

LMC Program Review Year 3 Update 2019-2020

Instructional Units

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 <i>Vision for Success</i> 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?

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

Provide link

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

?????????

Provide link

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 did not 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)

- 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.

ALL courses have been assessed.

- b. 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
<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:			

--

<u>Operating Resource Request</u>	
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:	

<u>Professional Development Resource Request</u>	
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:	