon hours. Classes that start at 3:20 or later do not have access to the laptops or tablets, and the lab is not enough to serve all of these classes.

There is a very large number of students who need access to the technology. This semester in Pittsburg there are 20 sections of Eng 100/S, 14 sections of Eng 100, and 5 sections of Eng 95--all with priority access to the lab and carts. In addition to this, there are numerous sections of ESL who also use the larger English lab due to an increase in their class sizes. About 1500 students per semester need access to our equipment and facilities. 20 hours per week of

assistance in the evening would greatly benefit English students, which in turn will increase completion and success rates for the college.

Brief Summary of Classified Hourly Duties:

Cover reception desk, answer in-bound calls, and provide evening support. Supervision of the space is critical in order to provide security and tracking usage in terms of tablets and laptop carts to faculty and ensure that materials are returned and properly secured for the next business day. Monitor newly enhanced student soft study area and surrounding area to ensure the safe and appropriate use of the space and its equipment by students. Report needed repairs related to furniture, equipment, and facilities issues when needed.

Operating Resource Request

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

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

General Description	Est. Expense

Justification:

Professional Development Resource Request

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

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

	☐ Other
General Description	**Est. Expense**
Justification:	

LMC Program Review Year 3 Update 2019-2020

ENGLISH AS A SECOND LANGUAGE

1. Program Update

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

Below is the updated information that will be submitted for inclusion about the Academic ESL Credit program and the General ESL Non-Credit program. In addition to all of these programmatic, certificate, and curricular changes that will take effect in the 2020-2021 academic year, in Fall 2019, the ESL Department secured approval for 6 new Academic ESL Non-Credit courses and 2 related Certificates of Competency as well as 8 new General ESL Credit courses and 4 related College Skills Certificates. Once we receive state approval for these, the ESL Department will offer mirrored Credit/Non-Credit courses to best meet the needs of our diverse student populations.

The college made a change that affected the ESL programs (Credit and Non-Credit) and its students when it decided to change the 50/50% ESL and Puente Counselor position. It was determined, based on no data that was made available to support the determination, that the Puente learning community program necessitated a 100% Counselor position. The person in the original 50/50% position chose to take that 100% Puente Counselor position. The ESL Department, which consists of two programs – Credit and Non-Credit – fourteen courses, six certificates, has had an average enrollment of 135(not including enrollment for Summer 2019, which is not listed/given in Tableau) multilingual non-native English speaking students who are completely unfamiliar to U.S. higher education and navigation of such, one full-time faculty and a consistent average of 6 adjunct faculty, and an ESL Lab, was told that the "new" ESL Counselor position would only be 60% ESL and 40% General counseling. No data was asked for, collected, or provided to justify this inequitable and unfair decision.

EnglishasaSecond Language (ESL) - Credit

COLLEGE SKILLS CERTIFICATES

- Intermediate English for College and Career Success

- Advanced English for Academic and Professional Advancement

The Los Medanos College **Academic ESL for Educational and Professional Advancement Program** is a *for-credit* (Credit) program within the LMC ESL Department that serves and supports non-native English speaking students who are ready to make the commitment to working to acquire intermediate and high-advanced academic language proficiencies and competencies.

Our Academic ESL Program supports these students' college and career advancement by intentionally infusing two key components into our second language acquisition-oriented program student learning outcomes (PSLOs): 1) the LMC Institutional/General Education student learning outcomes, which exist and function to prepare students to succeed in general and career education courses as

well as students' chosen major coursework, and 2) the thinking dispositions (i.e., the Habits of Mind) that research has shown most significantly support student success, and which are equivalent to the highly valued "soft skills" that industry and employers have called upon higher education to help students attain to prepare them for the world of work.

Additionally, our instruction takes an appreciative, strengths-based approach to teaching our multilingual immigrant, refugee, and international student populations by valuing the rich diversity they bring to our college classrooms, respecting their language learning goals as additive and commendable, and empowering them toward academic and career engagement and success.

COLLEGE SKILLS CERTIFICATES
ENGLISH AS A SECOND LANGUAGE
_____

Intermediate English for College and Career Success

REQUIRED COURSES:		UNITS
ESL-085WRV or **ESL-043**	Intermediate College Writing, Reading, and Dispositional Thinking Writing and Reading III	5 4
ESL-085SL or **ESL-033**	Intermediate Oral Communication for the College Classroom and Beyond Intermediate Oral Skills	3 3
ESL-085G or **ESL-023**	Intermediate Grammar for College and Career Communication Grammar for Communication III	4 4

TOTAL UNITS REQUIRED FOR THIS CERTIFICATE: **11-12**

Advanced English for Academic and Professional Advancement

REQUIRED COURSES:		UNITS
ESL-095WRV or **ESL-044**	Advanced Academic Writing, Reading, and Dispositional Thinking Writing and Reading IV	5 4
ESL-095SL or **ESL-034**	Advanced Speech Communication for Academic and Professional Pursuits Advanced Oral Skills	3 3
ESL-095G or **ESL-023**	Advanced Grammar for College and Career Communication Grammar for Communication IV	4 4

TOTAL UNITS REQUIRED FOR THIS CERTIFICATE:		**11-12**

Program Student Learning Outcomes:

1 Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multi-genre college-preparatory and college texts that connect you to multicultural, social, ethical, and global ideas and issues.

2 Strive to gain increasing ability to understand and accurately and creatively use vocabulary learned from context and on the new general service list (NGSL) and the new academic word list (NAWL) in known and new situations.

3 Communicate clearly, effectively, and creatively in writing at the word, phrase, clause, sentence, paragraph, and essay levels, reviewing and reflecting on your writing and learning, and collaborating with others to support your continual development.

4 Risk responsibly and persist to accurately understand and apply a wide variety of grammatical structures – from basic to advanced - to negotiate meaning, ask questions, share and discuss ideas and opinions, solve problems, create plans, make decisions, present arguments, and apply past knowledge to achieve solid understanding and intended meaning.

5 Speak and listen with empathy and increasing confidence, fluency, and self-regulation, exploring diverse and alternative perspectives, within a range of formal and informal social, academic, and career communication settings.

6 Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and seeking out and responding with wonderment and awe to support your doing so.

English as a Second Language (ESL) - Noncredit

CERTIFICATES OF COMPETENCY

- Basic Vocabulary and Reading Development
- Foundational Grammar for General Communication
- Essential Pronunciation and Conversation
- Fundamental Writing Skills

The Los Medanos College **General ESL for College and Career Preparation Program** is a *not-for-credit* (Non-Credit) program within the LMC ESL Department that serves and supports non-native English

speaking students who want to develop high-beginning through low-intermediate language proficiencies and basic interpersonal communication skills.

We offer an intensified sequence of language learning courses at an entry/bridge stage of instruction in which students learn, practice, and apply general English language skills and communication strategies within the context of everyday life, including their college-going experience.

The General ESL and Academic ESL Programs share the same program student learning outcomes (PSLOs) fully described in the Credit section, which infuse the Habits of Mind – i.e., intelligent behaviors and thinking dispositions that help students succeed – and the LMC Institutional/General Education student learning outcomes into our own second language acquisition-oriented outcomes.

Our General ESL Program is intentionally designed to help students who have had one year of formal English language instruction develop a solid English language learning base upon which to build. Such a base is necessary for those students who want to pursue an academic/career path here at the college. Completion of our General ESL Program provides students the needed language foundation to successfully transition into and through our Academic ESL Program and onto studying and preparing for their future career. Additionally, the General ESL Program will help students to more confidently participate in and take advantage of real-world social, civic, job, and personal interactions and opportunities in their English speaking communities.

CERTIFICATES OF COMPETENCY
ENGLISH AS A SECOND LANGUAGE
_____

Basic Vocabulary and Reading Development

REQUIRED COURSES:		HOURS
ESLN-065VR	Basic Vocabulary and Reading Development 1	**54**
ESLN-075VR	Basic Vocabulary and Reading Development 2	**54**
TOTAL HOURS REQUIRED FOR THIS CERTIFICATE:		**108**

Competencies:

1 Strive to gain increasing ability to understand and accurately and creatively use vocabulary learned from context and on the new general service list (NGSL) and the new academic word list (NAWL) in known and new situations.

2 Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multi-genre college-preparatory and college texts that connect you to multicultural, social, ethical, and global ideas and issues.

3 Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

Foundational Grammar for General Communication

REQUIRED COURSES:		HOURS
ESLN-065G	Foundational Grammar for General Communication 1	54
ESLN-075G	Foundational Grammar for General Communication 2	54

TOTAL HOURS REQUIRED FOR THIS CERTIFICATE: **108**

Competencies:

1. Risk responsibly and persist to accurately understand and apply grammatical structures – from basic to advanced - to negotiate meaning, ask questions, share and discuss ideas and opinions, solve problems, create plans, make decisions, present arguments, and apply past knowledge to achieve solid understanding and intended meaning.

2. Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

Essential Pronunciation and Conversation

REQUIRED COURSES:		HOURS
ESLN-065PC	Essential Pronunciation and Conversation 1	54
ESLN-075PC	Essential Pronunciation and Conversation 2	54

TOTAL HOURS REQUIRED FOR THIS CERTIFICATE: **108**

Competencies:

1. Speak and listen with empathy and increasing confidence, fluency, and self-regulation, **curiously** exploring diverse and alternative perspectives, within a range of formal and informal social, academic, and career communication settings.

2. Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

Fundamental Writing Skills

REQUIRED COURSES:		HOURS
ESLN-065W	Fundamental Writing Skills 1	54
ESLN-075W	Fundamental Writing Skills 2	54

TOTAL HOURS REQUIRED FOR THIS CERTIFICATE: **108**

Competencies:

1. Communicate clearly, effectively, and creatively in writing at the word, phrase, clause, sentence, paragraph, and essay levels, reviewing and reflecting on your writing and learning, and collaborating with others to support your continual development.

2. Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.

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)

   According to the data extracted from Tableau and copied below (and again, not including Summer 2019, for which no data appears in Tableau), since SP19, when the ESL Department began a) offering our two-course certificate-packaged General ESL non-credit courses (six in SP19 and eight in FA19; b) inactivating all and not offering any of the former level 1 and 2 credit course; c) offering our three-course certificate-packaged intermediate and advanced Academic ESL credit courses (5 in SP19 and 5 in FA19 – due to lack of room availability, we have not been able to offer all six of these courses, and we have not been able to offer each level of courses in either day or night, which has adversely affected our students ability to take these packages of courses as they were designed and intended to be taken in order to ensure optimal language acquisition leading to college and career readiness and success in English 100 and beyond); and d) working as mindfully and closely as possible with the ESL Counselor (given the mere 60% availability and dedication of this position to ESL) to attempt to equitably and systematically serve and support our foreign-born non-native English speaking students to understand, access, and navigate the college, create educational plans, and be oriented to the institution, its many complex systems, and the available opportunities, the data below show stability in our Census Enrollment and productivity (Ftes/Ftef) and increases in our Census Fill Rate (and here I would like to state that there be a re-evaluation of the "capacity of room(s)" within the College Complex level two rooms – with the types of desks that have been incorporated into the rooms, which are instructionally incredibly beneficial, the number that have been crammed into the small spaces adversely affects an instructor's attempts at using active and interactive learning and teaching methods and activities).

Level 1	Level 2	NegPos_Num	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef

ESLN	2019FA	0 Days	192	96.00%	14.2	8	823.1
ESLN	2019SP	0 Days	105	105.00%	13.8	4	902.5
ESLN	2019SU	No Data Given	NDG	NDG	NDG	NDG	NDG
Grand Total	Total	Total	297	99.00%	14.1	12	849.6

Level 1	Level 2	NegPos_Num	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
ESL	2017FA	0 Days	194	68.80%	12.3	8	369.2
ESL	2017SU	0 Days	11	36.70%	5.8	1	172
ESL	2018FA	0 Days	203	72.00%	14.2	8	447.5
ESL	2018SP	0 Days	186	58.50%	10.5	9	316.3
ESL	2018SU	0 Days	23	31.90%	5.7	2	170.4
ESL	2019FA	0 Days	118	94.40%	12.9	5	407.9
ESL	2019SU	No Data Given	NDG	NDG	NDG	NDG	NDG
ESL	2019SP	0 Days	124	99.20%	13.2	5	416.4
Grand Total	Total	Total	859	69.60%	12	38	369.6

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

The data suggest that we need to increase the percentage of the ESL Counselor position from the existing and non-data-driven 60/40% ESL/General counseling to 100% entirely dedicated to ESL counseling. The amount of service and guidance our ESL students need and require in order to access the college and understand our programs; be oriented, support and retained; progress and succeed; navigate, explore, understand, and take advantage of the myriad of career and major options; and ultimately transition into their chosen areas of study AND succeed is unlike that of any other student group on campus. The needs of our new Non-Credit students is even greater and as we continue to build our noncredit offerings, the need for additional support is only going to increase. The existing ESL faculty – 1 full-time and six adjuncts – have bent over backwards to work beyond their instructional contracts to support these students and the credit students as they attempt to engage in and then exit ESL into general and career education coursework. Since I as department chair have been repeatedly told that our "numbers" do not place ESL in a position where we would be awarded a second full time tenure track faculty member, it is more pressing than ever that the ESL Counseling position be changed and increased to 100% ESL counseling. Additionally, ESL should be given the leeway to create and implement equity-based second language learner specific practices and methods for structuring the ESL Counselors load in terms of counseling, coordination, and teaching.

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.

Goals	Completed/	Impact/ Explain/	Timeline/

	Abandoned/ In Progress/ Modified	Action Steps	Responsible Parties
Goal 1: **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**	In Progress	- Serving more students, including undocumented and low income - 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 in-take, 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.	On-going Paula Gunder
Goal 2: **Improve ESL course completion and success leading to certificate achievement and transitioning into chosen GE and/or CTE coursework**	Completed		
Goal 3: **Via the work of the AEBG Transition Specialist and the ESL Counselor, increase ESL student access, pathway identification, and equitable success.**	Unknown and In-Progress	- Data regarding the Transition Specialist work and results is not shared or given to ESL - ESL Counselor supports students at their points of entry, engagement, exiting, and transitioning via appreciative and intentional practices, but she is 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 - 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.	None s/b Cathterine Fonseca On-going Eva Padilla and Paula Gunder w/ help from research office to develop an on-going research agenda

2. Setting Vision for Success Goals for 2021-22

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Current "Grand Total" Completion and Success Rates for ESL from FA16-FA19: 91.6% and 83.6% ESLN from SP19-FA19: 98.8% and 87.1% The average for the two programs is then ESL/ESLN: 95.2% and 85.35% Our goal for 2021-22 is to remain above a 90% completion rate and within 84-87% success rate.	The overall LMC "Grand Total" Completion and Success Rates for the college during the same period are 86.1% and 73.3%. Additionally, the 2017-18 ESL Comprehensive Program Review shows these rates for ESL to have been at 91.82% and 82.23%. ESL/ESLN's rates are higher than the averages for the college, and we've increased our		Paula Gunder	

		rates since last reporting in 2017-18. Thus, it appears that we should continue doing what we are doing as well as ensure that all measures, activities, efforts with regard to complying with AB-705 for ESL work toward stabilization or improvement of our high completion and success rates.			
Degrees (AA, AS, ADT)	NA				
Certificates of Achievement	NA				
Unit Reduction	Done	We reduced the number of units and/or hours of our ESL programs – now Credit and Non-Credit – from 64 to 48	None	Paula Gunder	
CTE Jobs	NA				

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Grand Total Success Rate of African American students in ESL from FA15-FA19: 91.7% with a total during that time period of 36 students identifying as "African American" ESLN from SP19-FA19: 100% with a total of 5 students during that time period identified as "African American." In that ESL does not serve this population of students as the group is commonly identifies, it is unknown who these students are and why ESL students are identifying themselves	Continue serving and supporting all ESL students equally as well as equitably within our courses.		Paula Gunder	

	as belonging to this group. Our 2021-2022 goal is to remain within the 84-87% Success Rate goal set above for all students or above				
Low Income	The "Grand Total" Success Rate with regard to the feature of "Low Income" is as follows ESL from FA15-FA19: No – 76.6% Yes – 86.6% ESLN from SP19-FA19: No – 88.8% Yes – this is not listed as a category. Our goal for 2021-2022 is to continue to serve and support low income designated students.	We are in the process of being able to offer all ESL courses as mirrored ESLN courses, which will serve to support low income students in that those who choose ESLN (non-credit) will not have to pay tuition. Eva Padilla has worked tirelessly to assist each and every student understand the financial aid process, has helped students fill out the FAFSA, and has partnered with Financial Aid to implement workshops with some first language support available. All of this can only be done, however, within the 60% load she is able to dedicate to ESL. We need to be able to hire, train, supervise, support, and coordinate a group of ESL Peer Advisory Leaders to work with Eva on an ongoing basis in efforts such as this with regard to financial aid. Our students need support in their first language to understand and be able to access college resources like this	The timeline for when the noncredit courses and certificates will be approved by the state is unknown.	Paula Gunder Eva Padilla Management	
Foster Youth	There are 3 foster youth listed within	More information about foster youth who are non-native English speakers is needed. We	FA20 Opening Day ESL	Paula Gunder	

	the ESLN program with 0% Success Rate. From FA15-FA19 the data show 28 foster youth students in the ESL program with a 92.6% success rate. Our goal for02021-2022 is to work toward equitable success rates within 84-87% or higher for any foster youth who are ESL/ESLN students	will reach out to those supporting this group and invite them to our opening day department meeting to share with us who these students are and how we, as faculty can support them.	Department Meeting		

3. Assessment Update and Effectiveness

ii.   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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE ESLN-065PC 8813	Assessed		
COURSE ESLN-075PC 1642	Assessed		
COURSE ESL-085SL 8014	Assessed		
COURSE ESL-034 1637	Assessed		

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

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**.

Below is the table given to me, Paula Gunder, as ESL Department Chair regarding the updating status of
the ESL Course Outlines of Record. I asked this question on the draft of this report given to my dean on
the deadline date this section of the PR was to have been submitted, but my question went unanswered.
Thus, I will ask again, how is it that a COOR is scheduled to be updated, as shown below, when the
course itself was not scheduled and taught and could not have undergone an assessment of its CSLOs
until SP19 or SP20? All of the ESL COORs are up-to-date as far as I am aware and based on when we
were able to schedule them, teach them, assess the CSLOs, and submit updates. If this is not the case, and
I am in error, I am happy to do all of the updating needed to ensure that ESL is in compliance.

	Course	#	Title	Month Approved	Day Approved	Year Approved	Cohort	Outline needs to be updated
303	ESL	100G	English Grammar Support for Advanced Multilingual Students	March	1	2018	3	2020-2021

304	ESL	85G	Intermediate Grammar for College and Career Communication	March	8	2018	3	2020-2021
305	ESL	85SL	Intermediate Oral Communication for the College Classroom and Beyond	March	8	2018	1	2018-2019
306	ESL	85WRV	Intermediate College Writing, Reading, Vocabulary and Dispositional Thinking	March	8	2018	1	2018-2019
307	ESL	95G	Advanced Grammar for College and Career Communication I	March	1	2018	3	2020-2021
308	ESL	95SL	Advanced Speech Communication for Academic and Professional Advancement	March	8	2018	1	2018-2019
309	ESL	95WRV	Advanced Academic Writing, Reading, Vocabulary and Dispositional Thinking	March	8	2018	1	2018-2019
310	ESLN	65G	Foundational Grammar for General Communication I	December	9	2016	3	2020-2021
311	ESLN	65PC	Essential Pronunciation and Conversation Skills I	December	9	2016	1	2018-2019
312	ESLN	65VR	Basic Vocabulary and Reading	December	9	2016	2	2019-2020

			Development 1					
313	ESLN	65W	Fundamental Writing Skills 1	March	12	2019	1	2018-2020
314	ESLN	75G	Foundational Grammar for General Communication 2	December	9	2016	3	2020-2021
315	ESLN	75PC	Essential Pronunciation and Conversation Skills 2	December	9	2016	1	2018-2019
316	ESLN	75VR	Basic Vocabulary and Reading Development 2	December	9	2016	2	2019-2020

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.

ESL has never received funds via RAP.

5. Resource Needs

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 #**	
#s 1, 2, and 3		#s 1 and 3	
Department/Unit Name		**Position Name/Classification**	**FTE**
ESL (or Counseling of behalf of ESL)		ESL Counselor	
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☑ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☑ On-going/Permanent ☐ One-time	☑ Operations (Fund 11) ☑ Other see below	Approximately $64,000-85,000.
Justification:			
The ESL Department and the ESL students need a 100% designated ESL Counselor. The recently determined 60/40% ESL/General counseling position should be changed to 100% ESL. All of the foreign-born, multilingual, non-native English speaking students need to be provided equitable service and support as the attempt to understand and access the college and our program, navigate the unfamiliar and complex higher education system and our specific institution, explore, plan for, and take advantage of career and major pathway options and opportunities, and engage in and transition through and out of ESL and into their chosen area/career of study. The now have noncredit students who enter the college with even less familiarity with the U.S. and the college-going experience and lower English language skills and communication strategies, and as we will soon be offering even more noncredit courses, we will see more of these students who desperately need equitable support which can in large part and with a huge impact be addressed via the role of a 100% designated ESL Counselor who can be assigned a load consisting of counseling, coordination (which our ESL urgently needs), and teaching – in similar vein to other learning community and program-specific counselors. The college determined very recently that Puente deserved a 100% counselor, Umoja has a 100% Coordinator and a counselor, and ESL should be viewed not merely equally with these targeted programs that support under-served populations but also equitably. The CDCP noncredit courses do and will generate allocation funding per FTES beyond those generated by Credit FTES: 20018-19 CDCP noncredit FTES = $5,457 vs. Credit FTES = $3,727. While I could not find any documents that lay out the reasoning as to why the state is allocating more funds for these CDCP noncredit courses, but I do know that other colleges do not merely deposit all of the funds into the *general fund* but actually look at this money as funding to support student groups who take the CDCP courses because they need more and equitable support. There is also Equity money that could and should be used for this position.			

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
#s 1, 2, and 3		#s 1 and 3	
Department/Unit Name		**Position Name/Classification**	**FTE**
ESL		ESL Peer Advisory Leaders and Tutors	
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**

Faculty R/T	☑ On-going/Permanent	☑ Operations (Fund 11)	Student Workers approx. $25,000.00 yr
☑ Classified	☐ One-time	☑ Other	Classified approx.. $65,000.00
☐ Manager		see below	
☑ Student			

Justification:

The ESL Department and the ESL students need student ESL Peer Tutors and ESL Peer Advisory Leaders. Both of these student worker position had been supported via Basic Skills Initiative funding through a semester-by-semester proposal submission, review, and approval mechanism. The justification of the need for these two types of ESL student employment positions remains: ESL students need tutoring support for their classes and support to help them learn about and access campus resources, and one impactful means to offer this is through ESL peer tutors and advisory leaders. These positions also need someone to recruit, hire, train, supervise, coordinate, and manage their compensation. A classified professional assigned to ESL could also support coordination of outreach and inreach, the ESL Lab, and an in-take space that could be housed in the new Student Services Building next along with the learning communities. Additionally, in mapping out initial plans for contextualized best practice methods and means for implementing measures here at LMC to comply with AB-705 regulations for ESL, advanced-ESL student tutors and multilingual advisory leaders play a key role in how we want to increase our in-take and on-boarding of ESL students, orient them to the college and our program, and help retain them throughout their time in ESL and as they transition out of our programs (noncredit and credit ESL). Student Equity monies are said to be earmarked specifically for AB-705 compliance efforts. Additionally, as mentioned above, the CDCP noncredit courses do and will generate allocation funding per FTES beyond those generated by Credit FTES: 20018-19 CDCP noncredit FTES = $5,457 vs. Credit FTES = $3,727. While I could not find any documents that lay out the reasoning as to why the state is allocating more funds for these CDCP noncredit courses, but I do know that other colleges do not merely deposit all of the funds into the *general fund* but actually look at this money as funding to support student groups who take the CDCP courses because they need more and equitable support.

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
#s 1, 2, and 3	#s 1, 2, and 3

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

General Description	Est. Expense
Attendance, including registration fees and travel for 3-5 employees to attend the 2020 Basic Skills Leadership Institute at the UCLA Conference Center at Lake Arrowhead in June to support collaborative engagement and work on the ESL AB-705 plan and activities.	BSILI = $2,000-3,5000
We also need funds to compensate faculty to participate in AB-075 compliance efforts, including a one-day retreat and following meetings and assignment/product completion.	ESL AB-705 efforts = $5,000.00

Justification:

In order to be in compliance the AB-075, the ESL department would like to take advantage of the BSILI organizers to: "Join with educators from your campus, district or region who are interested in developing leadership capacity in order to support an initiative related to institutional transformation, such as: Guided Pathways, AB 705 Implementation, Integrated Planning, College Promise/FYE, Integrated Student Support Services, Career Technical Education, Equity, Noncredit, AEBG, Professional Development, Reading Apprenticeship, Learning Assistance/Tutoring/SI, Intersegmental/Disciplinary Cross Collaborations, Embedded Remediation, Habits of Mind/Growth Mindset, or Dual & Concurrent Enrollment."

LMC Program Review Year 3 Update 2019-2020

ELECTRICAL/INSTRUMENT TECHNOLOGY

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.)

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)

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

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.

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. Currently modified schedule to remove overlapping of courses utilizing the lab at the same department is also continuing to look for avenues of increasing space to be able to create more lab advocating for the department to them crease laboratory space or size or availability	I'm goingz Russell Patterson currently
Goal 2: **Increase public awareness of this program, concentrating on the African American and female population.**		Currently in progress Have added monthly open house for PTEC and ETEC Attending other outreach venues: visiting the high school, adult education Center, and multiple job fairs	On-going Various members of both ETEC and PTEC departments
Goal 3: **Additional staffed laboratory hours to assist high risk student during non-instructional time.**		Currently in progress Using various grants from industry partners to provide supportive lab tutoring for high-risk students	ongoing and again it's utilizing ongoing partnerships with Industry for student success

For CTE programs only:

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

Due to the loss of a long-time faculty member and the transition to a new full-time faculty member there was not an advisory committee meeting in the past 2018 2019 cycle academic year and we are working to plan an advisory committee meeting in the spring semester of the 2019 20 academic year cycle.

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	83.3%	Continue to provide the supervised tutoring and work with students on an individual basis as needed to support their needs and obtaining the outcome of their choice success something		ETEC and PTCM Department chair along with all full-time faculty members of the industrial automation department	
Degrees (AA, AS, ADT)	AS=22.8	Ensure students petition for the degree and are aware of the additional courses needed on top of the program to obtain the degree			

Certificates of Achievement	30	Petition the students about the course requirements ensure counseling and support groups are involved with each student to give them the support necessary to achieve their educational goal				
Unit Reduction	n/a					
CTE Jobs	Shell, water district USS Posco					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American		Plan or pursue outreach events with local African-American community groups and or college clubs' teams and support agencies			
Low Income		Utilize college resources already in contact with community low income and foster youth programs			
Foster Youth					

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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ETEC-004	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	Patrick Martucci
ETEC-009	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	Patrick Martucci
ETEC-010	Completed	5/17/2019	Sam Navarro
ETEC-012	Completed	5/17/2019	Sam Navarro
ETEC-020	Completed	5/17/2019	Eric Ottosen
ETEC-022	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	Russell Pedersen
ETEC-024	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	Russell Pedersen
ETEC-030	Course in InProgress, Review will be completed after semester is completed.	End of FA2019 Semester	Russell Pedersen
ETEC-032	Course in InProgress, Review will be completed after semester is completed.	End of FA2019 Semester	Eric Ottosen
ETEC-034	Course in InProgress, Review will be completed after semester is completed.	End of FA2019 Semester	Eric Ottosen

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

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
ETEC-004	**Patrick Martucci**
ETEC-009	Patrick Martucci
ETEC-010	Sam Navarro
ETEC-012	Sam Navarro
ETEC-020	Eric Ottosen
ETEC-022	Russell Pedersen
ETEC-024	Russell Pedersen
ETEC-030	Russell Pedersen
ETEC-032	Eric Ottosen
ETEC-034	Eric Ottosen

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:		
Need a full-time faculty member that can straddle both Ptech and Ptech course needs resources for a tutor for the lab when there is not a course in progress or scheduled during that time. To help students complete their projects focusing on students that are at risk or in need of additional assistance to increase core success.		

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

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
Department/Unit Name	**Resource Type**	
	☐ Conference/Meeting ☐ Materials/Supplies	
	☐ Online Learning ☐ IT Hardware/Software	
	☐ Other	
General Description		**Est. Expense**
Training conferences continuing education		
Justification:		

LMC Program Review Year 3 Update 2019-2020

AAT Studio Arts, AA Fine Arts, CA 3D Design

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.)

- 3D Design Certificate Approved
- 2D Media Specialist Hired
- Search for a new Senior lab Coordinator
- Lucy and Ian wrote Introduction to Ceramics through Handbuilding (and Intermediate), integrated into the 3D Design Certificate

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

Please see data attached to email to N. Ybarra.

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)

- Census enrollment is strong and generally an upward trend, except in 7:55AM classes.
- We are building up Art 38, now that it will be taught by fulltime faculty we will better integrate and promote the class and anticipate full enrollment, as student feedback is very positive for those who complete.
- Low enrollment in Art 3 is not an ongoing trend. It is pulling in more 2D-interested students this term
- Other data indicates normal fluctuations in enrollment, there weren't overall trends identified
- Productivity and success rates remain high overall

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

- Getting the word out about taking art foundational classes first, connected to the counseling/guided pathways work that is going on, seems to be working.
- For the 7:55AM blocks, we will try putting classes that are required for our degrees and certificates in those slots, e.g. foundational classes that are usually over-enrolled such as Intro to Drawing, and we also anticipate some adjustments as we move to offer foundational 2D and 3D design sections in Brentwood.
- Planning to have foundational classes offered in Brentwood should help our program completions.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Hire 2D Media Specialist	Done!	Developing 2D media offerings that support equitable access and completion, Brentwood also considered in this	Eric Sanchez, L. Snow, K. Alexander
Goal 2: Upgrade Computer Graphics	In process	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	C.Corlew, S. Sanchez, K. Alexander
Goal 3: Develop broader range of curriculum in art history (photo, architecture, graphic design, and African/Oceanic).	**Mostly done, some in process**		K. Alexander, N.Nabas, S. Renteria, J. Tamrakar
Goal 4: Maker Space	Ongoing	Work with CTE, STEM, Library: Collaboration	Sanchez, Snow

NEW GOALS	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Grow 3D Design Certificate Program		Developing 3D media offerings that support equitable access and completion, Brentwood also considered in this	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	E. Sanchez, K. Alexander, L. Snow
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.	Eric Sanchez, L. Snow, K. Alexander
Goal 4: Ongoing Brentwood Classes		We will need additional supplies and materials on an ongoing basis to offer classes in Brentwood.	Sanchez, Snow

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.8				
Degrees (AA, AS, ADT)	AA 4 AAT Studio 2 AAT Art History 1				
Certificates of Achievement	NA				
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	54.5	incorporate FAM (Faculty Advising and Mentoring program) techniques, EOPS,			

		Art Tutoring, Collab. With UMOJA for Study slams, maybe also Art Club, using starfish			
Low Income	76.1	EOPs, SparkPoint and Opportunity Junction, Burton Book fund look into resources for the populations in need			
Foster Youth	60.1	EOPs, SparkPoint and Opportunity Junction, Burton Book fund look into resources for the populations in need			

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

c. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Art 17	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Alexander
Art 20	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Sanchez
Art 21	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Sanchez
Art 30	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Sanchez
Art 47	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Talley, Sanchez
Art 72	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Corlew
Art 73	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Corlew
Art 75	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Corlew
Art 250	There may have been an assessment. List of COORs from O.O.I. Indicates no COOR update		Talley, Corlew

d. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?
We are working on having consistent ways of working with Canvas in our department to help student success, such as implementing a downloaded Cornell notes template across sections.

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

Course	Faculty Responsible for COOR Update
Art 35	Snow
Art 85	Carriere, Corlew
Art 86	Carriere, Corlew

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.

RE: Installing Pottery Wheel Donation from DVC: The money helped us provide five more pottery wheel stations to the summer section, which Ian Bassett taught with a very large class, so every wheel helped! Most of the money went to install extra electrical upgrades, and now we are able to squeeze in one more donated wheel because we have the extra electrical capacity. The wheels functioned well for the summer class, which was a success, and now are being used by another large new group of aspiring potters! This helped us in achieving our program goal that students are able to produce better projects and learn more efficiently, this can be assessed with the student learning outcomes for the class. We also expect to see continued gradual growth in Art degrees and certificates, including the 3D Design certificate, awarded.

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	☐ On-going/Permanent	☐ Operations (Fund 11)	
☐ Classified	☐ One-time	☐ Other	
☐ Manager			
☐ Student			
Justification:			

Operating Resource Requests	
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**
1,2,3,4 of NEW GOALS< Please see above	1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.
Department/Unit Name	**Resource Type**
Art, Studio	☑ Equipment ☐ IT Hardware/Software ☑ Supplies ☑ Facility Improvement ☐ Service/Contract ☐ Other

General Descriptions	Est. Expense
Goal 1: Grow 3D Design Certificate Program w/ afternoon/eve ceramics &sculpture offerings to bring highschoolers into the art department (kiln repair upgrades) **Goal 2: Upgrade Computers(For Ken, Lucy, Eric, Cesar)** **Goal 3: Start Offering 2D and 3D Design, plus drawing/watercolor in Brentwood** **Goal 4: Ongoing Brentwood Classes**	

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
Increase to base for the department for attendance at conferences :NACCE, CCACA, CAA	

Justification:

LMC Program Review Year 3 Update 2019-2020

FIRE TECHNOLOGY

Introduction

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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.

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Resource needs to meet goals, if any.

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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.)*The Fire technology Program Consist of 7 separate course ranging from Fire 101 thru Fire 107.The Fire 101, 102 and 106 courses are retired for any student wishing to enter the Los Medanos College Fire Academy. All seven course are required for any students wishing to earn their Associates Degree in Fire Technology. The Fire Technology program has introduced 2 new part time faculty. David Finn (106) and Amelia Blackshear (104).Both new instructors are retired fire personnel.*

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)*

Current enrollment 877   capacity 1,270   FTES 94   FTEF 5.73

(Please see attached documents)

What does the data suggest in terms of future needs/directions?

The Data reflects a 68% percent fill rate for Fire 101 which reflects an average six class of approximately 35 students in each of the Fire 101 courses. A fill rate of over 100% in the fire 102 classes. A fill rate of over 100% in the Fire 103 class. A fill rate of over 100% in the Fire 104 class. A fill rate of over 100% in the Fire 105 class. A fill Rate of over 100% in the Fire 106 class. And A fill rate of over 50% in the Fire Academy. It appears time to offer more than one section per semester of the Fire 103, 104,105 and 106.It may suggest offering additional classes in a port and starboard approach involving rotations from Spring to Fall

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Increase the number of students achieving Degrees and or Certificates of Achievement in Fire Technology**	This Goal is still in progress	In 2018 the Fire technology program granted Eleven (11) Associates Degrees and Seven (7) Certificates of Achievement. In 2019 the Fire technology program granted Eleven (11) Associates Degrees and Thirty Four (34) Certificates of Achievement. An increase of 200% in Certificates of Achievement	Review at the end of Fall 2020 Faculty Staff

Goal 2: Increase number of hybrid and/or content captured courses	This Goal is still in Progress	We currently offer on one (1) Hybrid Fire course. Hoping to expand in 2021. Possible add another fire classes in which the COOR has already been written. Fire 108 TOOL AND EQUIPMENT . this class would better prepare student d wishing to enter the fire academy and could possibly be offered as a HYBRID	Possibly Spring 2021 Fire Faculty
Goal 3: Build and rebuild community outreach in the form of better communications between advisory board partners	This is goal is still in progress	Los Medanos College Fire faculty attempt conduct one (1) advisory board meeting per year usually during the fall semester. In addition Fire faculty attempt to improve ongoing communication with Advisers by attending many of the Contra Costa County Fire Training Officers monthly meetings as possible in an attempt explore ongoing current events in the fire service that pertain To EDUCATION. This enables Los Medanos College Fire program to gather current yet relevant information	Annually Fire Faculty

For CTE programs only:

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

The Los Medanos Fire technology Program complies as it:

(1) Meets a documented labor market demand. ***Associates degree in Fire technology, Certificate of Achievement in Fire technology, Completion of the Fire Academy Leads to a Firefighter 1 Certificate***

(2) Does not represent unnecessary duplication of other manpower training programs in the area.***Los Medanos College is the only Institution to offer the above Fire Programs in Contra Costa County***

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students. ***Los Medanos College has granted many Associates Degrees as we as Certificate of Achievements. We also have granted many Fire Academy Certs. All the above are part of the employment process for Firefighter***

 Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

(b) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies and procedures to provide that its courses and programs are articulated with proximate baccalaureate colleges and high schools.

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***. Fire Technology Advisory Board meetings were conducted in December 2018 as well as December of 2019 at the Contra Costa fire Training facility at 2945 Treat Blvd in Concord. Another Advisory Board meeting will be held in November 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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)	10% Increase	The Fire 101 class has dedicated One session to pointing out and exploring the benefit of earning a AS Degree	End of Spring semester 2021	Fire Faculty	
Certificates of Achievement	10 % Increase	The Fire 101 class has dedicated One session to pointing out and exploring the benefit of earning a AS Degree	End of Spring semester 2021	Fire Faculty	
Unit Reduction	Unable to reduce unit for reduction for this program due to California State Fire Training Guidelines				

CTE Jobs FIRE	Employment of firefighters is projected to grow 5 percent from 2018 to 2028, about as fast as the average for all occupations. Physically fit applicants with paramedic training will have the best job prospects.	The projected numeric change in employment from 2018 to 2028 an increase of 17,600 positions			U.S. BUREAU OF LABOR STATISTICS

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income		Students are advised of possible assistance thru Los Medanos College EOPS, Financial Aid ad Food Pantry		Fire Faculty	Dept .chair to notify all fire faculty
Foster Youth					

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

e. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001	Fire 105 was assessed in Fall 2017	Fall 2020	J. Robinson
COURSE 002	Fire 102 was Assessed in Fall 2017	Fall 2020	M. Grillo

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

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
COURSE 001	Fire 106 COOR was updated in Fall 2019
COURSE 002	Fire 102 COOR was updated in fall 2019
COURSE 003	

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.

I will refer this category to Rick Hurtado Fire Academy Manager (received funding)

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

_____

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

GRAPHIC COMMUNICATIONS

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.)

The Art department has hired a new faculty 2D specialist, Eric Sanchez, who, though teaching primarily in Fine Arts, may eventually has some Graphics assignment.

We have added ART-084 - Motion Graphics and Video Editing

Students broken numerous chairs that are sorely in need of replacement.

We've instituted Art 250, Intro to Computer Graphics, which is part of transfer model program.

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)

Enrollment, census fill rate, and productivity have been stable over the last years. Classes that appear to have low enrollment are "multiple classes" combining two classes into one class time period. When combined these generate acceptable statistics.

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

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

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Hire a full-time 2D Media Specialist**	complete		

Goal 2: **Improve and sustain quality computer labs for arts and graphics communication students. Software and hardware refresh on a consistent basis**	In progress	Adobe suite upgrade in progress Hardware funds for equipment refresh looks hopeful.	IT, Corlew Should be complete by Spring 2020
Goal 3: **Develop broader range of curriculum in art history (photo, architecture, graphic design, and African/Oceanic).**	**In progress**	Motion graphics class added. Photo class will be offered online SP 2020. History of photography course outline approved. Video editing and lighting classes are at the beginning of development.	Carriere, Tamakar, Schall See notes
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.**	In progress	Motion graphics being offered. Video editing and lighting classes are at the beginning of development.	Carriere,, Schall

For CTE programs only:

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

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.

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.

Our advisory minutes for our Oct 25 meeting are still in process, however highlights include:

The Competence with the Adobe products suite is absolutely required.

We should consider a renewed focus on typography.

Prepress competence is becoming hard to find in employees.

Tasks like photography, once designated to specific job titles, are now regularly a task performed by designers without the title as part of their regular job.

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	79.6%				
Degrees (AA, AS, ADT)	11				
Certificates of Achievement	3				
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	59.5	Increase student awareness of available services	Sp 2020		
Low Income	75.4	Continue to lower class materials costs	SP 2020		

Foster Youth	75.4	Continue to lower class materials costs	SP 2020		

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

g. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
All assessed			

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

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
Art 25	John Schall
Art 50	John Schall

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		☐ Operations (Fund 11)	
☐ Classified	☐ On-going/Permanent		
☐ Manager	☐ One-time	☐ Other	
☐ Student			
Justification:			

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

We have begged repeatably for new chairs in the graphics lab. Th ones we have a miss mosh of old chairs that are breaking during classes.

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:

LMC Program Review Year 3 Update 2019-2020

Humanities

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 six 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. Impact of Resource Allocation (February 1 – February 28)
Report on any RAP funding received, its purpose and use, and existing financial need.

Item 6. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

A list of the above components in date order. The intent is to complete sections of Program Review by date 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.** Impact of Resource Allocation
February 1 – February 8	**Item 6.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

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

As of July, 2019, we were approved by the State for a local AA degree program in Humanities. As this is an entirely new program, there is no previous Program Review to refer to, nor previously established goals.

However, we were able to develop and offer three new courses: HUMAN 023: Late Modern and Contemporary Humanities is the latest addition to our survey courses (019, 020, 021, 022 and 023.) Altogether, there are currently nine courses offered in the Humanities Program.

In addition, our new course, HUMAN 050: Hip-Hop Culture, An American Phenomenon has generated substantial new enrollments, with multiple sections offered each semester. We are in process, reviving a previously offered but "retired" course: HUMAN 040: Introduction to Opera.

b.) Please address the following enrollment data provided for your program. (Provide link)

    b1.) What are the enrollment trends over the past 3 years?

Course	Term							
HUMAN-019	2016FA	All	0 Days	34	81.00%	18.2	1	545
HUMAN-019	2018FA	All	0 Days	41	97.60%	22.1	1	695
HUMAN-020	2016FA	All	0 Days	36	85.70%	18	1	540
HUMAN-021	2015FA	All	0 Days	38	88.40%	20.3	1	610
HUMAN-021	2017FA	All	0 Days	45	104.70%	24	1	720
HUMAN-021	2019FA	All	0 Days	35	81.40%	18.8	1	595
HUMAN-022	2015FA	All	0 Days	31	73.80%	15.5	1	465
HUMAN-022	2017FA	All	0 Days	31	73.80%	15.5	1	465
HUMAN-022	2019FA	All	0 Days	33	78.60%	17.8	1	560
HUMAN-024	2015FA	All	0 Days	24	57.10%	12.8	1	385
HUMAN-024	2017FA	All	0 Days	18	42.90%	9.6	1	290
HUMAN-024	2018FA	All	0 Days	20	47.60%	10.8	1	340
HUMAN-030	2015FA	All	0 Days	25	73.50%	13.4	1	400

HUMAN-030	2016FA	All	0 Days	24	57.10%	12.8	1	385
HUMAN-030	2019FA	All	0 Days	35	102.90%	18.8	1	595
HUMAN-035	2018FA	All	0 Days	13	46.40%	16.1	1	511.3
HUMAN-050	2019FA	All	0 Days	45	107.10%	24.2	1	765
Grand Total	Total	Total	Total	Total	528	76.90%	17	17	521.8

b2.) What does the data suggest in terms of future needs/directions?

The enrollments vary from semester-to-semester, of course, but the trends are positive and new sections are contemplated for the Fall, 2020 semester.

For CTE programs only:

b3.)   Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022 Provide link – done) Los Medanos College CTE programs are reviewed at least annually per guidelines described in Ed Code 78016 - (1) Meets a documented labor market demand, (2) Does not represent unnecessary duplication of other manpower training programs in the area, (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

1) Labor market demand reports are generated for each LMC program (CTE and non-CTE) using EMSI Analyst. Three separate reports are generated and provided to program faculty and chairs. Occupational Overview, Occupational Table and Job Posting Analytics are examined primarily to measure market demand within the East Bay sub-region of Contra Costa and Alameda counties.

(2) Data related to duplication of manpower training is found within the Occupational Overview report referenced above and indicates degree and certificate completions in the sub-region. Data is displayed alongside of data related to annual job openings.

(3) The college shares data with CTE faculty and department chairs related on course, certificate and degree completion as part of the annual program review process. Reports include course Completion and Success broken down by demographics. Information related to employment is distributed annually upon publication of the college's CTE Outcomes Survey (CTEOS). The college has participated in the CTEOS since its pilot year report in 2012. Additional data is available for faculty review in the California Community College LaunchBoard report on Student Success Metrics for Short-Term Career Ed Students.

Summaries of the reports described above are regularly vetted by external community partners by way of annual advisory committee meetings. Regional and even sub-regional labor market data is susceptible to broad swings in East Contra Costa communities experiencing rapid growth in population from new housing construction and migration from urban centers.

b4.)   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.

c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. To begin, please find your goals as listed in your CPR (Provide link) and paste them here:

Given these goals, please provide a brief update on:

c1.) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness.

c2.) Goals abandoned with an explanation of why they were abandoned.

c3.) Goals still in progress or modified to be achieved by 2021-2022.   Please include action steps, timeline, and responsible parties.

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.

a.) The following tables include the *Vision for Success* indicators that we must align to as a College and as a District. (See link for alignment.) Please look at your program set goals (provide links) for each of the following *Vision for Success* indicator. Indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicator #1
Course Success
Provide link

VS1a.) Program Set Goals: We anticipate a slow but steady growth and would expect 2-3 in process as of the present.

VS2b.) Action Steps: New courses and sections are being added and the AA degree Program is now under way.

VS2c.) Timeline & Responsible Parties: Perhaps by Spring, Semester of 2022. Ken Alexander and adjuncts

Notes:

Vision for Success Indicator #2
Degrees (AS, AA, ADT)
Provide link

VS2a.) Program Set Goals: Our program IS a local AA. (When there is agreement, we will pursue an ADT through the State,)

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.

VS2c.) Timeline & Responsible Parties: On-going; Ken Alexander and adjuncts

Notes:

Vision for Success Indicator #3
Certificates of Achievement
<mark>Provide link</mark>

VS3a.) Program Set Goals: With only nine or ten courses, our GE courses satisfy transfer and graduation requirements, but do not demand excessive units.

VS3b.) Action Steps: N/A

VS3c.) Timeline & Responsible Parties:

Notes:

Vision for Success Indicator #4
College Skills Certificates
?????????
<mark>Provide link</mark>

VS4a.) Program Set Goals: N/A

VS4b.) Action Steps:

VS4c.) Timeline & Responsible Parties:

Notes:

Vision for Success Indicator #5
Unit Reduction
??????????????

VS5a.) Program Set Goals: N/A

VS5b.) Action Steps:

VS5c.) Timeline & Responsible Parties:

Notes:

Vision for Success Indicator #6
CTE Jobs
Provide Link

VS6a.) Program Set Goals: N/A

VS6b.) Action Steps:

VS6c.) Timeline & Responsible Parties:

Notes:

b.) The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. Please review the table below of program data for the College-identified DI student populations: students with disabilities, economically disadvantaged students (low income), foster youth, and African-American. Additionally, when developing your strategies and resource needs in the questions below, please note the six success factors identified in the Student Equity & Advancement (SEA) Plan: Universal Design Learning (UDL), Trauma Informed Care, Justice Informed Care, Equity by Design, Whole Student Support and Basic Needs.

	African-American	Economically Disadvantaged	Foster Youth	Students with Disabilities
Completion Rate (program/discipline)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)
Success Rate (program/discipline)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)

2b1.) Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.

Paralleling developments in the Art History aspect of the ART Programs, we will develop new courses to be more globally inclusive. Projected subjects include Islamic Humanities, African/African American Humanities and Asian Humanities in addition to our current HUMAN 035: Mesoamerican Humanities. We hope that this will contribute to equity by welcoming students who might be less attracted to Euro-American-centric.

2b2.) Review the data and responses to questions 8.1 and 8.2 in your program/unit's *Comprehensive Program Review (CPR) 2017-2018* pertaining to completion and success rates for African-American students and economically disadvantaged (low income) students **and** the data table provided above.

I currently cannot locate this data. I will include as it becomes available.

2b2a.) If your program/unit implemented the strategies outlined in 8.2 of the *CPR 2017-2018*, was the strategy(s) successful? If so, what would you attribute to its success? If it was unsuccessful, what would you do differently?

N/A

2b2b.) If your program/unit <u>did not</u> implement the strategies outlined in 8.2 of the *CPR 2017-2018*, why not? Are there any additional resources (i.e. professional development) that your program/unit needs to implement the strategy(s)?

N/A

2b3.) Please indicate if there are any professional development resources that may assist your program/unit in developing new strategies? *Note - if your program/unit has identified   professional development needs, please complete a Professional Development Resource Request in Item 6 of this template.*

We have hired a pool of potential Humanities adjuncts who can help us develop and teach the courses indicated above.

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

i.   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.

ALL courses have been assessed.

j.   Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?
Adjustments have been made to balance between written and oral exams, providing opportunities for students to better succeed in one, the other, or preferably, both.

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
HUMAN 019	UPDATE COMPLETED/Ken Alexander
HUMAN 020	UPDATE COMPLETED/Ken Alexander
HUMAN 021	UPDATE COMPLETED/Ken Alexander
HUMAN 022	UPDATE SCHEDULED for 2020-21/Ken Alexander
HUMAN 024	UPDATE SCHEDULED for 2020-21/Ken Alexander

5. Impact of Resource Allocation (Feb 1 – Feb 28)

a. Did you receive RAP funding in 2018 -2019 or 2019-2020? If so, please indicate below amount and purpose of funding? (If you requested but did not receive RAP funding, and the need still exists, please indicate in section #7 below.)

No. I do not anticipate making any request for this 100% academic program.

b. If you have received funding via the Resource Allocation Process, please describe how the resource supported you in achieving your program goals.

6. Resource Needs (Feb 1 – Feb 28)

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

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

Operating Resource Request

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

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

General Description	Est. Expense

Justification:

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:	

LMC Program Review Year 3 Update 2019-2020

KINESIOLOGY

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.)

The Kinesiology program is in the midst of many changes, mainly due to the fact that we are moving into a new KAC (kinesiology-Athletic Complex) 11/18/19. The KAC will operate to serve the General student population, Kinesiology majors and Athletics. In addition to continuing with our activity courses, we will be opening up a Fitness Center which will operate as an HBA course call KNACT 110, Fitness Center. The Fitness Center will operate for roughly 56 hours a week with Instruction. Due to the Instructional component, the department has hired 5 new Adjuncts, bringing us to a total of 10 Adjuncts and 3 Full-time Faculty. We are adding student workers to the Fitness Center, with a goal of using our Kinesiology majors to gain hands on experience here on campus. New courses such as Spin, Pickleball, Core Fusion will be in next year's catalog for offering. We have updated some Course names that were originals; Exerjazz to CardioDance and Jazz Dance to Intro to Dance, to make them relevant and create new interest for students. We are discussing possibilities to increase the number of options students will have to meet the AAT Kinesiology degree requirements in the areas of Team/Individual Sports. Students have shown a renewed interest in Dance and we hope to add new classes in that area, as an Adjunct with professional dance background has been hired and is currently teaching in our department. Another area for development in our department is Certificate programs, specifically Personal Training. The department has hired an Adjunct with expertise in Strength and Conditioning programs for college and professional athletes. We hope to utilize this expertise and support the Student Athlete, with training programs, as well as development and implementation of a Personal Training certificate.

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)

   Data from the past 3 years shows the following:

   1) Kinesiology100 is a popular choice of class for students and maintains the 16+ enrollment
   2) Kinesiology 100 maintains a 90%+ fill rate
   3) Activity classes have been taught in multiples, thus the Class max is irrelevant (ie. 75 students) and our fill rates look particularly low in those instances….not actually reflecting our fill rate/productivity. When people read the data, this is not identified, and decisions are/may be made which don't reflect the reality of the course.
   4) Level A and B courses have been offered as multiples and Level A courses tend to have higher fill rates then Level B….however, this has helped productivity

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

Future needs and direction will be support for Kinesiology Majors. Students are choosing the course/major and having trouble enrolling specifically in the Anat/Physio classes, which are often full. We hope to grow in the sections offered (KINES100) but without availability of other required courses to complete the degree, we aren't as successful as we could be in regards to rewarding degrees from LMC. It appears that some Kines majors transfer without finishing the science requirements because they can't get in at LMC….and then complete them at the 4 year level with the BS degree. We also need to consider adding a Student Athlete Support Area which will meet the needs of our majors who have high crossover rates as athletes and African American students. Other community colleges in the state offer this type of programming and support and our students would benefit from a required use of this space to achieve academic success.

With the new KAC and Fitness Center we plan to see our enrollment numbers improve. We will need outside support from Buildings/Grounds and Police services to keep this area clean and safe so that all may feel comfortable utilizing the facility. We need to increase the course choices in the Martial Arts and dance curriculum for majors and general populations, as currently we only offer one course in these areas to satisfy degree requirements.   We plan to add a Personal Training certificate, a high demand cert in both the Fitness Industry and amongst our students at LMC. The new KAC and space will allow this to occur. With the growth we will need more Fulltime faculty in niche areas to offer expertise in a variety of subdisciplines to our students. (ie. Strength/Conditioning, Dance, Martial Arts)

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Continued success/completion rates for Low Income students**	In Progress	The department has developed a 2 year education plan for Kinesiology majors. We intend to adjust class offerings to meet the needs of students schedules so that they can work through the program in 2 years.	
Goal 2: **Continued success/completion rates for African American students**	In progress	Same as Goal #1 and Consider adding a Student Athlete Support Center in the KAC, using one of the Classrooms as that Center. Kinesiology Majors/African American students/Athletes are often the same person….and would benefit with support for Academic success and transfer. Same as Goal 1	
Goal 3:	**In progress**	Same as Goal 1	

Increase the number of AAT degrees for LMC students		In addition, we hope that having an Academic support program in our facility for Athletes, many being Kinesiology majors, will create a built-in communication/support for students. Another idea to consider is to offer Anat/Physio specifically to a Kines cohort. The class would enable our students to get into Anat/Physio and could be taught from the Kinesiology perspective, making it very practical in terms of application to the major. Success rates of completion may rise, as we often see in cohorts of students working together.	

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	80.7	Make sure that qualified Instructors are in place teaching in their area of expertise with energy and enthusiasm to engage students. Utilize to the fullest, the new KAC to bring current/relevant information and instruction to LMC students.	2020-22	Shared responsibility among all faculty in the department	80.7
Degrees (AA, AS, ADT)	20.4	Set up a 2 year ed pathway for students to follow, and schedule classes in the best way possible so that students do not have conflict of	2020-22	Department Chair with the support from the Dean	20.4

		classes in the day			
Certificates of Achievement	NA				NA
Unit Reduction	NA				NA
CTE Jobs	NA				NA

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	74.5	Plenty of communication, regular "check-ins", email if needed, use Starfish	2020-22	All Instructors	74.5
Low Income	81.9	Students are not identified , so hard to make a plan for help. Can offer over-arching help and encourage students to reach out	2020-22	All Instructors	81.9
Foster Youth	65.9	Students are unidentified, so hard to make a plan for help. Can offer over arching help and encourage students to reach out.	2020-22	All Instructors	65.9

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

k. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
KNACT 002 KNACT 020	Courses were not taught		
KNACT 008A/B KNACT 0046A/B KIN105		SP20 SP20 SP20	R. Villegas Villegas/Domenichelli D. Domenichelli

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

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
COURSE KNACT008A/B	R. Villegas
COURSE KNACT046A/B	R. Villegas D Domenichelli
COURSE KIN105	D. Domenichelli

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 #	
Kinesiology/Goal 1-3		1, 2, 3, 5	
Department/Unit Name		**Position Name/Classification**	**FTE**
Kinesiology		Admin Asst. Student Workers	.5 56 hrs/wk/40 weeks
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
1) Dept Secretary 2) Student Workers in Fitness Center	1) on going 2) on going		2) minimum wage to total $29,000/yr

Justification:

1) Part-time Admin Asst to support both Athletics and Kinesiology. We had this position in past and it was never filled when the person left the job.

2) Student workers in the Fitness Center to support Faculty, Users, Kinesiology majors would have "practical experience" working in the AA degree area, gaining useful employment tools for future

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Kinesiology Goal 1-3	Goals 1-3, 5
Department/Unit Name	**Resource Type**
Kinesiology	Maintenance
General Description	**Est. Expense**
1) Regular Maintenance Agreement for Fitness Center/Weight Room/Spin Bikes	$7000/annual/12 visits
Justification:	

New equipment in the KAC will need regular maintenance and an agreement will be proactive in regards to keeping everything working well. People will not enroll in classes where the facility and equipment is broken/doesn't work.

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:

LMC Program Review Year 3 Update 2019-2020

LAW ENFORCEMENT ACADEMY

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.

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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:

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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.

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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.)

There are no significant changes. The Law Enforcement Program consists of ADJUS 005, which aligns with the Peace Officer Standards and Training (POST) learning domains. The Instructional Services Agreement (ISA) is negotiated and updated annually starting in March of each year and presented to the Board in June.

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)

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

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Raise awareness of law enforcement careers through a Law Enforcement Pathway and market them to potential student.**	In progress	A new recruiting campaign for Law Enforcement is under development with the BACCC Regional Joint Venture. Members of the Law Enforcement Training Center (LETC) have contributed to the initial focus groups. The campaign is in production and available for use in spring 2020, at which time, it will be available for the Law Enforcement Academy and recruiting officers of law enforcement departments.	Dean of Workforce Development and LETC staff.
Goal 2: **Increase professional development opportunities around diversity, equity and law enforcement training and the local community.**	In progress	LMC's Law Academy is in partnership Contra Costa County Office of the sheriff. This office provides professional development under the Advanced Officer Training (AOT) program. All sworn officers, which serves as academy instructors, are mandated by Peace Officer Standards and Training (POST) to complete AOT annually and ongoing.	LETC staff.

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.

June 2019

March 2018

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

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

m. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ADJUS 005			

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

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
ADJUS 005	Zamolo

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:			
n/a			

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

n/a

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:

n/a

LMC Program Review Year 3 Update 2019-2020

Library

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.

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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.)

Important changes

Staffing changes – In August 2016 the library classified staffing levels in the library were restored to the pre-recession level of 2.5 FTE and both full time library staff members are Senior Library Technicians. In Fall of 2018, our .5 Senior Administrative Assistant was reassigned to the Business Office. This role has not been replaced. Job responsibilities have been temporarily shifted to existing library classified staff and to the administrative support in the VPI's office, resulting to an increase in duties with no corresponding increase in compensation.

In order to staff the new Brentwood Center, we completed a RAP Request in October 2019 asking for: .5 Senior Library Technician; 20 Adjunct Librarian hours per week for Spring, Summer, and Fall; and 20 Student Worker hours per week for Spring, Summer, and Fall.

Our Technical Services Librarian resigned in fall of 2017. We were able to hire a new librarian who started in the fall of 2018. During the box 2A process, we changed the job title to Technical Services and Systems Librarian to reflect the evolving nature of skills needed to operate a modern library.

Library system projects – The LMC Library has been in a period of major technological change and challenge. The largest of these projects has been migrating from Innovative Interfaces' Sierra integrated library system to Ex Libris's Alma/Primo library services platform. This has been a statewide project that has involved hundreds of hours of trainings, meetings, and technical work. Additional technology projects have required districtwide coordination and set up changes to accommodate our vender's server migration, provide access to students enrolled at multiple campuses, integrate all electronic resources with Single Sign On, and replace the proxy server authentication system.

Funding – Our 2017 Comprehensive Program Review reported that funding levels for both library materials and adjunct librarians were increased to address actual need and those amounts are accurately reflected in the library's operating budget. This eliminated the need to reapply each year to fund the basic operations in the library. In fall 2019 we were told that the source of library funding has been cut and that current library funding is in jeopardy. Library planning and success requires that we have a stable, known budget. We will be working with administration to ensure that this is restored going forward.

Major Successes

Electronic Resources: The library works with faculty across all disciplines to find library materials to support teaching and learning. Some new electronic resources include *DramaOnline, LGBT Studies* database, *PowerNotes, EBSCO Audiobooks, The Oxford English Dictionary Online, CRC Handbook of Chemistry & Physics Online.*

Outreach:

- Two flex presentations to the English department and one open session on PowerNotes, a new online tool used to collect and organize research
- Numerous new online research guides and physical library displays highlighting various library materials
- Midterm Voter Registration Drive in coordination with Student Services
- Events: fake news awareness; Books Alive! at both Pittsburg and Brentwood in collaboration with Trilogy's TEACH Club; Poem in Your Pocket Day
- Ongoing outreach to the Veteran's Center including providing movies for film series, Veterans' Research Guide, offers to provide research consultations by appointment in the Veterans' Center
- In Spring 2020 the Library offered a Welcome Week in partnership with the Contra Costa County Library

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)

Not applicable.

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

Not applicable.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Work with the GE Committee to implement an Information Literacy GESLO	In Progress/Modified	As the GE committee continues discussions regarding the design of the program and the creation of ISLOs, the librarians are: discussing professional development opportunities with the GE Committee chair, reviewing existing library instruction efforts to identify current GE classes that have included information literacy	Primary responsibility: Christina Goff

Spring 2020: librarian to begin attending GE committee meetings (will rotate participation as |

		components, and exploring the use of existing modular online information literacy tutorials to meet an increased demand in information literacy instruction.	scheduling permits.) Current GE course curriculum review. Online information literacy module review. Roseann Erwin.
Goal 2: Equitable library resources and services in Brentwood.	In Progress	We are in the process of planning the new Library Learning Center in Brentwood. RAP requests for .5 classified staff, summer adjunct librarian hours, additional adjunct librarian hours for Spring and Fall, student worker hours, and library materials budget increase were submitted for consideration in October 2019. The next steps are: Finalize space planning, equipment, and technology needs; work with the Center for Academic Support to plan staffing and services; hire necessary staff, faculty, and student workers; purchase the new circulating collection; move the reserve collection and library materials to the new Center; promote the new Library Learning Center to the LMC Brentwood community.	RAP Requests: Fall 2019, Roseann Erwin Planning: Ongoing, 2019-2020, Library Dept. Materials Purchasing: Spring 2020, Librarians. Hiring Staff and Adjunct Librarians: Spring/Summer 2020, Kim Wentworth and Roseann Erwin Moving and Setup: Summer 2020, Roseann Erwin, Library Technical Services staff, LMC Facilities
Goal 3: Strategically create and utilize online tools to support instruction.	In progress	In fall of 2018, the LMC Library agreed to join the majority of the California Community Colleges in migrating to ExLibris Alma/Primo library services platform. This	Spring 2020 is the projected start time for LMC to start

| | | new platform will be the main interface for library administrative functions and the user interface.

This project brought about the need to migrate our electronic resource authentication system. OpenAthens was selected in Spring 2019.

The library researches, sets up 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, OpenAthens, InSite, Canvas & LibGuides. | using ExLibris Alma/Primo.

In Fall 2019, we went live with our new authentication system, OpenAthens. Access issues with certain vendors are still being worked out.

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)

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

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

o. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

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

Assessment of learning outcomes related to library resources and information literacy is done primarily in conjunction with other disciplines and can be course specific, topic specific, or outcome specific. Examples of different assessments completed in the last couple years include:

Kinesiology – All KINES 100 sections include library instruction and follow up assignment. The lesson content, delivery, and assignment have been reviewed and evaluated at least yearly, more often if needed. Recent developments in this assessment project include moving it completely online to coincide with the online status of the course.

Communication Studies – library and information literacy instruction is delivered in all SPCH 110 sections with most sections also incorporating a library assignment. In fall 2017 an assessment project was completed which resulted in changes to the library assignment.

English Composition – the English Department is assessing English 100 during Spring 2020. The Library has provided an accompanying research guide and will collaborate with the English Department faculty to assess learning outcomes related to research and information literacy.

Child Development – Library presentations are standard in the CHDEV 001 in person courses. In Spring 2019 student reflection essays addressing the library presentation were collected and reviewed by the librarian.

Library Website Redesign – Working with our student workers, librarians reviewed all resource and services access points on our homepage. Wording, placement, usability, and design were examined and feedback was incorporated into the new design.

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
COURSE 001	
COURSE 002	
COURSE 003	

The Library does not currently offer courses, however we are exploring CDCP noncredit as an option to replace a traditional information literacy course. Preliminary discussions with the ESL department include a noncredit course contextualized for the information and research needs of English language learners. Additional areas of media literacy and digital literacy are being explored.

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

LICENSED VOCATIONAL NURSING

Introduction

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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.)

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. This has required the addition (hourly) of an adjunct faculty to help with the rewrite of the curriculum and reformulation of program hours. This is a continuing process and is not yet completed. (see goals below)

Associate Dean of Nursing resigned at the end of the spring 2019 semester, currently we have an Interim Director of Nursing and an Assistant Director (faculty positions with load). A new Instructional Skills Lab Specialist was hired.

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)

The enrollment trends over the past three years have remained stable at 86% census fill rate for the Vocational Nursing classes. 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 LVN program includes defined cohorts so there is little variation in this area. Ftes/Ftef vary from 5.5 to 8.2 with an average of 6.7. In our other non-cohort classes that are open to the general student population the Ftes/Ftef average is

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

There is a rising demand for Licensed Vocational Nurses in our region, and we continue to have more than enough applications to fill the student openings in the program.

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.

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

Goal 1: **Provide tutoring and mentoring to VN students to increase success in the program.**	In progress	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.	Continuing VN Director/Faculty
Goal 2: **Increase the use of online technology to improve learning outcomes. Specifically, an online Nursing simulation program.**	continuing	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.	VN Director/Faculty continuing
Goal 3: **Develop VoNur 07 and VoNur 18 into an online course format.**	In progress	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.	VN 07 done VN 18 pending our curriculum approval by the bo VN Director/Faculty ard.
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**	Done	Drug Dosage Calculations has been developed as a prerequisite course for the VN program as well as an advisory program for the RN program. This course will be required prerequisite for all VN students for the next admitting class, and will be part of the graduation requirement for the current class.	Done

For CTE programs only:

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

LVN: regionally data suggests a 10% increase in job demand for Vocational Nurses in the next five years.(2019-2024)

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.

Clinical Facilities Advisory Committee Meeting Minutes
May 7, 2019 3:00 -4:30 p.m.
(Please see attached PowerPoint for additional information)
Nursing Skills Lab CC3-340

Attendees: Ryan Pedersen, Sharon Goldfarb, Joanne Bent, Colin McDowell, Trang Nguyen, Debra Hawkes, Patrice Moore, Julie O'Brien, Jeremy Weed, Susan Reno, Natalie Hannum (Worforce Development), Penny Speight (2nd yr. student), Angelique Parras (1st yr. student), Billie Foote (LVN student), Janeen Cloud (LVN student), Roxanne Holm (Nurse educator), Lisa Smith-Johnston (CCRMC), Donna Goodwin (Director of Adult Inpatient Care-SDMC), Keith Koenig (ICU-Tele2 Manager SDMC), Sarah Eydam (Program Coordinator), Iris Baker (Adjunct Faculty), Lillian Roselin (JM Community Health Foundation Executive Director), Roberta Baumgardner (Founder, Be1Support1)

AGENDA ITEM	NOTES/COMMENTS
1.) Welcome	Sharon Goldfarb welcomed all to the meeting.
2.) Introductions	Each attendee introduced themselves and their role at LMC, at a clinical facility/hospital or within the healthcare industry.
3.) Today's Issues	• Medication error is the third most common cause of death in the United States. It should be noted that medication errors leading to death, when they occur, are recorded on patient death certificates. Nurses are leaders and we must educate and train our nurses the importance of administering medication and the proper process to ensure a medication error doesn't occur. • Marketa Houskova from the American Nurses Association is encouraging our nursing students, fellow nurses and new graduates to become politically active and give your voice to legislators on behalf of healthcare and nurses. Additionally, we encourage student participation in the Association of California Nurse Leaders (ACNL). • Another issue is the safety and retention of Nurses. 40% of graduates do not last a year in their first Nursing job. Crisis Prevention & Intervention training modules may help to inform and educate new Nursing graduates.
4.) Update on RN Program	Better to have students rotate through different clinical sites as it may give them a better opportunity to be hired. Modules will be rolled out as an update or alternative to instructor-led trainings.
a.) Moved to 16 week semester	The College has moved to a 16-week semester which the Nursing program has had to adapt to by starting clinical rotations earlier, condensing the curriculum content to fit it into the semester and the course hours. It has been adjustment for faculty and students.
b.) Class of 2020-first group admitted per Chancellor's point system	The LMC RN Program moved to the Chancellor's Point System in our 2019 application process. The current first year class, is the first class to be admitted under the points system. To qualify students must have a B or higher in all

	three of their Science prerequisites, and a cumulative GPA of no lower than a 2.5 in their remaining prerequisites. Students can earn additional points for speaking a second language, licensure/certification in a healthcare field, Veteran, DSP&S, low-income, first generation, EOP&S, etc. in Phase I of the process. Phase II consists of their TEAS Score, which must be a 62% or higher to qualify.
c.) Class of 2019-Preceptorships and prepping for NCLEX	The Class of 2019 are almost done with their preceptorships. All students were placed, with the majority receiving placement in a medical field they requested. Students will take the HESI Exit Exam which is a helpful indicator and preparatory exam for the NCLEX. They will also be participating in a post-graduation NCLEX prep course.
d.) Class of 2018	The Class of 2018 had 100% NCLEX pass rate and 100% job placement (including 10 at CCRMC. 88% of these graduates are enrolled in a BSN Program and 10% are enrolled in an accelerated ADN-MSN Program at Touro University.
e.) Student Comments	First Year RN: The first year RN student representatives commented that this has been an exciting and amazing first year. They feel it is a great program with excellent instructors and that they are learning a lot. Second Year RN: The second year RN student representatives commented that their second year is quite hectic, but they are learning a lot. They would like to be on a unit (for clinical rotations) that is nurturing and allows them to work independently and think critically. LVN: The LVN student representatives are preparing to complete their last semester. They commented that they started the program very scared and nervous, especially in Skills. However, the instructors are very helpful and kind and also teach as if all LVN students will become RNs which is refreshing.
e.) Faculty Updates	Sharon Goldfarb will be leaving LMC at the end of this academic year to take a position with the College of Marin as their Dean of Nursing. Joyce O'Rourke unexpectedly passed away last summer. We have dedicated our Mom/Baby Simulation Room in her honor of her, she is deeply missed.
f.) Student Success	Factors Affecting Student Success: Through survey instruments, qualitative data and faculty/staff experiences with our Nursing students we were able to identify the following factors that affect student success – family support, financial need, prerequisites/GPA, ESL, resources, work schedule (20 hours or less per week). Having knowledge of these factors we have committed to our

	students' by implementing and continuing the following projects, initiatives and/or funding – Be1Support1 Program, Gas Cards, Uniform Exchange, Uniform Vouchers, Foundation $500 Emergency Loans, HOSTS Scholarships, Success Plans, Alumni Mentors, Peer Tutors, and various College Resources.
5.) Nursing Student Support – Roberta Baumgardner (Be1Support1)	This is a unique mentor and support program for Nursing students with experienced nurses. The program is not clinically based but offers emotional support and is a free program for nurses. Roberta founded this program in honor of her daughter who was a mentor for many students at UC Davis. There are some requirements to the program (for both the student and the mentor) – the mentor and mentee are required to meet and converse at least once a month. There is a nursing shortage and unfortunately, in the healthcare field there is bullying and generational/demographic differences which can lead to some Nursing students and new graduates, to leave their career choice/profession. This program aims to provide the support that all Nursing students and new graduates need to be successful. Currently there are over 70 mentors and 60 mentees.
6.) LVN Faculty Comments	Debra Hawkes provided an update on the LVN Program. The program has implemented rubrics, activities/projects into the curriculum centered on teamwork and professionalism. She did note that all of their clinical partners are awesome and the students really enjoy their clinical experiences.
7.) RN Faculty Comments	Joanne Bent provided information on our RN Program student population. Joanne commented that faculty provide extra support and encouragement during the first year of the program, as students in the first year tend to be anxious, nervous and unsure of themselves and their ability to succeed. The second year of the program the faculty works with the students to hold on to their fascination and let go of their fear. Teaching Nursing students that taking care of others is exciting and fascinating, and how to be leaders in their profession.
9.) Available Positions in the LMC Nursing Department	The department currently has two (2) full-time RN Faculty, three (3) full-time VN Faculty, 20 adjunct Faculty, and two (2) part-time Administrative Assistants. We are in need of full-time and part-time faculty. If you and/or anyone you know may be interested in becoming a faculty and teaching, please let Joanne know. Ryan Pedersen thanked the department faculty/staff for all of their hard work and dedication; and our clinical/industry partners for their support of LMC Nursing

	and our students – we could not have a program without all of their support and continued partnerships.
	We recently conducted a recruitment for Nursing faculty unfortunately, it was a failed process. We have experienced many challenges in hiring faculty in Nursing. The posting for Sharon's position should be released soon, we will attempt to communicate it to our clinical partners when posted. We are actively recruiting for full-time and part-time faculty. Teaching is an investment in the future of Nursing and healthcare.

10.) Trends in Nursing Applicants: 2019 RN & VN Cycle – Rikki Hall (LMC A&R)	Rikki Hall from LMC Admissions & Records provided a presentation to highlight the trends in nursing applicants over the past few years. Specifically comparing the random selection process and multi-criteria selection process.
	
	• In 2015 there was a total of 349 applicants (of which 300 qualified), in 2017 we had a total of 452 applicants (of which 358 qualified), and in 2019 (first application cycle using the Chancellor's Points System) we had a total of 307 applicants (of which 252 qualified).
	• We have made some significant changes to the applicant handbook, application process, and criteria. These changes include:
	  o An electronic web-based online application system
	  o English courses were eliminated reducing offerings to a single prerequisite requirement prior to transfer-level English
	  o Students were offered Statistics with a co-requisite course to accelerate a pathway to transfer-level Math.
	  o In 2018 the Nursing Applicant Handbook was revised to reflect no less than a B grade in Science prerequisite coursework including Anatomy, Physiology and Microbiology.
	  o Beginning with the 2019 application cycle, the Multi-Criteria Selection was utilized in the RN and LVN-RN Transition application evaluation process.
	• Moving forward students will have the option to take Math and English courses with a co-requisite in order to complete transfer-level coursework within their first year (as specified in AB705). The Counselors and Biological Science Department Faculty are working together to inform students to enroll in the recommended BIOSC-030 (Intro to Anatomy & Physiology) course to improve success

	in their Science prerequisite coursework for the RN Program. Additionally, LMC is a pilot institution for Guided Pathways which will help all students follow the four pillars through entry to completion in earning their degrees.
11.) Trends in the Workforce – Dave Wahl (LMC Workforce Development)	Dave Wahl from LMC Workforce Development presented the Board with data and information related to the Nursing profession in Contra Costa County. • 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 Earnng placing at $56.25/hr. • For an LVN in CCC the the hourly wages (or earnings) are currently between $24.06/hr and $30.94/hr with the Median Earnng 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.
12.) Clinical Agency Feedback	Lisa Smith-Johnston (CCRMC) – Be an advocate with the Nursing students on continuing education. CCRMC is currently discussing new ways to retain new graduates at CCRMC. Roxanne Holm (JMH) – It is important to strengthen relationships with the Nursing schools. Having said that, bullying and lateral violence does occur in healthcare and it is encouraged that if any student is a witness to this

	violence that they inform the clinical educator and/or their instructor as this type of behavior is not acceptable and is not welcomed. A heightened concern recently is the prevalence of weapons and drugs at some campuses. As Clinical Educators and Nurses we need to ensure that our employees and students are safe and know how to stay safe. To that end, we need to prepare our nursing students for unsafe situations and how to properly handle these situations especially in the clinical setting. It is recommended that we conduct a class on safety and crisis situations for our nursing students and/or integrate it in our program curriculum.
13.) BSN and MSN Degree Partnerships	We currently have agreements with CSUEB and Ohio University for their ADN-BSN programs. Additionally, we have worked to secure an MOU with Touro University for their 18 month ADN-MSN Program. Our current agreement with CSUEB includes a 12-month online BSN program for LMC graduates who have passed their NCLEX, an upper division leadership theory course taught online and taken by the LMC student in their last semester, CSUEB awards our graduates with 20 upper division college credits, and ultimately the transfer from LMC ADN to the CSUEB BSN.
14.) Establish 2020 Advisory Committee Meeting Date	May 5, 2020 at 3:00 p.m.

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	88% of the students accepted to the program will complete the LVN Certificate of Completion.	Review, revise and improve the application process to make it easier for students to understand the requirements for document submission.

Ensure that more students actually complete the application process by turning in necessary forms needed to complete the application. Remove as many barriers as possible to the application process. Add a checklist to the application process.

Continue with the curriculum revision to align with the requirements of the BVNPT and update and align course content among the courses each semester.

Fam tutoring, Success Plans, Office Hours, Student semester clinical evaluations

Develop online Medical Terminology and Drug Dosage Calculation courses to make it easier for students to fill the | Fall 2019 for application period starting Fall 2020

Until complete

By Fall 2020 Pending funding | VN Director/Faculty VN BethAnn Stone Rikki Hall

VN Director

VN Faculty | |

		prerequisite requirements.			
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	88% of the students accepted to the program will complete the LVN Certificate of Completion. More importantly, students must be able to pass the NCLEX PN to be able to practice nursing.	Continue course alignment and update of content to current BVNPT requirements. Continue student mentoring and academic support. Obtain grant monies to provide each graduate with NCLEX test prep software to improve success on the NCLEX PN exam.	Continuing In the last semester of the program	VN and nursing program director and faculty.	
Unit Reduction		Unable to reduce unit for program completion due to requirements of BVNPT. However, the Chemistry course required as a prerequisite course was eliminated for the last cohort of students reducing the overall prerequisite hours.		All Program Faculty, Counselors	
CTE Jobs		Continue to have high expectations for students to model professional behavior at the clinical sites. Continue to reach out to our clinical partners via Advisory Meetings to discuss and receive feedback on the strengths and weaknesses they observe in our students and nursing students in general. Implement course content and program improvements to address the information received.	continuing	All Program Faculty, Counselors	

		Connect students while in program with job opportunities with our clinical partners; Resume and mock interview workshops are incorporated into the program; We host an annual Healthcare Job Fair.		Debra Hawkes, Erika Messenger, Workforce Development	

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American 100% graduation rate from VN program	Continue tutoring and other support to ensure success of all students	Encourage weekly mentoring, study partners, the FAM program. Referral to writing center as needed.	Fall 2022		Statistics taken from LVN nursing program only All Faculty, Veronica Turrigiano
Low Income 30= 100% graduation	Continue tutoring and other support to ensure success of all students	Encourage EOP&S participation, referrals to Financial Aid & Scholarships; referral to Food Pantry, Foundation HOSTS & Emergency Fund referrals as needed; CalWORKs referrals; Increase awareness to students of above programs; referral to Child Study Center as needed	Fall 2022		All faculty, Counselors BethAnn Stone, Erika Messenger, Student Services

Foster Youth- 3 100% graduation		Referral to Foster Youth program, study partners/groups, FAM program, student mentors, peer tutors, scholarships as needed, clinical carpools, refer to EOP&S, Counseling Department referrals as needed	Fall 2022	All Faculty, Erika Messenger	

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

q. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001	All Courses have been assessed as scheduled, however we are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed again and updated again as needed as they pass the approval process.		Hawkes Moore Turrigiano
COURSE 002			

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

a. We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. This process if very detailed and specific per the BVNPT. Through the process we have looked at each course in the program and made adjustment to make sure all the curriculum/course content across program courses are aligned. This supports student learning because concepts are covered and built upon in the pharmacology, theory, lab and clinical coursework. This approval process is not complete, we are continuing to work of the curriculum and approval process.

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
COURSE 001	We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed as they pass the approval process. Hawkes
COURSE 002	We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed as they pass the approval process. Hawkes
COURSE 003	We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed as they pass the approval process. Hawkes

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		☐ Operations (Fund 11)	
☑ Classified	☐ On-going/Permanent	☐ Other	
☐ Manager	☐ One-time		
☐ Student			
Justification:			

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
	Goal # 1- simulation software
Department/Unit Name	Resource Type
Nursing	☑ Equipment ☑ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	Est. Expense
The current computer and software is outdated and we cannot update our medical simulation robot without new equipment. A medical simulation robot gives nursing students opportunities to practice acute nursing skills in a safe and supported environment. Therefore students who can practice their nursing skills in a computerized simulation lab will be better prepared to care for patients in a real medical situation and will be better prepared and more employable as competent nurses able to safely practice skills.	
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:

LMC Program Review Year 3 Update 2019-2020

MANAGEMENT AND SUPERVISION

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.)

N/A

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)

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

  The numbers are small, so annual comparisons can sway. Additional support should be provided for Foster youth, as their success rates are the lowest.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Explore opportunities to establish more student engagement opportunities collegewide.**	No Progress		
Goal 2: **Explore entrepreneurship certificate pathways with other LMC department:** - **Music** - **Art** - **Childcare** - **Automotive** - **Travel** - **Management**	No Progress		

| Goal 3:
Explore opportunities to reduce unsuccessful student completions. | In process | Management courses are on track for SLO assessments and faculty are making changes for improvements based on these. See assessments | |

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.

Advisory Board Meeting January 2019: Industry Led Discussion
Attendees: Theodora Adkins, Nicole Almassey, Tawny Beal, Dwayne Dalman, Oscar Dominquez, Nikki Moultie, Kwame Reed, Kiran Taunk, David Wahl, Penny Wilkins,

Advisory Board Meeting January 2020: Industry Led Discussion
Meeting canceled due to lack of industry interest.

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.

Action steps are to market the programs within the college and educate students on the potential for dual degrees/certificates. Also, marketing to the local community. Management is an area that has jobs in the local area in retail, healthcare, etc. Actions for course success include evaluating assessment outcomes and adjusting as needed to increase student success. Additional steps for success include referring students to resources on campuses for success, such as the Center for Academic Support, Counseling, DSPS, etc. Finally, while this is not necessarily a RAP proposal, it is important to note that class size impacts the faculty's ability to work individually with struggling students.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	84%	See above	ongoing	Faculty, AS (class max/load), resource offices including counseling, Center for Success, etc.	
Degrees (AA, AS, ADT)	5	See above	ongoing	Counselors, faculty to refer	
Certificates of Achievement	2	See above	ongoing	Counselors, faculty to refer	
Unit Reduction	Many students take dual degrees/certificates as the base courses	Have students work with counselors to	ongoing	Counselors, faculty to refer	Counselors and A/R have given conflicting information on

	are the same. Therefore, for a few additional courses they can receive additional degrees/certificates.	ensure that the courses are aligned;			dual majors. Faculty to work with these departments to clarify and then reach out to students.
CTE Jobs					

		Actual Number of Degree/ Certificate Awards					*Vision for Success Goal (20% increase from 2016-2017)*
Degree Program	*Degree*	*20162017*	*20172018*	*20182019*	*201920*	*202021*	*2021-22*
Management and Supervision	*AS*	4	5	2			*4.8*
Management and Supervision	*Certificate of Achievement*	1	6	2			*1.2*

Program/ Discipline	Actual Course Success Rate					College Goal	Recommendation 1: Program Course Success Goal	Recommendation 2: Program Course Success Goal
	2016-2017	**2017-2018**	**2018-2019**	2019-20	2020-21	**2021-2022**	2021-2022	2021-2022
MANGT	82.4%	74.0%	82.2%				82.2%	84%

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes

African American	81%	Refer students to the appropriate resources where appropriate		Faculty, resources	
Low Income	89%	Refer students to the appropriate resources where appropriate		Faculty, resources	
Foster Youth	72%	Refer students to the appropriate resources where appropriate		Faculty, resources	

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

s.   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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

Academic Year:	Course No*	Person
2017-18	MANGT-060	move to 2019-2020
2018-19	MANGT-050	DONE Tawny Spring 2019
2018-19	MANGT-070	DONE Nicole- Fall 2019
2020-21	MANGT-075	Beal, or whoever is teaching
2020-21	MANGT-065	Staff teaching
2020-21	MANGT-060	Beal

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

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
COURSE 001	
COURSE 002	
COURSE 003	

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

Mathematics

Introduction

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Resource needs to meet goals, if any.

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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.)

Staffing Changes:

Since Fall 2017 the department has hired four tenured-track faculty. Of the new tenured-track faculty two are statistics specialist and two are generalist.

New curriculum:

In Spring 2019 the department introduced statistics curriculum that aligns with PSLOs and CSLOs. The new curriculum is a low cost option to the previously used textbook.

Important Changes

Since Fall 2017 the department has opened access to applied calculus and pre-calculus. Starting in Fall 2019, students who have not completed intermediate algebra and wish to complete applied calculus or pre-calculus can enroll in intermediate algebra support course concurrently. This change allows students to complete these transfer level courses in one semester.

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)

Census enrollment: From Fall 2017 to Fall 2019 census enrollment has increased by 8.9% (from 2032 to 2213). Census enrollment is lower in Spring compared to Fall for each academic year. Census fill rate in the program has fluctuated from a low of 82.6% in Spring 2018 to 96.4% in Fall 2018. The average productivity in the program between Fall 2017 and Fall 2019 was 16.7 compared to the average LMC productivity of 15.7 during the same time. Productivity in the department has fluctuated from 14.8 in Spring 2018 to 18.4 in Fall 2018.

Term	Census Enrollment	Census Fill Rate	LMC Census Fill Rate	Ftes/Ftef	LMC Ftes/Ftef
2017FA	2,032	89.00%	66.4%	15.9	15.6
2018SP	1,756	82.60%	60.7%	14.8	15
2018FA	2,110	96.40%	68.2%	18.4	16.3
2019SP	1,802	86.00%	62.3%	16.5	15.3
2019FA	2,213	93.00%	68.5%	17.9	16.5

Census enrollment in gateway courses:

Math 110 (previously Math 34)

Term	Census Enrollment	Census Fill rate	LMC Census Fill Rate	Ftes/Ftef	LMC Ftes/Ftef
2017FA	673	100.10%	66.4%	17.5	15.6
2018SP	553	97.00%	60.7%	16.7	15
2018FA	815	106.10%	68.2%	20	16.3
2019SP	653	92.80%	62.3%	17.5	15.3
2019FA	929	96.80%	68.5%	18.2	16.5

Enrollment in Math 110 (previously Math 34) has increased by 27.5% from Fall 2017 to Fall 2019. In Math 110 census enrollment is lower in Spring compared to Fall for each academic year. Enrollment in this gateway course spans from a low of 553 in Spring 2018 to a high of 929 in Fall 2019. Census fill rates have fluctuated between 92.8% in Spring 2019 to a high of 106.1% in Fall 2018, with an average census fill rate of 98.56%. The average productivity (Ftes/Ftef) in Math 110 between Fall 2017 and Fall 2019 was 17.98 which is higher than the LMC average of 15.7.

Math 155-Precalculus (previously Math 40)

Term	Census Enrollment	Census Fill Rate	LMC Census Fill Rate	Ftes/Ftef	LMC Ftes/Ftef
2017FA	152	95.00%	66.4%	16.6	15.6
2018SP	116	72.50%	60.7%	12.6	15
2018FA	143	111.70%	68.2%	21.1	16.3
2019SP	132	82.50%	62.3%	15.6	15.3
2019FA	166	103.80%	68.5%	19.6	16.5

Enrollment in Math 155 (previously Math 40) fluctuated between 116, in Fall 2018 to 166, in Fall 2019. In Fall 2019 the department introduced Math 155s (intermediate algebra support for pre-calculus). The average census fill rates between Fall 2017 and Fall 2019 was 95.26%, with a low of 72.5% in Spring 2018 and a high of 111.7% in Fall 2018. The productivity in Math 155 fluctuated from a low of 12.6% in Spring 2018 to a high of 21.1 in Fall 2018. The average productivity from Fall 2017 to Fall 2019 was 17.1 compared to the LMC average of 15.7.

Term	Census Enrollment	Census Fill Rate	LMC Census Fill Rate	Ftes/Ftef	LMC Ftes/Ftef
2017FA	109	100.90%	66.4%	19.8	15.6
2018SP	127	88.20%	60.7%	17.3	15
2018FA	110	101.90%	68.2%	21.6	16.3

2019SP	125	86.80%	62.3%	18.2	15.3
2019FA	160	111.10%	68.5%	23.5	16.5

Math 210 (previously Math 50)

Census enrollment in Math 210 increased by 46% from Fall 2017 (109) to Fall 2019 (160), with an average census enrollment of 126 students. Census fill rates have fluctuated between 86.8% in Spring 2019 to 111.1% in Fall 2019. The average productivity for Math 210 between Fall 2017 and Fall 2019 was 20.08 with a low of 17.3 in Spring 2018.

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

The enrollment trends in the gateway courses (Math 110,Math 155 and Math 210) suggest that there is a need for the department to support professional development. Teaching communities and order pairs mentorship need to be expanded to include faculty teaching in the calculus pipeline. Productivity trends suggest the department needs an increase in FTEF. Further, the census fill rates suggest that course offerings must be increased.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Adequately staff the math department with full time faculty so that fifty percent of courses are taught by full time faculty.**	In progress	We are having an increasingly difficult time finding part-timers who are qualified and competent. Every semester we must either offer variances or sections to instructors we have previously decided not to give sections to. Our chair and deans spend a disproportionate amount of time dealing with student complaints due to part-time faculty. Our only alternative is to cancel classes for lack of professors. Further, Increasing the number of full-time professors will support our continued efforts to improve the overall quality of teaching in our courses. Our adjunct faculty are limited with respect to time and resources, making it difficult for them to participate in activities such as	Fall 2021 Department Chair Box 2A request Management

<table>
<tr><td></td><td></td><td>department-wide learning outcome assessments and staff development. Adjunct faculty also have less time to gain institutional knowledge that we use to support students in navigating the college. Increasing the number of full-time faculty also means increased ability to support our math lab in terms of tutor training. Over the past two years the department has hired four tenured-track faculty members. The following table represents the proportion of courses taught by full-time faculty members:</td><td></td></tr>
</table>

Term	Percent of unit load taught by full-time faculty
Fall 2017	31.9% (95/297)
Spring 2018	38.9% (102/262)
Fall 2018	36.4% (105/288)
Spring 2019	42.8% (111/259)
Fall 2019	42.3% (125/295)

Semester	Percent of courses taught by full-time faculty
Fall 2017	35.7% (25/70)
Spring 2018	40% (26/65)
Fall 2018	38.8% (26/67)
Spring 2019	45.2% (28/62)
Fall 2019	46.6% (34/73)

Goal 2: **Develop and expand our accelerated offerings through focused leadership, including student recruitment, curriculum, and professional development**	In progress	In Fall of 2017 the department offered six sections of our Math 110s (algebra support) for statistics, this amount has now increased by 150%. In Fall 2019 the department is offering ten sections of Math 110/110s. There is a statistics teaching community, which has developed and implemented pedagogy and curriculum which aligns with CSLOs and PSLOs. New tenure-track faculty members have been instrumental in the implementation of these professional development opportunities. With the expansion of co-requisite courses professional development is needed to share best practices and develop effective classroom pedagogy and course curriculum. Department faculty have taken an active approach of recruiting students to accelerated courses through classroom presentations during student registration periods. These visits allow for students to hear from faculty the manner	Fall 2021 Math Department

		in which these accelerated classes are taught; get an overview of the course content and clarify their path to completing transfer level math courses. The department will expand its recruiting efforts to include presentations regarding Math 140/140s and Math 155/155s for the next two years. For the college to meet its goal of decreasing the average number of units accumulated by LMC students, it is important for students learn about their options for transfer level courses in the wake of AB705. To address the changes due to AB705 the department will need funding to develop teaching communities of full-time and adjunct faculty which focus on creating and implementing pedagogy and curriculum that align with CSLOs/PSLOs and who are low cost or zero cost to students.	
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.**	**In progress**	Through placement reform and the adaption of multiple measures placement access to transfer level courses has increased. Through these efforts more under-served students achieved access to gateway courses. The department has expanded its offerings of online and hybrid sections to serve working students. The department has coordinated with Transfer Academy to offer sections of Math 110. Faculty teaching Transfer Academy sections participate in professional development and collaborate with program counselors and program leads to support Transfer Academy students. Math faculty have participated in Transfer Academy welcome day and have provided tutoring and extra support for students in Transfer Academy. During flex week faculty participate in Professional development through the collaboration with UMOJA faculty to address student's needs for the upcoming semester. Faculty have worked to develop study skills and address affective domain skills to improve Math 110 course completion. Further, department faculty have been involved in mentorship of UMOJA scholars and dedicated tutoring hours in UMOJA village. Faculty in the department continue to participate in outreach efforts to support under-served students, Math 220 faculty have held office hours in the MESA center and serve as advisors for SACNAS. Future plans include offering a Math 210 section for MESA and S-STEM students. Faculty	Fall 2021 Math Department Math Department Chair

		will collaborate with MESA directors and MESA counselors to support under-served students in the STEM pipeline.	
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.**	In progress	Math Lab coordinators have used responses from Math Lab surveys, evaluations and course trends to increase the number of student tutors who tutor Statistics. Training of student tutors has been expanded to include tutor training via canvas modules and training tutors to use the Socratic method. The department has started to shift instructional technology away from graphing calculators towards StatCrunch, that Math Lab has provided StatCrunch training for incoming tutors and faculty. The department will be implementing supplemental instruction and will revert MA-109 to a dedicated supplemental instruction room.	Math Department Math Department chair
Goal 5: **Design and implement professional development in the form of teaching communities and ordered pairs mentoring for faculty teaching transfer level mathematics**	In Progress	Math 110 has ongoing professional development to address pedagogy and curriculum development. The department has led teaching communities for faculty teaching Math 140s and 155s, it will need to expand to include faculty who will like to teach courses in the future. Funding will be required to support ordered pairs in the next semesters. The expansion of co-requisite courses will make it necessary for more faculty to teach these courses. Non-evaluation classroom observations and teaching communities focused on teaching to course objectives will be needed in order to adequately support faculty and maintain high teaching standards. Calculus 1 was identified as the key attrition point within the LMC STEM pipeline. Effective pedagogy in the form of active learning has been identified as an effective strategy to increasing student understanding, engagement and problem solving. Teaching communities have been identified as a key component to influencing teaching culture and pedagogy needed to implement this change. Beyond these co-requisite courses, the department also has plans to provide mentoring for faculty who teach in the Calculus pipeline.	Fall 2020 Math Department Chair Math Department
Goal 6:	In-Progress	From past course assessment there is an identified need for curriculum and professional development around Math 26 (Geometry) and Math 155	Fall 2020 Math department chair

Redesign Geometry and Precalculus (trigonometry) preparation for calculus		(Precalculus), especially in the area of Trigonometry. The Math 26 COOR is being updated to include more of an emphasis on Trigonometry.	Math path to transfer committee
Goal 7: **Transform our use of instructional technology, with a potential shift away from calculators to computer/app based options**	In progress	One of the major transformations to instructional technology in the past two years has been the shift towards computer software (e.g. StatCrunch) and away from calculators. Further, web applications such as ShinyApps and Desmos are being used to support instruction. Precalculus and Calculus courses rely on Mathematica, Geogebra and Desmos to create models and graphics. These tools are necessary to teaching our courses to the course outlines and meeting PSLOs. To meet this goal the department needs to increase professional development opportunities in which faculty can share current uses of technologies. Professional development is needed to develop and share effective teaching practices with Canvas.	Fall 2021 Math department chair Math path to transfer committee
Goal 8: **Have appropriate facilities resources to appropriately teach to our course outlines**	In progress	Thanks to the Transformation Grant the department has access to sixty tablets. These tablets have become crucial for faculty teaching in non-computer classrooms. Precalculus, Applied Calculus, Statistics and Calculus courses are increasingly relying on computer software to process models, which the graphing calculator cannot support. Additional computer classrooms would further support transfer level mathematics students in completing computer based work, software based assignments and class projects. It is important for the college to continue to invest in facility resources, as finding classrooms to host these courses is becoming more difficult.	2021 LMC Management

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	64.5%	The department will expand professional development to gateway courses (Math 110, 120, 140, 155 and 210) Design and offer teaching community with a focus on developing affective skills, metacognition and creating meaningful contextualized learning experiences. Use of supplemental instruction to students in Math 110, Math 140 and Math 155.	Fall 2021	Math Department Faculty, Math Department Chair	
Degrees (AA, AS, ADT)	AS- 2 AST- 15	Re-new professional development for faculty teaching in STEM pipeline		Math Faculty, Math Department Chair	

		Collaborate with MESA coordinator and MESA counselors to inform students regarding AS and AST degree. Collaborate with Faculty teaching Math 250 and 230 to advertise Math AA to students.			
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	54.5%	• Continue to support the UMOJA scholars program by providing the program with space and with designated Statistics sections. • Expand UMOJA offerings to include Precalculus course. • Develop professional development activities to help faculty create classroom environments	Fall 2021	Math Faculty, Math Department Chair	

		that foster a sense of belonging. • Communicate through interaction, class policies and materials that the instructor and Math program believes in each students ability to succeed.			
Low Income	62.4%	• Develop professional development activities to help faculty create classroom environments that foster a sense of belonging. • Setting and maintaining high expectations through effective pedagogy. • Increase sections offering Zero Cost Textbooks. • Use of supplemental instruction for students in Math 110, Math 140 and Math 155. • Increase access to graphing calculators and increase use of low/zero cost software to improve content development.	Fall 2021	Math Faculty, Math Department Chair	
Foster Youth	51%	• Develop professional development activities to help faculty create classroom environments that foster a sense of belonging. • Develop professional development to help faculty Set and maintain high expectations through effective pedagogy.	Fall 2021	Math Faculty, Math Department Chair	

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

u. 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.

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

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

Math 110: There were five CSLOs which were assessed. CSLO #1: Statistical Literacy Based on statistical reasoning and supported by critical thinking, students should be able to read and critique simple statistics-based studies in order to make an informed judgment on the reliability of the statistical presentation or argument. Showed 81% of students assessed met proficiency.

In CSLO #2: Data Production Students should be able to apply the basic principles of study design to develop and analyze the validity of simple experiments and sampling plans related to a given situation and goal. This CSLO was assessed via a common final exam question and through a class project. From the assessment we learned students are extremely capable of developing survey questions are occasionally able to control and very often able to at least recognize the effects they cannot control because the statistics project is somewhat artificial. Yet, there is a there is a need for students to develop a habit referencing the influence of confounding factors on their conclusions. This can be achieved by faculty modeling this during worked out examples in class and to embed into appropriate lab assignments questions which require students to make this type of analysis. When CSLO was assessed via common final exam question, 96.2% of students assessed met proficiency. CSLO 2 was also assessed by the use of a class project, for this assessment tool 85.5% of students assessed at or above proficient.

CSLO #3: Data Exploration and Representation Students will be able to examine raw data using graphical, tabular, and analytical exploratory tools in order to investigate and describe patterns in data with the goal of describing shape, center, and spread within a quantitative data set, making comparisons among data sets, and looking for relationships between data sets. This CSLO was also assessed using common final exam questions and using the class project. Using the common final exam questions, 93% of students assessed were proficient. This CSLO was also assessed using a class project, in which 74.5% of students assessed were proficient. One plan to improve proficiency rates is to embed into lab assignments questions which prompt students to analyze data and create

graphical representations which students then use to determine if the data supports a given hypothesis.

CSLO #4: Modeling and Inference Students will analyze data to identify an appropriate statistical model, use technology to perform statistical tests or find confidence intervals, explain the concepts underlying inference, and interpret results in a context. Students will also use correlation coefficients and scatterplots to determine if a linear regression model is appropriate, then find, use, and interpret linear regression models when appropriate. This CSLO had the lowest proportion of students who assessed as proficient, 32%. There are plans to make changes to the assessment tool, From the exam there were several suggestions:

1. Put the "P-value explanation problem" connected to the one sample question. Split the P-value question off. Make the 2-sample question come later.

The wording on Problem 1 IV should state the "conclusion to the Hypothesis test" instead of just asking for a conclusion of any sort.

The wording on problem 2 II should ask to "identify the value of the correlation coefficient" and describe the strength of the relationship"
Have students practice more about interpreting the slope, or at least more recently. Work on regression in general. Or decide to cut the regression modeling out of the course all together. Make the regression problem simpler. Don't have the unit on the regression problem be a %. And finally, don't trick the students by having the table variables reversed from their more typical relationship.

Problem 3. To combat P-value confusion, have students practice descriptions like "What does 95% mean in terms of probability or relative frequency?"

CSLO #5: Probability as it Relates to Statistical Inference Students will be able to explain in layman's terms how variability and probability are connected to statistical inference, as well as be able to interpret and apply basic laws and concepts of probability to sampling distributions. This CSLO was assessed using a common final exam and from the class project. 50% of students assessed as proficient via the common final exam questions and 60.5% assessed at or above proficient via the final project. The improvement plan or new strategies to try to improve student learning is to include as part of Math 110 Flex activity methods for how instructors can discuss test statistics, simulations and the roll of z-scores. Further, as part of flex develop course examples which simple, easy to follow and avoid nuance.

Math 155: Course was assessed in Spring 2019. CSLO #1: Pre-calculus literacy, CSLO #2 Functions and Their representations, CSLO #3: Functions and Modeling, CSLO #4: Effective Learning and CSLO #5 Technology.

In this assessment cycle 26% of students met proficiency for CSLO 1: Pre-calculus literacy. In this CSLO students were assessed based on their ability to understand written examples and explanations of pre-calculus concepts, and explain what they have read verbally and in writing using

appropriate mathematical language and concepts. We learned student understanding of units is very low. This was both in the interpretation of units and the use of units in their answers. It was recommended for faculty teaching the course to use materials that emphasize proper use of units as well as the development of course concepts. Further, the assessment instrument needs to have more questions relating to the verbal explanation of a concept. The assessment team determined that the assessment criteria on the COOR should be updated, specifically to add assessment criteria in which students interpret the meaning of function values, y-intercepts, zeros, and average rates of change in context and concavity on given intervals in context.

CSLO 2 assessed Functions and their representations. Students were assessed based on their ability to solve a given problem using different representations of functions. Further, students were expected to construct, analyze, and use linear, exponential, logarithmic, rational, polynomial, and sinusoidal functions, in symbolic, numerical, and graphical form, to investigate concepts and solve problems. 40% of students assessed met proficiency for this CSLO. The assessment team learned that many students had difficulties with basic algebra. It was recommended that the Math department revisit the Math 155 COOR to reassess the amount of content listed to be learned and the number of instructional hours for the course. It is recommended that instructors devote additional instructional time to learning algebra concepts in class.

To assess CSLO 3: Functions and modeling, students had to show an ability to identify an appropriate type of function to model a situation, and to find a specific function to model the situation in order to solve problems; Students should also be able to identify the key aspects of the function (e.g. function values, zeros) that will allow them to solve the problem and to interpret the meaning of these features in context. In CSLO 3, 20% of students assessed met proficiency. Students had difficulty recognizing and working with trigonometric functions. This included when the information included data that was identified and shown to be periodic. Similarly students struggled with finding and using inverse trigonometric functions. In order to improve student success it is recommended for instructors to devote additional instructional time to learning trigonometric concepts in the class. Further, it is recommended that the Math department revisit the Math 40/Math 155 COOR to reassess the amount of content listed to be learned and the number of instructional hours for the course. As a comparison, at Diablo Valley College the same material is taught over two semesters with a total of 9 units of instruction time (Math 134 for 4 units + Math 191 for 5 units). It just may not be possible to teach a majority to students to a level of proficiency (or higher) in just 4 units of student contact.

For CSLO 4: Effective learning, students were assessed based on their ability to effectively work with peers in order to solve problems, revise their work and develop understanding of course concepts. As part of this CSLO students will also take responsibility for learning and self-assessment. This CSLO was assessed using instructor survey and Math Lab participation data. 30% of students assessed showed to be either proficient or high proficient. Only one instructor was able to complete the survey because the Office of Instruction policies did not allow us to have the rosters of students in other sections.

The mean Pre-Calculus student completed about half of their required 36 semester hours of lab assignment time. There were many students who completed fewer than 20% of their required hours. The data from the login computer did not disaggregate the data for the 84 students. There were an additional 39 students' whose data was included. This is most likely from students who attended the lab in the earlier part of the semester but then dropped the course later on. In future assessments faculty should consider Work with the Office of Instruction and/or the Instructional Dean to allow us to use student rosters to perform the instructor surveys as designed by the Pre-Calculus course assessment committee. The assessment committee should also create a second survey that includes the math lab login data so that instructors can correlate success in learning outcomes to math lab participation. This could be done by comparing lab assignment completion and score with the students' logged math lab hours.

CSLO #5: Technology assessed students on their ability to use the computational, tabular, graphical, and regression functions of a graphing calculator, computer algebra system or the equivalent to solve problems and investigate concepts. Further, students were also assessed based on their ability understand the limitations of the use of technology. 32% of students assessed were proficient. Based on the assessment tool we learned that Students had difficulty finding the maximum of a function using technology. One instructor had difficulty giving the students one of the questions that required technology. As a remedy they had students complete the problem on an alternate day using a computer application. This points at the non-uniform interpretation of this CSLO and differences in how the use of technology is incorporated into the course. Students in sections that are not allowed general use of technology on exams are given an unfair disadvantage and will not be able to show they understand appropriate use of technology. Additionally, allowing students to utilize computer technology instead of hand-held calculators opens up questions of whether they are using unapproved aids (such as the internet). The department will investigate possibilities of the use of technology that does not require students to individually own handheld calculators while still being able to ensure the fair use of technology. This includes not allowing students to use outside resources such as the internet or peer-to-peer communication. Further, the department should work on developing Lab assignments and other supplemental curriculum to help students learn, practice and demonstrate the use of technology in solving Pre-calculus problems.

Math 250: There were four CSLOS which were assessed. In CSLO 1 Linear Systems, students had to demonstrate their ability to write and solve linear systems, students will complete lab work, exam problems, and final exam problems that require them to write linear systems to model realistic scenarios; and homework, lab work, unit exams, and final exam problems that require them to solve linear systems using various methods. The results on this CSLO were good, 80% of students met or exceeded the proficiency level for this criterion, a good result. In fact, more than 2/3 of the class demonstrated the highest proficiency level. This is likely because the skills/concepts inherent in CSLO #1 are fundamental to every unit of this class and are continually reinforced throughout the semester. Through this assessment we learned that this is an effective pedagogy for helping students gain proficiency in this outcome.

For CSLO 2 Linear Algebra Reasoning, students were responsible for demonstrating their ability to find and use bases, orthonormal bases, eigenvalues, and eigenvectors, students will solve

problems and analyze scenarios on homework, lab work, exams, and the final exam that require them to find and use bases, orthonormal bases, eigenvalues, and eigenvectors. Students performed the best on this CSLO. In fact 91 % achieved high proficiency. One explanation is that this is the last material in the class and it is fresh in students' minds during the final exam, which was where their skills was measured.

For CSLO 3 students had to demonstrate their ability to find and explain the significance of the dimension of subspaces, students will complete lab work, exam problems, and final exam problems that require them to find dimension; and homework, lab work, unit exams, and final exam problems that require them to explain the significance. As with CSLO #1, we are pleased that 80% of assessed students met or exceeded proficiency on CSLO #3. However, it's noteworthy that fewer demonstrated high proficiency (48% vs. 68%). This is likely because the skills/content inherent in CSLO #3 are more abstract.

For CSLO 4 students were responsible for demonstrating the ability to write proofs, students will write complete lab work, exam problems, and final exam problems that require them to prove basic results in linear algebra using appropriate proof-writing techniques. The results for this CSLO were the worst, more than 1/3 of the class was below the proficiency level. This is not surprising given that the ability to write proofs is both a new skill for most Math 75 students, and one of the most difficult concepts in lower division math classes. Nevertheless, we learned that more emphasis on proof writing would benefit students.

A new strategy to improve student success is to host a Flex activity focused on proof-writing pedagogy for future Linear Algebra (Math 250) and Discrete Mathematics (Math 160) teachers, Ideally this workshop would be held during January 2020 Flex.

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
Math 140 (Previously Math 37)	Maria Magante and Diwa Ramos
Math 120	Mara Landers

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

MUSIC

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.)

We hired a tenure-track Professor who started in the Fall of 2016 to revitalize our Concert Band and Build our Orchestra, Dr. Luis Zuniga, our first full-time hire since 1998. He is in his fourth year of the tenure-process. After rapid-fire turnover, with 3 Music Lab coordinators within 2 years, due to Keith Parsons suddenly going to DVC with no notice in the middle of the Spring 2015 semester, and then PJ Noxon then Fernando Lozano being let go for reasons not appropriate to discuss in this Program review, we then hired Aaron Nakaji as a temporary replacement in Spring 2017. Mr. Nakaji was unanimously and enthusiastically endorsed by the Music and Recording Arts Faculty and became the permanent Music Lab Coordinator in the Spring 0f 2019. The Department also followed the dictates of the State and the District and created an AAT in Music, although we were clear that we felt it did not adequately prepare our students to be successful musicians or music educators, due to the arbitrary and low number of music major units allowed. As well, the 27 hours we can allot for private lessons basically allows each student to take 1 lesson a semester, unless the Professor teaches for no compensation, something I am sure LMC would not want.

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)

   As a general note, most of our classes, both GE and Music Major have healthy, stable and/or growing enrollments. We also noted that, re "fill rate" there are unrealistically high class maxes for a number of our classes and we will be adjusting them to accurately reflect both the facilities available (Midi has only 10 stations available, piano has only 18 pianos in the piano lab) or the nature of the ensembles (IE, Jazz Band should have 17-20 chairs, not 40!!!). The euphemism "productivity" is code for how much money each class we offer makes the college. We did do a spreadsheet on that for this fall semester, being curious, and the Music Department made the college roughly 500K from our fall offerings, making the department very profitable/productive by that measure.

   That said, the one area where our enrollment numbers have suffered noticeable decline from Fall 2015 to present has been in the instrumental ensembles: String Orchestra, Concert Band and Jazz Ensembles. There are several facts to note about this:

   1. First, we have the ludicrous and now vigilantly-policed repeatability fiasco, where unappointed bureaucrats have decided that musicians, actors, dancers, etc only need 4 of a certain genre of ensemble and then are locked out. This has DEVASTATED performance groups in colleges across the state and left a whole generation of music students poorly prepared as musicians. We could

write several pages on this, but suffice to say, the notion that a student should be prepared after only 4 semesters of exploring the vast literature of jazz or classical is patently absurd.

2. Second, the Adjunct who had run the concert band/jazz ensembles had done an excellent job of integrating the Concert Band and Jazz Bands during his 2 years overseeing both, and both concert band and jazz ensemble enrollments were strong, despite the repeatability fiasco. Since LMC has always had a tradition of Concert Band feeding the Jazz Ensembles, if you have 35-40 in Concert Band it leads naturally to 20-25 in Jazz Ensemble. As an example, in Fall 2016, there were 36 in concert band and 20+ in both Jazz Ensemble and Jazz Studio.

3. As our adjunct declined the Jazz ensembles for Fall 2016 with very late notice, after being a finalist but not being offered the FT position, we were unable to successfully run the jazz ensembles, as we did not have the time to hire someone else to recruit for and teach those classes. As well, the concert band numbers have declined each year, beginning Fall 2016, so our normal route of being able to have 20-25 students from concert band also sign up for jazz ensemble has not been available. Since then, we have tried two other jazz ensemble adjuncts, but have also not been able to find an adequate adjunct replacement who can build up and recruit for the jazz ensembles independent of the Concert Band enrollments.

4. As for the Jazz Studio Band, we hired an adjunct to teach it, our Night Jazz Band, but after a promising start in the Fall of 2016 with 21, it has declined to 11-15 per semester, decent numbers for a Jazz Band that meets at night, but less than when the previous adjunct was teaching it. We had hoped the numbers would be equivalent to the studio band numbers under the previous adjunct,, but that has not been the case so far.

5. Although the reasons are not clear, many of the students in the Concert Band in the Spring of 2016 have not continued with the Concert Band, and it has subsequently dropped in enrollment from 36 at census to the Census enrollment of 10 in the Fall of 2019. As a result of that decline, the natural synergy of 35-40 in concert band that helps fill our other music major courses, and that allows the Day Jazz ensembles to run with healthy numbers was not possible.

6. As for the String Ensembles, after a promising start in the Fall of 2016, with 21, they fell to 3 in the Fall of 2019, necessitating cancellation of the class. Again, we are not clear on the reasons for this, but it is clear we need a revised and revamped recruitment and retention strategy.

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

1. The data (data is the plural form) suggest that the department needs to revisit and reimagine recruitment strategies in order to bring the concert band numbers back up to their traditional 30-40 a semester, as well as to build up the String Orchestra numbers to the point where the class can run as an orchestra rather than as a string quartet. (As the string group meets once a week on Monday evening, perhaps senior and community groups as well as HS students can be targeted. The Concert Band currently meets late afternoons Tuesdays and Thursdays, so perhaps revisiting whether those are the best meeting times for a group that traditionally met 11-1 on T-Th) Of course, the lead in all of that is be Dr. Zuniga, as we hired him to oversee and grow those areas, but the department will very happily support his recruiting efforts to rebuild/build the numbers in the concert band and the string ensembles. .

2. As well, hiring a new adjunct to recruit and reinvigorate the Jazz ensembles will, assuming Concert Band Numbers return to their norm, also create a vibrant Day Jazz ensemble again.

3. As for the Night Jazz band, perhaps an alliance with some of the senior centers such as Rossmoor, will help strengthen that program, or possibly allying with the local High Schools to create a vibrant high level night big band in order to create a feeder for and reinvigorate the Day Jazz Ensemble.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Annual High School Choral Festival**	IP	Working on rebuilding interested. Re-establishing Local High School Relationships	2020-21 Henderson
Goal 2: **Annual Gospel Community Concert**	IP	Very Active. Celebrated 25 Years Community Celebration - ***"Highly Successful"*** Will continue the event; "Establishing a "Vocal Competition Component" Recruitment Tool. **Seeking funding (campus and local)** to continue the large community event	ongoing, Spring 2020
Goal 3: **Artist Lecture Series (Instrumental and Choral)**	IP	We have repeatedly sought funding of 20K for this series and been unable to procure it, It does not appear there is an interest on part of the College in this, so we have used our own department funds to occasionally bring out prominent performers and lecturers. All of us in the Department are in favor of this series, should we be able to locate a consistent and ongoin	
Goal 4: **Music Entrepreneurship**	IP	Dr Chuah is the lead on this and I am waiting for his update on this goal as of when this part of Program Review is due, 10/31	Kyle Chuah

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	69.5%	Increased tutor hours and coordination with counseling and support services	Increase 1% per year	Full department	"success" has 1000 fathers and mothers, as does failure. There is no one magic bullet to increase completion rates, although we strongly believe the college should mandate a ½ unit required concurrent online canvas training for any students wanting to take an online class at LMC for the first time, although that may discourage some from registering. There should also be a "placement" test so those who can master Canvas withouth the ½ unit companion course can demonstrate that they can do so.

					Many students, esp those with self-starting and organizationalissues, not to mention lack of computer literacy or even access to a computer, are being steered into online classes they are not prepared for.
Degrees (AA, AS, ADT)	5	See above, and designate a once a semester check-in with music majors to make sure they are on track and getting the courses they need, as well as guiding them to support services such as tutoring, as needed	Full department	2021-22	See comments to left
Certificates of Achievement	We will be eliminating the current certificate of achievement and revisiting if another is more relevant to our students, perhaps a certificate of achievement in Hip Hop or Gospel Music?	No demand for such	Full department	2020-21	
Unit Reduction	N/A				
CTE Jobs	N/A				

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	52.3%	Outreach to African-American Church Music groups	2021-22	Henderson	
Low Income	66.9%	Support and coordination with Counseling to steer students to music courses	2021-22	Department	
Foster Youth	61.7	Coordinate with Counseling and state and local agencies that interface with Foster Youth to steer them to Music courses.	2021-22	Department	

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

w. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Music 13A		SP 20	Jonathan Knight
Music 13 B		SP 20	Jonathan Knight
Music 14 A		SP 20	Jonathan Knight
Music 14 B		SP 20	Jonathan Knight
Music 30		FA 19	Catherine Thompson
Music 32		FA19	Joan Cifarelli
Music 37	Inactivate?		
Music 40		FA 19	Luis Zuniga
Music 41		FA19	Luis Zuniga
Music 52		SP 20	Luis Zuniga
Music 58	Inactivate?	Not offered	
Music 68	Inactivate?	Not offered	
Music 82	Cancelled repeatedly due to low enrollment		
Music 001		FA 19	Michael Zilber
Music 003		FA 19	Michael Zilber
Music 093		FA 19	Kyle Chuah

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

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
Music 005	Luis Zuniga
Music 006	Luis Zuniga
Music 010	Kyle Chuah
Music 020	Luis Zuniga
Music 030	Silvester Henderson
Music 031	Silvester Henderson
Music 032	Silvester Henderson
Music 35	David Trevors
Music 36	David Trevors
Music 37	David Trevors
Music 052	Luis Zuniga
Music 082	Michael Zilber
Music 089	Luis Zuniga or Kyle Chuah
Music 093	Kyle Chuah
Music 094	Kyle Chuah

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

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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:

LMC Program Review Year 3 Update 2019-2020

Philosophy

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:

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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.

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Resource needs to meet goals, if any.

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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.)

1. The Philosophy department now offers a Philosophy AA-T.

2. New Adjunct faculty: Michael Sudduth and Julius Ojewole

3. Expanded Course Offerings, including adding Phil 120, 150, 151, 210.

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)

	census enrollment	census fill rate	productivity
2017 FA	212	69.1%	13.9
2018 SP	305	80.1%	16.1
2018 SU	27	67.5%	13.6
2018 FA	393	84.2%	17.4
2019 SP	350	79.0%	15.5
2019 SU	72	100%	17.7
2019 FA	402	76.7%	16.3

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

1. Given the overall growth in enrollments year after year and the overall improvement in productivity, a second full-time hire is needed.

2. Retention. The program has been focused on improving enrollment prior to census, because of the low enrollments and class cuts that occurred in 2017. Now that enrollment itself is not an issue, the department needs to focus on overall student retention as we move towards a focus on student success.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: A sustainable cohort of students graduating with the Philosophy AA-T	In Progress	The degree is only official as of Fall 2019. This year (19/20) is the first year that any cohorting can occur. Actions towards completion: 1. Philosophy Club started this fall. 2. We will offer Phil 130, a core majors course, in Spring 2020	1. Completed this semester with an official club registration and regularly attendance of 4-8 students/Edward Haven 2. Spring 2020/ Edward Haven
Goal 2: Increase student awareness and declaration of philosophy as a major, provided support for their success, focusing on underserved groups.	In Progress	Outreach and Information for Potential Philosophy Majors Updated Philosophy Department Website Participation in Majors Fair Work with Counseling Department Contribute to Law Public Policy and Society Degree, with philosophy being a major discipline.	Every Semester/Edward Haven LPPS completion in Fall 19, for student offer hopefully in Fall 20/Edward Haven
Goal 3: Offer all philosophy courses with zero cost, completing the Zero Textbook Cost Degree promise	Completed	Every semester the necessary course for completing the degree are offered as ZTC.	Edward Haven
Goal 4: Increase faculty knowledge of "nontraditional" philosophies and issues, including but not limited to Asia, African, Black, Chicano and Feminist.	In Progress	Non-western Ethics work group. American Philosophical Associate Directory of Philosophers from Underrepresented Groups in Philosophy	Spring 2020/Edward Haven Spring 2020/Edward Haven

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.4%	1. Begin department dialog around success 2. Focus on improved retention and retention numbers 3. Intentional practices for improving success in disproportionately impacted groups.	19/20 72% 20/21 74% 21/22 76%	All Philosophy Faculty	
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

2b. The Vision for Success Goal 5—Equity. 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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	70%	Create spaces for student success, including law and philosophy student cohorts. Include more diversity in the course content.	2022	Edward Haven	
Low Income	75.4%	No action needed, current success matches overall college success.		Edward Haven	
Foster Youth	45.8%	Adding Zero Textbook Cost options will hopefully provided an increase in success for foster youths. Create spaces for student success, including law and philosophy student cohorts.	2022	Edward Haven	
***Pacific Islander**	58.3%	None. The number of Pacific Islander students is low enough that this rate could be an anomaly. We are adding this group for future tracking.	2022	Edward Haven	The philosophy department has identified Pacific Islands as an additional group of focus due to low success rates.

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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Phil 210 Symbolic Logic	The course did not fill and was canceled.	Fall 2019	Jennifer Saito
Phil 130 History of Ancient Philosophy	The course has not been offered. Without a Philosophy AA-T there was not the enrollment to justify this course.	Spring 2020	Edward Haven
Phil 132 History of Modern Philosophy	The course has not been offered. Without a Philosophy AA-T there was not the enrollment to justify this course.	Spring 2021	Edward Haven

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

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
Phil 100	Edward Haven
Phil 130	Edward Haven
Phil 132	Edward Haven
Phil 150	Edward Haven
Phil 210	Edward Haven

Impact of Resource Allocation

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5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

PHYSICS

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.

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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.)

Physics hired an additional full-time faculty member for the Pittsburg Campus, Bob Moore.

Kurt Crowder (Physics) transferred to the Brentwood Campus effective Fall 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

Level 1	Level 2	Level 3	Census Enrollm..	Census Fill Rate	Ftes/Ftef
2017-2018	PHYS		564	80.8%	15.0
2018-2019	PHYS		567	87.2%	14.8
2019-2020	PHYS		303	88.1%	15.2
Grand Total			1,434	84.8%	15.0

In Physics, the Census Enrollment and the Census Fill Rate are increasing which indicates an increase in student demand. This is confirmed by reviewing data from 2015-2016 and 2016-2017. Productivity is holding steady around 15.0.

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

In Physics, the data indicates that student demand for Physics is increasing. With the current Census Fill Rate below 90%, the current number of course offerings in physics has a little room for growth. At some point in the future, however, additional sections of Physics may need to be added to meet increased demand (and the new Brentwood Center will provide room for growth).

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Increase the number of course sections to relieve overcrowding in**	In Progress	In FA 2019, there were 3 sections of PHYS 15 and among them there were 21 seats available. Both sections of PHYS 40 were full whereas both sections of PHYS 41 had seats available (total = 13). The sole section of	Kurt Crowder Bob Moore Jeanne Bonner

the PHYS 40 sequence and in PHYS 15		PHYS 42 had 5 seats available. More sections of PHYS 40 are needed.	
Goal 2: **Hire another full-time Physics professor**	Completed	Bob Moore was hired.	
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.**	**In Progress**	Update: Bob Moore applied for and received an LMC Foundation mini-grant for some new charge/mass ratio equipment	Kurt Crowder Bob Moore Jeanne Bonner
Goal 4: **Obtain a dedicated budget for buying, repairing and maintaining equipment at the Brentwood Center.**	In Progress	The purchase of some new equipment has been approved for the opening of the new Brentwood Center	Kurt Crowder Bob Moore Jeanne Bonner

For CTE programs only:

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

   N/A

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

N/A

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

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

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

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	PHYS 77.4% PHYSC 74.5%				
Degrees (AA, AS, ADT)	PHYS 9.6				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	77%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps:	ongoing	Kurt Crowder Bob Moore	

		Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)		Jeanne Bonner	
Low Income	82%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)	ongoing	Kurt Crowder Bob Moore Jeanne Bonner	
Foster Youth	78%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Encourage group work and community-building (the laboratory work especially assists with this goal)	ongoing	Kurt Crowder Bob Moore Jeanne Bonner	

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

y.   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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
PHYS 15	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Kurt Crowder
PHYS 35	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Kurt Crowder
PHYS 36	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Kurt Crowder
PHYS 40	assessment data collected and report will be written ASAP	ASAP (Fall 2019)	Kurt Crowder and Bob Moore

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

This year (2019-2020) our department has scheduled the assessment of Chem 25, Engin 25, Engin 38, Phys 37, and Phys 41.

A part-time instructor, Trevor Gonzalinajec, is teaching the only section of Phys 37. This is his first time teaching this course, so he will provide a fresh insight about improving student success. Kurt Crowder will work with Trevor to assess this course.

Phys 41 is taught by our newest full-time physics instructor, Robert (Bob) Moore. He will also have a new perspective on the teaching and learning that happens in Phys 41. Kurt Crowder will assist Bob with assessing this course.

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
PHYS 15	Kurt Crowder and Robert Moore
PHYS 35	Kurt Crowder and Robert Moore
PHYS 36	Kurt Crowder and Robert Moore
PHYS 40	Kurt Crowder and Robert Moore

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 #**
Physical Science/Physics/Goal #3	Vision for Success Goal #5-- Equity
Department/Unit Name	**Resource Type**
Physical Science/Physics	☑ Equipment ☑ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	**Est. Expense**
Laptops to support physics experiments (labs)—qty 8	$8,000 (est.)
Justification:	

The physics program uses computer-interfaced equipment for labs. Existing laptops used for labs are many years old (some are obsolescent and unreliable) and we need to begin replacing them. A set of 8 laptops for physics would at least allow 8 working groups to operate the Pasco lab equipment (which requires a computer interface). This would also support the increased enrollments for physics (particularly Phys-40). We have been sharing laptops with Engineering (when feasible) and if Engineering is allowed to purchase more of them, that purchase would also generally support the need in physics. Without an infusion of new computer hardware we are at risk of not being able to run important lab experiments. Please note that while this is in line with the spirit and purpose of program goal #3, it goes beyond the stated budgetary amount listed in that goal.

There is an equity component to this request. Students who have not had significant access or training in use of computers for data analysis are affected disproportionately when we cannot integrate this as part of our lab program.

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:	

LMC Program Review Year 3 Update 2019-2020

PSYCHOLOGY

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:

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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.

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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.) The current curriculum contains all the required courses for the Associate in Arts in Psychology for transfer. These requirements were set forth by the state. Since the requirements for the Associate in Arts in Psychology are set by the state, we are not anticipating changes to the 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

Level 1	Level 2	Level 3	Current Enrollm..	Enrollment Cap..	Ftes	Ftef	Census Enrollm..	Census Fill Rate
	2016SP		8	52	1.3	0.33	8	25.0%
	2017SP		14	70	2.3	0.33	14	20.0%
PSYCH	2015FA		4,861	5,699	501.0	26.85	4,861	85.3%
	2015SU		1,127	1,555	116.0	7.45	1,127	72.5%
	2016FA		4,786	5,545	496.1	25.50	4,786	86.3%
	2016SP		4,921	5,753	511.7	27.05	4,921	85.5%
	2016SU		1,267	1,719	125.8	8.00	1,267	73.7%
	2017FA		4,779	5,229	499.3	24.55	4,779	91.4%
	2017SP		4,774	5,259	498.8	25.15	4,774	90.8%
	2017SU		1,161	1,497	117.2	7.20	1,161	77.6%
	2018FA		4,869	5,175	519.7	24.35	4,869	94.1%
	2018SP		4,763	5,226	497.0	24.85	4,763	91.1%
	2018SU		1,305	1,423	131.6	6.80	1,305	91.7%
	2019FA		4,827	5,194	509.4	23.95	4,827	92.9%
	2019SP		4,757	5,196	499.7	24.80	4,757	91.6%
	2019SU		1,619	1,778	157.9	8.40	1,619	91.1%

The census enrollment, census fill rate, and productivity numbers are excellent. There has only been a slight increase or decrease depending on the semester. Overall the numbers are excellent.
   1.b.2. What does the data suggest in terms of future needs/directions?

Please refer action steps in 2.a. The department will continue with the action steps addressed in 2.a. The continuance of these steps should increase these numbers.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Incorporate information about student support services to increase equitable student learning and success.**	In progress.	1. Tutor hired for Psychology-011 and Psychology-010. 2. Emphasis counseling services especially when addressing adverse childhood experiences and psychological disorders. 3. Emphasis student support services to help in college success and completion.	Ongoing. Lead: Estelle Davi Adjunct faculty.
Goal 2: **Increase/update curriculum resources to improve and enhance student learning and success.**	In progress.	1. Updating Canvas material. 2. Helping adjunct faculty utilize Canvas to enhance student learning and success.	Lead: Estelle Davi Adjunct faculty.
Goal 3: **Provide information that will assist students in completing their AAT in Psychology.**	**In progress.**	1. Include a handout that lists the lower division requirements for the AAT in Psychology. 2. Work with students who have questions regarding psychology majors and careers in psychology.	Lead: Estelle Davi Adjunct faculty.

For CTE programs only:

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

NA

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.

NA

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

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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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.4%	1. Develop activities that will help with application of understanding course concepts. 2. Continue to recruit tutors for Psychology courses. 3. Develop additional practice tests to help students apply critical thinking skills to psychological concepts.	Present to Fall 2020.	Estelle Davi lead and all faculty members teaching psychology.	
Degrees (AA, AS, ADT)	AA—1 AAT—81.6	Distribute information regarding the careers in the field of psychology.	Present to Fall 2020.	Estelle Davi lead and all faculty members teaching psychology.	

		Distribute information regarding the AAT in Psychology degree.				
Certificates of Achievement	NA	NA	NA	NA	NA	
Unit Reduction	NA	NA	NA	NA	NA	
CTE Jobs	NA			NA		

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	61%	1. Refer students to student support services: Child Care Services, DSP&S, Employment Center, Student Retention and Support Services, Financial Aid, Transfer Center, LGBT Resources Center, Care/CalWORKS, and Counseling. These are just a small list of services. Handout material that specify the services that are offered. Also, integrate in course presentations services that can be utilized by students. Many of our students have experienced or are experiencing adverse experiences. This is an ideal	Present FA 2020.	Estelle Davi lead and faculty that teach Psychology.	

		opportunity to state the mental health services that are offered at Los Medanos College. 2. Continue to update and utilize Canvas. Adding practice application questions and video clips to introduce students to the concepts. 3. Continue to recruit student tutors.			
Low Income	69.1%	Refer to the above itemized steps.	Present-Fa2020.	See above.	
Foster Youth	54.1%	Refer to the above itemized steps.	Present-Fa2020.	See above.	

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

aa. 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.

All courses were assessed.

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

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

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
COURSE 001	
COURSE 002	
COURSE 003	

Impact of Resource Allocation

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5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

PROCESS TECHNOLOGY

Introduction

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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.)

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)

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

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
2019 goals below			
Goal 1: Develop Hands-on Diaphragm Pump lab (in outdoor lab)	In progress	Provide additional hands on experience to better prepare students for advanced manufacturing	Complete by 12/2019 Kean
Goal 2: Include industrial tours and guest speakers as part of PTEC program	Completed	Introduce students to real industrial operations, enabling them to be better prepared for entry level positions	Active part of program Kean
Goal 3: Develop online course content for PTEC-25, PTEC-35	In progress	Increase availability of program and lower barriers to entry	Complete for Jan 2020 Cruz/Kean
Goal 4: **Update course content to CANVAS for PTEC-25, PTEC-35**	Completed	Improve quality and accessibility of course	Complete Kean
2020 Goals below			
Goal 1: Extend outdoor lab to add chemical trailer offloading simulator	In progress	Add additional piping and valves to provide additional hands on experience to better prepare students for advanced manufacturing	Complete by 12/2020 Kean
Goal 2: Develop and implement a marketing program to promote the program to CBO's	Starting	Work with WFD to market PTEC and attract more students	Complete by 12/2020 Kean

Goal 3: Complete development of PTEC-25/35 Online Courses	In Progress	Increase availability of PTEC program to students unable to attend class	Complete by 12/2020 Kean
Goal 4: Participate in NAPTA Troubleshooting contest	Starting	Afford "all-star" PTEC students an opportunity to network with their colleagues	Complete by 12/2020 Kean
Goal 5: Implement a Control Room Environment where PTEC students can operate small scale unit operations	Idea Phase	Provide Hands-On Opportunity that industrial partners are demanding of students	Complete by 12/2020 Kean

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

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

cc. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
PTEC-010	Completed	Fall 2016	William Cruz
PTEC-012	Completed	Fall 2016	William Cruz
PTEC-024	Completed	Fall 2016	William Cruz & Patrick Martucci
PTEC-009	Course in InProgress, Review will be completed after semester is completed.	End of FA2019 Semester	James Martin
PTEC-025	Completed	25-Sep-2019	Michael Kean
PTEC-027	Instructor was not aware he was supposed to complete the review.	End of FA2019 Semester	George Odongo
PTEC-035	Completed	25-Sep-2019	Michael Kean

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

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
PTEC-010	William Cruz
PTEC-012	William Cruz
PTEC-024	William Cruz & Patrick Martucci
PTEC-009	Jim Martin
PTEC-025	Michael Kean
PTEC-027	George Odongo
PTEC-035	Michael Kean

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.

<table>
<tr><td colspan="4" align="center"><u>Faculty/Staff Resource Request</u></td></tr>
<tr><td colspan="2">Department/Unit Goal - Reference #</td><td colspan="2">Strategic Goal and/or Objective - Reference #</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="2">Department/Unit Name</td><td>Position Name/Classification</td><td>FTE</td></tr>
<tr><td colspan="2"></td><td></td><td></td></tr>
<tr><td>Position Type</td><td>Funding Duration</td><td>Funding Source</td><td>Est. Salary & Benefits</td></tr>
<tr><td>☐ Faculty R/T

☐ Classified

☐ Manager

☐ Student</td><td>☐ On-going/Permanent

☐ One-time</td><td>☐ Operations (Fund 11)

☐ Other

</td><td></td></tr>
<tr><td colspan="4">Justification:</td></tr>
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</table>

Operating Resource Request	
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**
PTEC Goal 1 – Outdoor Lab	
Department/Unit Name	**Resource Type**
PTEC Outdoor Lab	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other

General Description	Est. Expense
Purchase and install plastic tanks, piping and valves, and associated equipment to uprade the wilden pump lab to serve as a chemical trailer offloading facitilty	$20,000

Justification:
Employers are seeking students with hands-on operating experience.   This lab would enable staff to provide that training in the time frame of a regularly scheduled class

Operating Resource Request		
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**	
PTEC Goal 2 – Marketing		
Department/Unit Name	**Resource Type**	
PTEC	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☑ Other	
General Description		**Est. Expense**
Promote PTEC Program through social media, newspaper adds, billboards, tv, busses etc. This would also fund staff outreach		$50,000
Justification:		
Effective marketing is necessary for the long term health of the program.		

Operating Resource Request	
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**
PTEC Goal 4- – Troubleshooting Team	
Department/Unit Name	**Resource Type**
PTEC	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☑ Other
General Description	**Est. Expense**
Provide funding to train PTEC students for NAPTA (North American Process Technology Alliance) Troubleshooting class. Also covers transportation	$20,000
Justification:	
The troubleshooting contest is an excellent opportunity for "All-Star" PTEC students to network with other PTEC students around the country, and to gain valuable hands-on experience.	

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
PTEC Goal 5 – Control Room		
Department/Unit Name	**Resource Type**	
PTEC	☐ Equipment	☐ IT Hardware/Software
	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☑ Other

General Description	Est. Expense
Purchase and install commercially available skid mounted chemical operations trainers. Configure a control room environment where students can practice their skills as operators.	$250,000

Justification:

Employers are requesting students with hands-on experience.   This operating lab would provide students with hands on experience under the direction of PTEC staff

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:	

LMC Program Review Year 3 Update 2019-2020

RECORDING ARTS

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.

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

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)

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

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Acquire replacement for main mixing console**	Modified	College not able to supply necessary funding/Serious negative impact, increasing over time.	Ongoing/LMC Funding Process
Goal 2: **Improve gender balance of student population in program**	Completed/Ongoing	Of total (11) Recording Arts Classes, female enrollments increased in 10, representing increases of between 20% to 600% from 2016-18 levels.	

For CTE programs only:

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

Demand remains generally steady, industry-wide. Most jobs are freelance (contract), and careers are essentially entrepreneurial.

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.

Advisory Board Meetings 2018-19

1/18, 9?18, 1/19, 9/19

Advisory Board meetings 2020 (planned)

2/20, 10/20

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

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	77%	Request additional tutoring resources	F 2021	Dept chair	
Degrees (AA, AS, ADT)	10	Monitor all RA student grading per semester	S 2020-F2021	staff	
Certificates of Achievement	10	"			
Unit Reduction	n/a				
CTE Jobs	n/a				

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes

African American	65%	Additional recruitment via African American campus clubs: UMOJA…etc.	staff		
Low Income	75%	Provide more flexible lab times, assignment scheduling	Deans/staff		Note: Since info on students fitting these profiles is unknowable to department due to confidentiality, "action steps" must be of a general nature.
Foster Youth	70%	"			"

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

ee. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001	n/a		
COURSE 002	n/a		

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

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	
COURSE 001	RA-012	R. Shiner
COURSE 002	RA -030	
COURSE 003	RA-040	

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.

~~n/a~~

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 #	
RECORDING ARTS/Mixing Console Upgrade/Goal1	Improve Specific Skill Sets/Goal 1	
Department/Unit Name	Resource Type	
RECORDING ARTS	☐ Equipment X ☐ Supplies X ☐ Service/Contract	☐ IT Hardware/Software ☐ Facility Improvement ☐ Other
General Description		Est. Expense
Since funds to replace the aging Main Mixing Console are currently unavailable, the only viable course is to repair and service the equipment to keep it functional as long as possible. Input Modules that can not be repaired will need to be replaced with reconditioned or after-market parts, and service for re-installation will require significant hours, contracted from specialists.		$22,000
Justification:		

This solution should suffice to keep essential gear operational temporarily, for 2/3 years or so, but does not address the overall concern for maintaining the "Industry Standards" to allow LMC to remain the finest program of it's kind in the country.

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:

LMC Program Review Year 3 Update 2019-2020

REGISTERED NURSING

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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.)

Associate Dean of Nursing resigned at the end of the spring 2019 semester, currently we have an Interim Director of Nursing and an Assistant Director (faculty positions with load). We hired a new full-time, tenured-track RN Instructor (Maryanne Hicks). A new Instructional Skills Lab Specialist was hired.

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)

The enrollment data (including census enrollment, fill rate, and productivity) remains static due to the capped number of enrollments in the RN Program. Due to number of faculty and clinical placements we can only accept 32 students in first year (RN-22, RN-23, RN-24) and no more than 40 in second year (RN-31, RN-33, RN-34).

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

If we were able to increase the number of full-time and adjunct faculty, and increase the number of clinical placements; we could grow the program and expand the number of enrollments.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Increase training and professional development for new and continuing nursing faculty**	**In Progress**	We have hired new faculty who need to complete Nexus and require mentoring. We will be sending some new RN faculty to the COADN. All faculty are encouraged to participate and continue involvement in Flex and other professional development activities.	Fall 2022/ Joanne Bent, Colin McDowell, all faculty
Goal 2: **Increase number of online, hybrid and/or content captured courses**	**Modified**	Due to clinical rotations, skills requirements, and content it is not possible to offer online or hybrid in the core program classes. However, we will be looking at changing RNURS-001 from a one-day instructor face-to-face led class to an online course.	Fall 2022/ Joanne Bent, Colin McDowell
Goal 3:	**In Progress**	RN Students have participated in Stand Down at the Delta (Veteran's health fair and clinic) and in the John Muir Health Mobile Clinics. We have partnered with La Clinica in	Fall 2022/ Joanne Bent, Colin McDowell

Increase more community health content to curriculum including more robust clinical placements		preceptorship placements and as part of our Advisory Board. We are now a member of CCPS a state-wide clinical placement system which allows us to request clinical and preceptorship placements months in advance, thus leading to more robust clinical placements	

For CTE programs only:

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

Statewide there will be approximately a 9% increase in Registered Nurse job openings, as compared to a nationwide increase of approximately 7%. It is noted that Contra Costa County will be one of the counties in the area to see an increased demand of 8.9% for more RN's in our County.

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.

 LMC Nursing Clinical Facilities Advisory Committee meets annually in the spring semester and in 2019, the Advisory Committee met on May7, 2019 form 3to 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 legislature as well as changes in job market, curriculum, equipment, funding and facilities.
The next LMC Nursing Clinical Facilities Advisory Committee will meet on May 5, 2020.

Dave Wahl from LMC Workforce Development presented these trends on May7, 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.*

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	93.9%	Student Mentors, Peer Tutors, Success Plans, Office Hours, Student semester clinical evaluations	Spring 2022	All Faculty	
Degrees (AA, AS, ADT)	AS-100%	Can't increase above 40 ADNs due to capped program enrollment	Spring 2022	All Faculty/ Staff	
Certificates of Achievement	N/A				
Unit Reduction	79	Unable to reduce unit for program completion due to requirements of BRN and CCCCO. However, the prerequisite courses required to complete before student applies to program, will have a reduction	Spring 2022	All Program Faculty, Counselors	

		in units due to the implementation of ENGL-095 & MATH-029 (accelerated courses).			
CTE Jobs	76%	Connect students while in program with job opportunities with our clinical partners; Resume and mock interview workshops are incorporated into the program; We host an annual Healthcare Job Fair and a RN-Program specific College Fair annually.	Spring 2022	Colin McDowell, Joanne Bent, Erika Messenger, Workforce Development	

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	83.2%	Encourage weekly mentoring, study partners, the FAM program, Be 1 Support 1 Nurse Mentoring Program, National Black Nurses Association.	Spring 2022	All Faculty, Roberta Baumgartner, Veronica Turrigiano	
Low Income	93.1%	Encourage EOP&S participation, referrals to Financial Aid & Scholarships; referral to Food Pantry, Grant-funded gas cards	Spring 2022	All Faculty, Counseling, BethAnn Stone, Erika	

		and uniform vouchers, Foundation HOSTS & Emergency Fund referrals as needed; CalWORKs referrals; Increase awareness to students of above programs; referral to Child Study Center as needed		Messenger, Student Services	
Foster Youth	87.5%	Referral to Foster Youth program, study partners/groups, FAM program, student mentors, peer tutors, scholarships as needed, clinical carpools, refer to EOP&S, Counseling Department referrals as needed	Spring 2022	All Faculty, Erika Messenger	

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

gg. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
RNURS 22	Assessment in progress. Not assessed due to understaffing	Spring 2020	Jeremy Weed
RNURS 23	Assessment in progress	Spring 2020	Julie O'Brien
RNURS 24	Assessment in progress. Not assessed due to understaffing	Spring 2020	Maryanne Hicks
RNURS 28	Assessment in progress. Not assessed due to understaffing	Spring 2020	Jeremy Weed Spring 2020
RNURS 38	Assessment in progress. Not assessed due to understaffing	Spring 2020	Cherice Avila
RNURS 39	Assessment in progress. Not assessed due to understaffing	Spring 2020	Colin McDowell

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

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
RNURS 39	Colin McDowell
RNURS 22	Jeremy Weed
RNURS 23	Julie O'Brien

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**
Registered Nursing			
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 #**
	GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study
Department/Unit Name	**Resource Type**
Registered Nursing	☑ Equipment ☑ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	**Est. Expense**
New Computer and Software to run the medical Simulation robot.	One to 3 thousand dollars
Justification:	

The current computer and software is outdated and we cannot update our medical simulation robot without new equipment. A medical simulation robot gives nursing students opportunities to practice acute nursing skills in a safe and supported environment. Therefore students who can practice their nursing skills in a computerized simulation lab will be better prepared to care for patients in a real medical situation and will be better prepared and more employable as competent nurses able to safely practice skills.

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:

LMC Program Review Year 3 Update 2019-2020

SOCIOLOGY

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.)

The current curriculum contains all the required courses for the Associate in Arts in Sociology for transfer. The requirements were determined by the state. Since these are state requirements for the Associate in Arts in Sociology, no changes are anticipated at this 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

The census enrollment, fill rate, and productivity numbers are excellent. There have only been slight increases and decreases since 2017.

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

Please refer to action steps in 2.a. The Behavioral Science department will continue with the action steps addressed in 2.a. These actions should increase the numbers.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Incorporate information about student support services to increase equitable student learning and success.**	In progress	1. Recruit tutors for sociology courses. 2. Utilize counseling services. 3. Discuss support services with students.	Ongoing Lead: Alex Sample Adjunct faculty
Goal 2: **Increase/update curriculum resources to improve and enhance student learning and success.**	In progress	1. Utilize Canvas to provide students with more classroom information. 2. Work with adjunct faculty to enhance ways in which Canvas can be used in the classroom.	Ongoing Lead: Alex Sample Adjunct faculty

Goal 3: Provide information that will assist students in completing their ATT in Sociology.	In progress	1. Work with students to achieve the AAT in sociology. 2. Work with students with their upper division transfer questions and schools.	Ongoing Lead: Alex Sample Adjunct faculty

For CTE programs only:

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

NA

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.

NA

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	63.6%	1. Work with students to develop an understanding of the course-level student learning outcomes and their everyday lives. 2. Develop classroom exercises to assist students with their critical thinking skills. 3. Recruit tutors for sociology.	Present to Fall 2020.	Alex Sample lead and all faculty members teaching sociology.	
Degrees (AA, AS, ADT)	AS—1 AAT—20.4	Work with students to develop an understanding of the career fields in sociology.	Present to Fall 2020.	Alex Sample lead and all faculty members teaching sociology.	
Certificates of Achievement	NA	NA	NA	NA	

Unit Reduction	NA	NA	NA	NA
CTE Jobs	NA	NA	NA	NA

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	64%	1. Discuss with students how to use support services: DSPS, Employment Center, Child Care Services, Student Retention, Financial Aid, LGBT Resource Center, Transfer Center, Veterans Center, Care/CalWorks, and Counseling Services. 2. Continue to recruit student tutors. 3. Create more classroom exercises to help students understand sociology in everyday life.	Present-FA 2020	Alex Sample lead and faculty that teach sociology.	
Low Income	89%	Refer to the above itemized steps	Present-FA 2020	See above	
Foster Youth	63%	Refer to the above itemized steps	Present-FA 2020	See above	

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

ii. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Sociology 17	Course has been assessed		Marco Godinez
Sociology 12	Assessment in progress		Lynne Gayton

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

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
COURSE 001	
COURSE 002	
COURSE 003	

Impact of Resource Allocation

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5. Resource Needs (Feb 1 – Feb 28)

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

Faculty/Staff Resource Request

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

Justification:

Operating Resource Request

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

Justification:

Professional Development Resource Request

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

Department/Unit Name	Resource Type
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General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

SPEECH/COMMUNICATION

Introduction

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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.

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Resource needs to meet goals, if any.

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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.)

The Communication Studies program has maintained its sole program offering the ADT in Communication Studies. We are currently looking at offering a new class in Small Group Communication. It is being developed, but we do not anticipate offering it for another two years. In terms of staffing changes, Kasey Gardner left LMC in Spring 2018 and Star Steers was hired as a replacement FT Faculty member in Fall 2018. The Department has hired a significant number of adjuncts since 2017-2018 to keep up with department growth. We have also expanded our course offerings in Brentwood. We have a BOX 2A application under review in the hopes of gaining a much needed 3rd FT Faculty member.

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)

SPCH 110:

Census Enrollment: 456, 555, 598

Census Fill Rate: 101.3%, 103.9%, 99.7%

Productivity: 15.8, 16.2, 15.7

SPCH 130:

Census Enrollment: 54, 55, 50

Census Fill Rate: 103.8%, 91.7%, 92.6%

Productivity: 14.4, 14.8, 13.5

SPCH 150:

Census Enrollment: 51, 54, 55

Census Fill Rate: 85%, 90%, 91%

Productivity: 13.6, 14.5, 13.9

SPCH 120:

Census Enrollment: 61, 59, 66

Census Fill Rate: 101.7%, 98.3%, 110.0%

Productivity: 16.3, 15.9, 17.8

SPCH 160:

Census Enrollment: 12, 16, 8

Census Fill Rate: 60%, 80%, 40%

Productivity: 6, 8.6, 4.3

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

The data suggests that our course offerings for SPCH 120, 130 and 150 are offered appropriately in that our enrollments, census fill rates and productivity rates stay stable. For SPCH 110 we have added sections every semester since Fall 2017 and the data suggests that we have not yet found the number of SPCH 110 sections to "stop" adding given the numbers. We are probably getting close as evidenced by our slight dip in Census Fill Rate in Fall 2019, but we are still a far cry from having added too many sections. For SPCH 160 we saw a significant drop in numbers this semester which the Department is reviewing. However, currently we do not see a reason to make any drastic changes.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Develop SPCH 110 Cohort courses for learning communities like: Puente, Umoja and MESA. And non-learning communities: ESL**	Completed/Modified	Completed: We offered sections of SPCH 110 for Puente and College Connect in Spring 2019 for the first time. Puente was wildly successful. We are offering another section of Puente SPCH 110 in Spring 2020 and anticipate doing so for future Spring semesters. Impact: When we have trend data to look at for the Puente section (at least 3 years) we will be able to see if we met our goal of increasing retention and success rates for our Latinx students. Modified: While we had a large goal of offering Cohort sections for multiple learning communities it is not realistic given the capacity of the Department. We would like to expand Cohort sections by one learning community per Program Review Cycle. Action Step: Begin conversations with MESA Director to look into expanding in 2022-2023. Re-engage in conversation with Umoja Director to look at expanding	Timeline: Conversations in 2020-2021. M. Arcidiacono

		in the future. We tried to have this conversation twice with Umoja but nothing was ever solidified.	Kaufman & S. Steers
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.**	Abandoned	While this is a worthwhile goal that the Department would like to pursue, the reality of the situation is that until we have a 3rd Full-Time Faculty member this is unrealistic. The Department does not have the bandwidth to take on this goal while also achieving Goal #1. Maybe next time.	
Goal 3: **Increase transfer and completion rates of ADT in Communication Studies.**	**Completed**	In 2017-208 we had 17 ADTs in Communication Studies. In 2018-2019 we had 24 ADTs in Communication Studies. Impact: We continue to increase the number of sections we offer of SPCH both at the Pittsburg and Brentwood Campuses. We also have a growing alumni network that can keep us informed on the specific Speech Communication Programs at their transfer institutions. With this knowledge we can then in turn recommend programs to current students pursuing their ADTs in Speech Communication at LMC.	
Goal 4: **Increase the number of debate students who transfer to 4-year universities and compete.**	Modified	The reality of this goal is that while we had debaters that had success in debate while competing at LMC, when they transfer they may not be transferring as Speech Communication Majors. Consequently, they might not be interested or even able to debate while finishing their 4-year degrees. We also realized that many of our students are not interested in competing when they transfer. They like debate while at LMC but want to focus on school when they transfer. We have seen an increase in the number of students who transfer to 4-year universities, but getting them to compete is something we do not have control over. Modified: Begin building a database of debaters who transfer to 4-year universities. Having a database of debaters who transfer to 4-year universities allows us to learn more about why they may or may not debate at their 4-year university as well as build a debate alumni network	Timeline: Begin building database in Spring 2020. M. Arcidiacono Kaufman & S. Steers

		which is advantageous for multiple reasons.	
Goal 5: **Build up professional expertise within department by way of increasing conference presentations with a goal of improving equity goals of the college.**	Completed and Modified	Completed: M. Arcidiacono Kaufman & S. Steers have attended and presented at the Western States Communication Association Annual Convention every year since the Program Review (2018, 2019). Impact: M. Arcidiacono Kaufman and S. Steers have been using what they learned at these conferences to influence the COOR updates for SPCH 150, 120, 160 and in the future: 110 & 130. They both share what they learn with other faculty members in the department as well. Modified: Build up professional expertise within department by way of increasing conference attendance with a goal of improving equity goals of the college. S. Steers has also attended the NCORE Conference which focused specifically on Equity in Spring 2019. M. Arcidiacono Kaufman & S. Steers plan to attend WSCA 2020. M. Arcidiacono Kaufman attended the ACCJC Academic Academy in Fall 2019.	Timeline: Effective Immediately. M. Arcidiacono & S. Steers

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	83.1%	Maintain current Program Success Rate	Maintain	M. Arcidiacono Kaufman & S. Steers	Our Program exceeds the College Success average and we are recommended to maintain.
Degrees (AA, AS, ADT)	AAT-27.6	1.) Meet with the Counseling Department to ensure they understand the courses we offer and how to encourage students to obtain the AAT in Comm. Studies. 2.) Meet with the Transfer Academy to find opportunities	1.) Fall 2019—Dec. 6th 2.) Spring 2020 and/or Fall 2020	M. Arcidiacono Kaufman & S. Steers	We need to grow our AAT's by 3.6 degrees by 2021-2022.

		to promote the AAT in Comm. Studies to Transfer Academy students and/or any interested transfer student. 3.) Host a Comm. Studies Majors Info Night.	3.) Spring 2020 or Fall 2020 or Spring 2021		
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	SPCH 110: 80.7%	1.) Meet with the Umoja Scholars Program to look into a section of SPCH 110 for Umoja Scholars in the near future (that's feasible for both programs). 2.) Meet with Brothers of Excellence to find out	1.) Spring 2020 2 & 3.) Spring 2020 or Fall 2020 or	M. Arcidiacono Kaufman & S. Steers	*

		how to best serve our African American male students. 3.) Continue attending professional development centered on equity.	Spring 2021		
Low Income					*
Foster Youth					*

*General Note:** Our course success rates overall in the department for two of the three DI Populations are above the college average. 84.48% (AA) 78.16% (LI). Our overall department average for FY is 55.8%, but we feel that rate is misleading as the success rates are low in two niche classes that had only a small number of students in them.

For our own records:

SPCH 110: 78.7% (AA) 81.5% (LI) 73.3% (FY)

SPCH 120: 85.4 % (AA) 81.3% (LI) 94.1% (FY)

SPCH 130: 87.2 % (AA) 82.8% (LI) 58.3% (FY)

SPCH 150: 81.1% (AA) 78.5% (LI) 53.3% (FY)

SPCH 160: 90.0% (AA) 84.8% (LI) 66.7% (FY)

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

kk. 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. Not applicable. All courses assessed.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
N/A			
N/A			

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

On all courses:

As a result of all of our CSLO assessments (150, 120,160) we have decided to add a SPCH 110 Advisory to each COOR. When reviewing the assessment data, it became clear that while students did not NEED to have SPCH 110 to meet proficiency, it would be beneficial to students to have taken or be concurrently

taking the course. This is because public speaking/presentations are a big part of all courses, not just SPCH 110. We also have begun working with the Counseling Department to ensure that students are being given the correct information about each course. We hope to ensure that students understand what the course is about prior to enrollment.

It also became apparent that when it came to students not meeting proficiency this was often tied to students simply not completing assignments (papers or speeches). All instructors wrote about how they plan to incorporate more CANVAS notifications and/or LMC Connect resources to try and prevent students from simply choosing to not complete assignments.

Lastly, to ensure that we are asking students for mastery on reasonable concepts/theories, we have made a consistent effort to refer to the C-ID for each course when we are revising the COOR's following CSLO Assessment.

SPCH 150: The SPCH 150 COOR was revised. We modified the word choice of two CSLO's that we realized were not reflection of course content nor reasonable for students to master at the end of a semester long course. For example, previously, one of the CSLO's called for students to complete an "ethnographic research project." This was unreasonable given that LMC offers no research methods courses to prepare students for this type of project. We decided to replace this with a cultural exploration project that incorporates academic research and rigor which we believe will ensure more student success with the project. We also updated the course textbook selections to be more expansive to diverse viewpoints and are trying one section as an OER (Open Educational Resource) option to see if that impacts student success. We are also offering one section in the hybrid format to see if that impacts student success.

SPCH 120: The SPCH 120 COOR is currently being revised and we are making changes to the CSLO's to include a more equal focus to both ARGUMENTATION and DEBATE. It became apparent the course was leaning more heavily to debate, which was doing a disservice to our student who were interested in both argumentation and debate. This means offering a way to assess students engaging in Public Discourse (argumentation and debate in the real world). Allowing students to earn their grade not just on debates but their ability to engage an audience using public discourse techniques we believe will improve student success. Lastly, making sure students have a thorough introduction to the LMC Library and Research Services was something everyone discussed as valuable for this course, as we need to ensure students are successful in researching arguments for debate preparation. We also are using a new textbook for this class that is, on its face, more student friendly which we hope fuels student success. We also are writing a hybrid option for this course during our COOR revision to see if in the future offering this in a hybrid format impacts student success.

SPCH160: Taken from the SPCH 160 Assessment: "This semester we had 10 students who were enrolled in SPCH 160 for units. Of the 10 students enrolled for units, only 1 of them was consistently active on the LMC Debate Team. Of the 10 students, 8 students were preparing to transfer at the end of the Spring semester and let us know that they were not interested in learning how to be competitive debaters. This was the first academic year (and second semester) where we had a majority of students enrolled in the class who were not interested in competitive debate. This changed the dynamic of the course and is impacting how we go about the review and updating of the Course Outline of Record. The original COOR for SPCH 160 had the focus on students who were interested in competitive debate, who we assume would have been on the team for a minimum of two years. The 2018-2019 academic year is

the first time that we have seen a shift in the enrollment trend for the course and thus, we need to adjust our approach to the course to ensure we have less ambiguous assessment measures moving forward that best reflect the student population we have now and their goals. We want to find a way to teach the class so that both students interested in competitive debate and students are taking the class for elective units without interest in competitive debate can all thrive. Stay tuned for updates."

The SPCH 160 COOR is currently being revised. We are currently implementing a new style of debate, IPDA (International Parliamentary Debate Association) for SPCH 160 to account for the number of students who are taking the class for units v. competitive debate and five weeks into the semester this seems like it is a good decision. We have also built in more specific assignments and a required textbook for the class to ensure student success.

Note: We plan to start including a narrative statement like the one for SPCH 160 on all future assessments.

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
SPCH 120	SPCH 120: M. Arcidiacono Kaufman/S. Steers/Z.Feere (in progress Cohort 2)
SPCH 160	SPCH 160: M. Arcidiacono Kaufman/S.Steers (in progress Cohort 2)

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

Leadership and Community Involvement

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Program Update (Oct 1 – Oct 31)

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

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

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

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

   LACI-045 (Student Leadership and Governance) has not been offered in over ten years. In addition, **LACI- 049** has not been offered in over five years. As such, both of these courses will be deactivated December 2019.

   LACI-048 (Leadership for Change) was offered twice during this assessment period in the spring of 2018 and spring of 2019. Each term the class size barely met the minimum requirement to offer the course without cancellation.

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

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

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

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

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

For CTE programs only:

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

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

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

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

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

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

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

Course Success by Race/Ethnicity

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

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

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

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

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

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

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

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

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

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

No CSLO assessments performed this year.

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

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

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

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

TRAVEL MARKETING

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.).

No major changes or updates within the Travel Marketing Program since last CPR.

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)

Enrollment and Ftes/Ftef numbers vary, depending on the course. TRAVL 72, Introduction to Travel, is the basic foundation for all travel classes, and this class typically fills to capacity. Ftes/Ftef numbers for TRAVL 72 have been consistently above 15 for the last 3 years.

Enrollment % and Ftes/Ftef vary, depending on the maximum number of students per class. For example, TRAVL 77, Customized Vacation Travel (class max. 30 students), is a capstone course for the Certificate of Achievement, and the enrollment % has been at 100% for the past 3 years. In contrast, TRAVL 95, Advanced Travel Concepts, another capstone course, has averaged 65%, but has a class maximum of 40 students. If TRAVL 95's class maximum was set at 30, the enrollment % would be 86.6%.

TRAVL 130 and TRAVL 131 are core courses for the Home Based Travel certificate. Given the growing number of travel professionals that are choosing to be independent contractors, it makes sense that these courses have a relatively high enrollment level.

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 also result in a higher enrollment % and Ftes/Ftef numbers.

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.

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.**	In Progress	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.	Ongoing.
Goal 2: **Improve student success rates, completions, and skill attainment.**	In Progress.	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.	Ongoing.
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.**	**In Progress**	Both travel instructors have attended POCR classes (Peer Online Course Review) and have mentored other online instructors. Two online travel courses (TRAVL 72 and TRAVL 76) are being reviewed for the OEI Exchange.	Ongoing.

For CTE programs only:

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

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").

As for income, hostagencyreviews.com reported in their "Travel Agent Income Report 2019" that 84% of the agents surveyed reported that their income increased from the previous year. The average income for travel agents with 3+ years' experience was: $44,312 for all agents (PT and FT), and $61,437 for FT agents. In 2017, 11% of self-employed agents earned over $100,000. In their 2018 Travel Agent Income Report, hostagencyreviews.com reported a 16% increase in average travel agent income from 2017.

References:

https://www.thetravelinstitute.com/2018/05/07/how-independent-contractors-are-changing-the-face-of-the-retail-travel-industry/

https://hostagencyreviews.com/blog/travel-agent-career-outlook

https://hostagencyreviews.com/blog/travel-agent-income-report-2019

https://hostagencyreviews.com/blog/travel-agent-income-report-2018

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.

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. Debbie is in her third 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. As part of the annual Travel Agent Forum, travel instructors meet face to face with travel suppliers, host agencies, and other travel professionals, including students and alumni of the LMC travel program.

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

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Goal: 75.4% Travel has increased its success rate every year -- by 6% since 2016. We are currently at 72.3%, which puts on track for our goal for 2021-2022.	Continue to provide reminders and individual feedback for students that need them. Hold weekly online office hours.	Increase success rate each year.	Instructors	
Degrees (AA, AS, ADT)	Goal: 3.6 AS degrees per year We have achieved this goal for the past 2 years.	Continue to remind advanced students to apply for the degree by the deadline.	Ongoing.	Instructors.	
Certificates of Achievement	Goal: 12 We have had either 10 or 12 CA's for the last three years, so this goal is within reach.	Continue to remind students to apply before the deadline and provide a link to the information they need.	Ongoing	Instructors.	
Unit Reduction					

CTE Jobs					

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase by 5%.	Our classes offer open access for all, given that all courses are online. All students will continue to receive individual feedback, as needed.	Ongoing.	Instructors.	
Low Income					
Foster Youth					

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

oo. 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. **All course assessments are up to date.**

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

pp. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success? **After going through the OEI review process, we are reviewing all classes to make sure they are accessible and follow best practices for online courses.**

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**.

All COORs are up to date.

Course	Faculty Responsible for COOR Update

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.

N/A

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020

Welding Technology

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.)

Since the last program review in 2017/18, no new degrees or certificates have been created for the Welding Technology Dept.
No new curriculum changes have been done since the last program review. However, we are preparing a new course called Metal Fabrication Technologies (FabTech WELD-007) where students will learn to use hand and power tools to build small projects. This course will assist with teaching the students how to make things outside of welding. Welders do more than just weld, they rivet, cut, drill, tap, bend things, layout parts, and operate a variety of tools to repair or fabricate things.   Our program is doing well teaching them how to weld, but they need much more experience with related fabrication/manufacturing technology. The COOR has been submitted and approved and the course is listed in the LMC Catalog. We plan to offer this course in the summer of 2020.   Tooling purchases are still in progress for this course as well as lab improvements, project development, and paperwork to implement this course.

The only staffing change has been the hiring of our Saturday instructor Frank Murphy in January 2018.

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)

The census enrollment illustrates an upward trend. From a count of 204 students in Fall 2017 to 268 in Fall 2019.

The fill rate has increased 4.2%, from 15% in 2017 to 19.2% in 2019.

The productivity has increased 4.9 from 12.4 to 17.3.

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

Nothing that I can think of. The enrollment fluctuates up and down over time as well as our productivity. The program is just about at maximum capacity in offering courses that students can take. Presently, we have courses in the mornings, afternoons, evenings, and Saturdays. The trend upwards is just an illustration that confirms the high demand in industry for welders. Students know that and want to become one.

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.

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

Goal 1: Start a new course: Metal Fabrication Technologies, WELD-007	In progress, nearing completion.	Tooling purchases nearly complete, creating new projects and curriculum. Course has been submitted to State and is now listed in LMC catalog. Plan to start offering it this summer.	Summer 2020. Joe Meyer
Goal 2: Continue to Offer and Build the Best Welding Program in the Bay Area.	Always In Progress	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.	On-going. Joe Meyer
Goal 3: Find more internship opportunities for our students who want summer employment.	**In Progress**	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.	On-going. Joe Meyer, Dann Gesink.

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 hiring's, every fabrication shop I communicate with is overwhelmed with work. Almost every day an employer calls me desiring our students. There is presently a 10 year backlog of major projects in the Bay Area that involves welding. The demand I see today is the best I have ever seen it in my lifetime!

Now, to refer to the EMSI October 2019 Q3 data provided by the program review committee which only accounts for a small portion of the occupations that our students enter, it shows job details for Reinforcing iron workers and welders/cutters/solderers. 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 8.9% upward change in jobs in our region showing a total of 2,612. (I believe that this number is significantly higher based off of my communication with industry.)

It shows the median hourly earnings of $23.15 per hour.

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.

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 the 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 expertises. Partners include local Weld shop owners, manufacturing company owners/management, both working & retired QC inspectors, manufacturing production engineer, and a welding technician.

Date of last meeting was January 23, 2019 and the minutes were sent to the Office of Instruction. The next Welding Technology Advisory board meeting will be on January 22, 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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Our overall is 65.5%, the recommended goal is 75.4.	Increase course success	2020-2022	Joe Meyer Dann Gesink	
Degrees (AA, AS, ADT)	In 2018-2019 we had 9 A.S. completions. Goal was 2.4.				
Certificates of Achievement	In 2018 – 2019 we had 7 C of A				

	completions. Goal was 3.6				
Unit Reduction					
CTE Jobs	Data shows an 11% increase to 2383 in 2024.				

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income	35%	Currently we have a 28% success rate for low income African Americans. We will try to increase that to 35% by incorporating changes to our textbook requirements from 4 to 3 so it would be easier for them to purchase the textbooks. In a way this would increase the ZTC in our program.	By the end of 2022 it shall be completed.	Joe Meyer	
Foster Youth					

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

qq. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001	All courses were assessed as required	All assessments are up-to-date.	Joe Meyer/Dann Gesink
COURSE 002			

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

From my assessments done in 2019, a few changes will be implemented. In our theory courses we plan to give more quizzes to encourage students to keep up with the course work and thus learn the material. We plan to do more group projects to allow students to work together to solve a problem. Lastly, inspire students to ask more questions or see the instructor during office hours whenever they need help.

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
COURSE 001	All Coors are up-to-date.
COURSE 002	
COURSE 003	

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.

<table>
<tr><td colspan="5" align="center">Faculty/Staff Resource Request</td></tr>
<tr><td colspan="2">Department/Unit Goal - Reference #</td><td colspan="3">Strategic Goal and/or Objective - Reference #</td></tr>
<tr><td colspan="2">Welding Technology</td><td colspan="3">Hiring another Part Time Instructor</td></tr>
<tr><td colspan="2">Department/Unit Name</td><td colspan="2">Position Name/Classification</td><td>FTE</td></tr>
<tr><td colspan="2">Welding Technology</td><td colspan="2">Adjunct Welding Instructor</td><td></td></tr>
<tr><td>Position Type</td><td>Funding Duration</td><td colspan="2">Funding Source</td><td>Est. Salary & Benefits</td></tr>
<tr><td>☑ Faculty R/T

☐ Classified

☐ Manager

☐ Student</td><td>☑ On-going/Permanent

☐ One-time</td><td colspan="2">☑ Operations (Fund 11)

☐ Other</td><td></td></tr>
<tr><td colspan="5">Justification:</td></tr>
<tr><td colspan="5">When new remodeled Appliance lab is complete, Welding may move its new Metals Fabrication Technology Course-Weld-007 into the space to use during the Fall and Spring semesters. After that occurs, it may become necessary to have another welding instructor to teach courses that current faculty cannot due to load issues.</td></tr>
</table>

<table>
<tr><td colspan="5" align="center">Operating Resource Request</td></tr>
<tr><td colspan="2">Department/Unit Goal - Reference #</td><td colspan="3">Strategic Goal and/or Objective - Reference #</td></tr>
<tr><td colspan="2">Welding Technology</td><td colspan="3">Additional Tooling for Appliance Lab use</td></tr>
<tr><td colspan="2">Department/Unit Name</td><td colspan="3">Resource Type</td></tr>
<tr><td colspan="2" rowspan="3">Welding Technology</td><td colspan="3">☑ Equipment   ☐ IT Hardware/Software

☑ Supplies   ☐ Facility Improvement

☐ Service/Contract   ☐ Other</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="4">General Description</td><td>Est. Expense</td></tr>
<tr><td colspan="4">If Weld-007 Metals Fabrication Technology uses the remodeled Appliance lab, new additional tooling will be needed to operate the course outside of the Welding lab. These include pedestal grinders, metal shear, possible electrical connections, cord reels, air reels, grinding booth(s), curtains, lockers, etc.</td><td>$65,000</td></tr>
<tr><td colspan="5">Justification:</td></tr>
</table>

To operate the course in another lab outside the welding lab, the new lab must be outfitted with tooling which is required for the course.   The new remodel may not include all the electrical and air needs nor will it include tooling to operate the course. Most of this new tooling are large, fixed items which cannot be wheeled about or moved after installation.

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #		
Welding Technology	Attend Fabtech Exhibition and Conference		
Department/Unit Name	**Resource Type**		
Welding Technology	☑ Conference/Meeting ☐ Online Learning ☐ Other	☐ Materials/Supplies ☐ IT Hardware/Software	

General Description	Est. Expense
Instructors to attend the International Fabtech Conference & Exhibition to see and learn about the latest technology in welding and fabricating.	$4000

Justification:

Every few years the Welding Faculty desires to attend North America's largest metal forming, fabricating, welding and finishing event heads to the Las Vegas Convention Center Nov. 18-20, 2020. FABTECH provides a convenient 'one-stop shop' venue where you can meet with world-class suppliers, see the latest industry products and developments, and find the tools to improve productivity, increase profits and discover new solutions to all of your metal forming, fabricating, welding and finishing needs.

LMC Program Review Year 3 Update 2019-2020

WORLD LANGUAGE

Introduction

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Resource needs to meet goals, if any.

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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.)

The World Language department has seen important changes in the last three 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, two years ago, we decided to increase the number of sections of Spanish and ASL classes offered every semester. Additionally, we have also started offering more hybrid and fully online classes in both programs in order to meet the needs of our students. In fact, many of our ASL classes can now be offered as hybrid courses, and a vast majority of our Spanish classes can be offered either as hybrid or fully online. 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. Very soon we will be the first ones in our district to offer a new AA degree in Spanish which can be done fully online. Once the new Brentwood campus opens its doors, we will increase the number of sections in both Spanish and ASL, and we will seek a new full-time position in ASL to keep contributing to the program's development and growth.

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.

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)

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 15 Ftes/Ftef. Most of our disciplines and sections are doing very well, but some others such as French 60 and Italian 60 have suffered a significant decrease in student enrollment in the last three years. French 60 went from a census fill rate of 88.90% in 2017 to an 80.60% in 2019 and from 16.7 Ftes/Ftef to a 15.5. Similarly, Italian 60 experienced a decrease census fill rate from 86.10% in 2017 to 47.20% in 2019 and from 16.1 Ftes/Ftef to 9. This clearly shows that the department has to focus even further in these disciplines in order to improve enrollment in these courses and to be able to offer more sections or a second level in these disciplines. On a different note, Spanish and American Sign

Language have either grown or remained stable as far as registration is concerned in the last three years. For example, Spanish 50 census fill rate has increased from 92.10% in 2017 to 94% in 2019 with 17.1 Ftes/Ftef to 16.9. Likewise, Sign 50 had a positive and stable census fill rate of 102.10% in 2017 to 100.70% in 2019 and 19.1 Ftes/Ftef to 19.3. We can also note that Sign-52, Intermediate American Sign Language I, had a small decrease in enrollment from a 50% census fill rate to a 47%; however, Sign 53 increased from 31.60% to 47.40% from 2018 to 2019. This is very exciting for us because it means that more of our students are completing the ASL program with the aim to obtain our new Certificate of Achievement or AA degre. The same goes for Spanish where we can clearly see that in the 2017FA, there were only three students registered in Spanish 53, fifteen students registered in the 2018FA and eighteen registered in the 2018FA. These numbers go on to show that both programs Spanish and ASL keep growing throughout the years, and consequently, we are seeing more and more completers.

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

The department has seen a surge in enrollments for the past three years for Spanish 50 and 51 courses, for both face-to-face and online sections, and for American Sign Language classes in general. The data suggests that the department needs to start offering more elementary level sections in both ASL and Spanish to keep feeding the higher levels. We will need to hire an additional Spanish Adjunct instructor and request for new ASL full-time position. ASL is a rapidly growing discipline at LMC and is becoming one of the most popular languages on campus. The data also suggests that for Sign-050 the census fill rate has been over 100% and over 19.1 Ftes/Ftef since 2017. As soon as the new Brentwood campus opens, we will see even higher registration numbers. Due to this reason, a new ASL full-time will be needed. This position will serve the ASL/World Language Department on both the Pittsburg and Brentwood sites and it will enable Los Medanos College to keep developing and offering a wider, richer variety of course offerings in the area of Sign Language and Deaf Culture. A resident expert is needed to lead the strong group of adjunct instructors, evaluate and maintain high standards in the four-semester length sequential transfer levels currently offered and contribute to program development and growth to further strengthen the program and the new A.A. degree and Certificate of Achievement in ASL.

Based on recent information from the Trend Analysis 2011-2019, productivity numbers have also grown consistently over the past years from 16.9 (2011-2012) to 17.39 in the 2018-2019 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 student enrollment and retention numbers. We need a full-time instructor who can help us lead our strong ASL program and meet the needs of our students.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **AA- American Sign Language**	Completed	The new AA degree will enable the World Language department to keep developing and offering a wider, richer variety of course offerings in the area of Sign Language and Deaf Culture and increase the number of ASL completers.	Laurie Huffman and Victor Coronado
Goal 2: **Spanish for the Workplace, Intersession Courses- 1-2 units**	Modified	This is now Spanish for the Healthcare Providers and Spanish for the Professions offered each semester as a 3 units class. As soon as LMC decides if Winter Intersessions will be offered, we will return to the idea of offering Spanish for the Workplace as a 1-2 units course	This will be achieved by 2021-2022 by Victor Coronado and Laurie Huffman
Goal 3: **Spanish for Spanish Speakers Course Offered (after many years of absence)**	**Completed**	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	Spanish 57, Spanish for Spanish Speakers I, will be offered in Fall 2020 semester. Victor Coronado will be the instructor
Goal 4: **Hiring of a new adjunct Sign Language Instructor**	Completed	We increased the number of sections in ASL to meet the needs of our students and a new adjunct Sign Language Instructor was hired in Fall 2018.	Victor Coronado and Laurie Huffman
Goal 5: **Increased Completers for the new AA-T in Spanish**	In progress	A higher number of students have completed and obtained our new AA-T in Spanish since 2018, but the department will continue to work hard to increase the number of completers by 2021-2022	Victor Coronado and Laurie Huffman

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.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Retention and persistence French 87% Italian 70% Sign 82.8% Spanish 77%	Initiate an intervention plan to retain students	August 2020 – June 2022	Victor Coronado, Laurie Huffman	Laurie will cover online and Social Justice degree
Degrees (AA, AS, ADT)	Award 12 Spanish for Transfer degrees	Intervention plan for retention and persistence	August 2020- June 2022	Victor Coronado, Laurie Huffman	
Certificates of Achievement	N/A New Spanish and ASL Certificates of Achievement not listed on the Degree/Certificate Goal Setting document				
Unit Reduction					
CTE Jobs	AA-T Spanish Online	Spanish courses linked to CTE certs	August 2020 – June 2021	Laurie Huffman	OEI Alignment to existent CTE Certificates, for Spanish 50

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 DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase retention and persistence **French** 80% **Italian** 66.7% (numbers based on low enrollment) **ASL** 80% **Spanish** 65%	Initiate steps for intervention for retention and persistence	August 2020- June 2022	Victor Coronado, Laurie Huffman	
Low Income	French 90% Italian 66.7% ASL 85% Spanish 80%	Offer no-cost textbooks for as many courses as possible without sacrificing quality	August 2020- June 2022	Victor Coronado, Laurie Huffman	
Foster Youth	French 77% Italian 66.7% ASL 81% Spanish 67%	Mentoring of Foster Youth	August 2020- June 2022	Victor Coronado, Laurie Huffman	

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

ss. 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.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Year 1 2017FA-18SP			
SIGN 050	Course was assessed in Fall 2016	Fall 2019	Joan Germany
ITAL 060	Course was assessed in 2/14/2017	Fall 2019	Debra Moll
YEAR 2 2018FA-19SP			
SIGN 051	Faculty was unaware of assessment	Fall 2019	Jennifer Finnigan
FRENCH 061	Course was canceled	Spring 2020	Florence Kline
ITALIAN 061	Course was not offered		
SIGN 067	Sign 067 is now Sign 052		
Year 3 2019FA-20SP			
CHINESE 030	Course is not offered anymore. We will inactivate course		
CHINESE 040	Course is not offered anymore. We will inactivate course		
SIGN 068	Sign 068 is now Sign 53		
SIGN 070	This course will be offered in Summer 2020	Summer 2020	Joan Germany
SIGN 071	This course will be offered in Summer 2020	Summer 2020	Marisa Keane
SIGN 072	This course will be offered in Summer 2020	Summer 2020	Marisa Keane

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

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	
French 060	Outline needs to be updated 2018-2019	Victor Coronado
French 061	Outline needs to be updated **2019-2020**	Victor Coronado
ITAL 060	Outline needs to be updated 2018-2019	Victor Coronado
ITAL 061	Outline needs to be updated **2019-2020**	Victor Coronado
SIGN 050	Outline needs to be updated 2018-2019	Victor Coronado
SIGN 051	Outline needs to be updated **2019-2020**	Victor Coronado
SIGN 052	Outline needs to be updated **2019-2020**	Victor Coronado
SIGN 053	Outline needs to be updated **2019-2020**	Victor Coronado
SPAN 050	Outline needs to be updated 2018-2019	Victor Coronado
SPAN 051	Outline needs to be updated **2019-2020**	Victor Coronado
SPAN 052	Outline needs to be updated **2019-2020**	Victor Coronado
SPAN 053	Outline needs to be updated **2019-2020**	Victor Coronado
SPAN 060	Outline needs to be updated **2019-2020**	Laurie Huffman

Impact of Resource Allocation

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

5. Resource Needs (Feb 1 – Feb 28)

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

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

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

Professional Development Resource Request

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

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

General Description	Est. Expense

Justification: