

# LMC Program Review Year 3 Update 2019-2020

## Instructional Unit Name: CENTER FOR ACADEMIC SUPPORT

### 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
<b>August 26 – September 30</b>	<b>Item 3.</b> Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
<b>August 26 – September 30</b>	<b>Item 4.</b> Status report on the review and assessment of Course Outline of Records and next steps.
<b>October 1 – October 31</b>	<b>Item 1.</b> Provide an update to the department’s 2017-18 CPR
<b>November 1 – November 27</b>	<b>Item 2.</b> Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the <i>Vision for Success</i> indicators.
<b>February 1 – February 8</b>	<b>Item 5.</b> 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
<p><b>Goal 1:</b>  <b>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.</b></p>	In Progress	<p>Research:</p> <p>Last semester, we completed some research about student populations using our services in the past year.</p> <p>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.</p> <p>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.</p>	2022/Sandra Mills and Jill Buettner

		<p>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.</p> <p>In terms of peer tutoring in Pittsburg, 12% of students served in fall 2019 were African American.</p> <p>For peer tutoring in Brentwood, 12% of students served in fall 2019 and 7% of students served in spring 2019 were African American.</p> <p>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.</p> <p>At this time, we have not collected data on low-income students and foster youth.</p> <p>Partnerships:</p> <p>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.</p> <p>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.</p> <p>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.</p>	
--	--	--	--

		<p>In Fall 2019, we did a presentation in an Umoja English class, and we did notetaking workshops in two Umoja history classes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>For peer tutoring, in BIO 40, the campus overall success rate is 47%. The success rate for students who attended tutoring is 69%.</p> <p>For Humanities courses as a whole, the campus success rate is 76%, and students who came for tutoring had a 100% success rate.</p> <p>Actions:</p> <p>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.</p> <p>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.</p>	
<p><b>Goal 2:</b>  <b>To increase tutoring and consulting services in Brentwood and improve access upon the completion of the new Center.</b></p>	<p>In Progress</p>	<p>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.</p> <p>However, we have not necessarily seen increased use in spite of our offerings. We</p>	<p>2022/Sandra Mills and Jill Buettner</p>

		plan to continue this work and to reevaluate once the new Brentwood Center opens.	
<p><b>Goal 3:</b>  <b>To institutionalize IA/graduate student program and synchronous online tutoring program in order to offer greater access to students.</b></p>	Completed the first and abandoned the second	<p>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.</p> <p>We have successfully secured SEA funding for the IA program for the next 3 years.</p> <p>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.</p> <p>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.</p> <p>Actions:</p> <p>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.</p>	2022/Sandra Mills and Jill Buettner
<p><b>Goal 4:</b>  <b>Hire permanent classified program assistant position to ensure consistency and maintenance of campus-wide tutoring program.</b></p>	In Progress	<p>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.</p> <p>Actions: Continue to apply for permanent position to serve both Pittsburg and Brentwood.</p>	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)

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
<b>Course Success</b>					
<b>Degrees ( AA, AS, ADT)</b>					
<b>Certificates of Achievement</b>					
<b>Unit Reduction</b>					
<b>CTE Jobs</b>					

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
<b>African American</b>	--Increase students served in Reading and	--Continue to collaborate with EOPS in outreach --Work more with learning communities	2022	Jill Buettner and Sandra Mills	



	<p>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.</p>	<p>--Conduct student surveys of use, needs, and availability</p>			
<b>Low Income</b>	<p>--Complete research about usage from low income students in order to increase our services.                  --Continue partnership with the Food Bank and Brain Food Project.</p>	<p>--Continue to collaborate with EOPS in outreach                  --Continue the Brain Food Project                  --Collect data</p>	2022	Sandra Mills and Jill Buettner	
<b>Foster Youth</b>	<p>--Complete research about usage from foster youth in order to increase our services.</p>	<p>--Connect with BRAVO                  --Collect data</p>	2022	Jill Buettner and Sandra Mills	



### 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
COURSE 001			
COURSE 002			

- 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
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.

<b>Faculty/Staff Resource Request</b>			
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
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	Salary: \$51,168 Benefits: \$23,025 Total: \$74, 195
Justification:			
<p>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.</p> <p>The Program Assistant position is a continued need as the position 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.</p>			

<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Goal 2	3.
Department/Unit Name	Resource Type
Center for Academic Support	<input checked="" 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
Office Printer, with capabilities for copying, scanning, printing, duplexing, collating and emailing documents.	\$1,000
Justification:	
<p>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.</p>	

<b><u>Professional Development Resource Request</u></b>	
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	<input checked="" 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
Attendance for 8-10 consultants at the Northern California Writing Center Association Conference in San Jose 2020.	\$1,200
Justification:	
<p></p>	

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