

LMC Program Review Year 3 Update 2019-2020

Instructional Unit Name:

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.)

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

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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<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:	