

LMC Program Review Year 3 Update 2019-2020

Instructional Unit Name: 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 <i>Vision for Success</i> 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 were 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 3 rd 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)

- 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 |
|-----------|--------------------------------|------------------------------|---|
| 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 | | |

- 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 |
|-----------|---|
| 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 |
| <input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student | <input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time | <input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/> | |
| Justification: | | | |
| | | | |

| Operating Resource Request | | |
|------------------------------------|--|---|
| Department/Unit Goal - Reference # | | Strategic Goal and/or Objective - Reference # |
| | | |
| Department/Unit Name | | Resource Type |
| | | <input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> 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 |
| | <input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other |
| General Description | Est. Expense |
| | |
| Justification: | |
| | |