LMC Program Review Year 3 Update 2019-2020

Instructional Unit Theme Report: Program Update

03.02.20

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LMC Program Review Year 3 Update 2019-2020
Academic & Career Success

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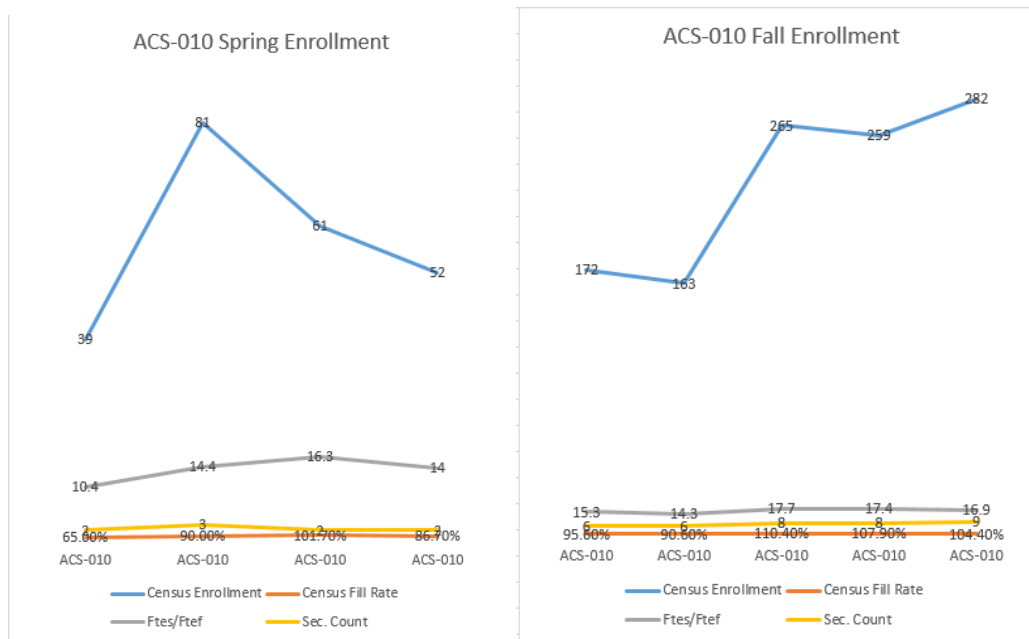
ACS-100 In support of the Athletic program 1 section each of ACS-010 and ACS-100 are offered each semester geared towards student athletes. In 2016 the Athletic department decided to "make the courses mandatory for all incoming freshmen student athletes." While the model has been for all/most 1st year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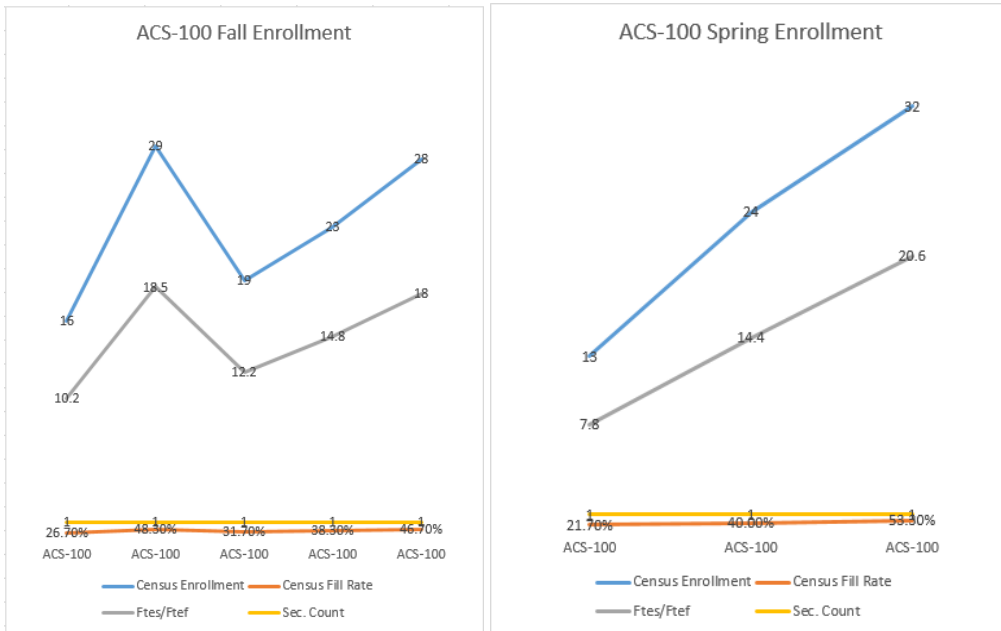
1.b.2. What does the data suggest in terms of future needs/directions?

   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.

LMC Program Review Year 3 Update 2019-2020

ANTHROPOLOGY

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	Liana Padilla-Wilson (department chair)

		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 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.

LMC Program Review Year 3 Update 2019-2020

APPLIANCE SERVICE TECHNOLOGY

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.

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ASTRONOMY

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.

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AUTOMOTIVE TECHNOLOGY

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**	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	Jason Dearman

electric vehicles and autonomous self-driving vehicles.		technology training has not been readily available and opportunities are currently researched.	

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.

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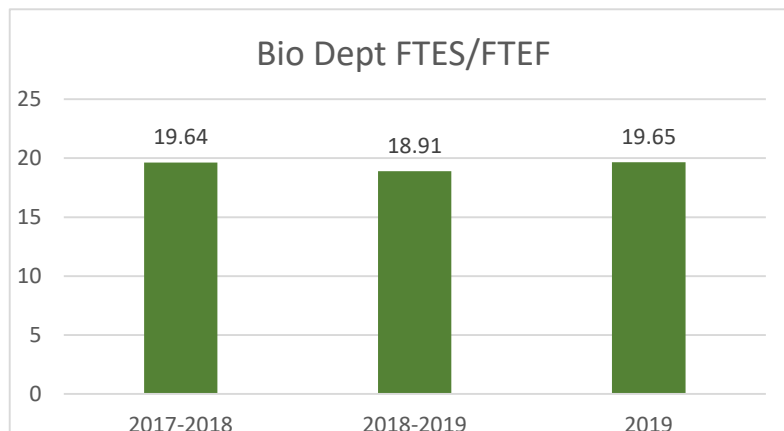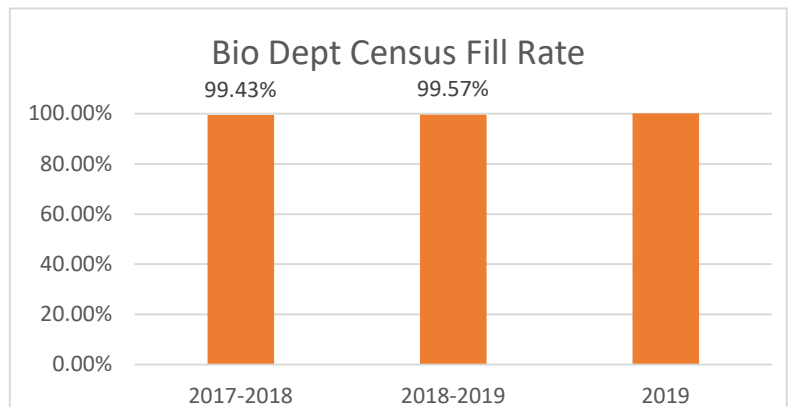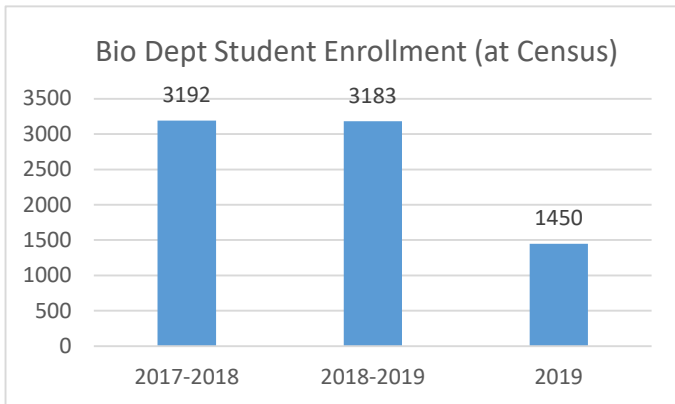
BIOLOGICAL SCIENCES

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)

	2017-2018	2018-2019	2019
	3192	3183	1450

Bio Dept Census Fill Rate

	2017-2018	2018-2019	2019
	99.43%	99.57%	100.00%

Bio Dept FTES/FTEF

	2017-2018	2018-2019	2019
	19.64	18.91	19.65

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.

LMC Program Review Year 3 Update 2019-2020

BUSINESS

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:	No progress.	…	None assigned.

Explore opportunities to establish more student engagement opportunities collegewide.			
Goal 2: **Explore entrepreneurship certificate pathways with other LMC department:** - **Music** - **Art** - **Childcare** - **Automotive** - **Travel** - **Management**	No progress.	…	None assigned.
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.

LMC Program Review Year 3 Update 2019-2020

CENTER FOR ACADEMIC SUPPORT

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	2022/Sandra Mills and Jill Buettner

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.

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. | 2022/Sandra Mills and Jill Buettner |

		However, we have not necessarily seen increased use in spite of our offerings. We 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.

LMC Program Review Year 3 Update 2019-2020

CHEMISTRY

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 government labs and Resolve laboratory and stockroom issues that negatively impact student learning.**	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
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

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, ROP/Academy Programs, Strong	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

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.

LMC Program Review Year 3 Update 2019-2020

COMPUTER SCIENCE

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.

LMC Program Review Year 3 Update 2019-2020

Counseling

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.

LMC Program Review Year 3 Update 2019-2020

Cooperative Work Experience Education

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.

LMC Program Review Year 3 Update 2019-2020

DRAMATIC ARTS

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 streamlined pathways for event success	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.	
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.

LMC Program Review Year 3 Update 2019-2020

DISABLED STUDENTS PROGRAM AND SERVICES

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 educational needs of students with disabilities	New goal	Impact: new curriculum will assist DSPS in retaining students to meet educational goals. Action steps: DSPS faculty will develop new curriculum	DSPS faculty are charged with developing 3 new 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.

LMC Program Review Year 3 Update 2019-2020

EMERGENCY MEDICAL SERVICES

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.

LMC Program Review Year 3 Update 2019-2020

ENGINEERING

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/	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties

Modified			
Goal 1: Invest in new technology, replace old equipment and repair broken one. **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 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

LMC Program Review Year 3 Update 2019-2020

ENGLISH

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/	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties

Modified			
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.

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) - <mark>Credit</mark>

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

Level 1	Level 2	NegPos_Num	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
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/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1:	In Progress	- Serving more students, including undocumented and low income	On-going Paula Gunder

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		- 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.	
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

LMC Program Review Year 3 Update 2019-2020

ELECTRICAL/INSTRUMENT TECHNOLOGY

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.

LMC Program Review Year 3 Update 2019-2020

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

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

LMC Program Review Year 3 Update 2019-2020

FIRE TECHNOLOGY

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 sixe 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:	This Goal is still in progress	In 2018 the Fire technology program granted Eleven (11) Associates Degrees and Seven (7)	Review at the end of Fall 2020

Increase the number of students achieving Degrees and or Certificates of Achievement in Fire Technology		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	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.*

LMC Program Review Year 3 Update 2019-2020

GRAPHIC COMMUNICATIONS

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/	Impact/ Explain/	Timeline/

	Abandoned/ In Progress/ Modified	Action Steps	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.

LMC Program Review Year 3 Update 2019-2020

Humanities

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.

LMC Program Review Year 3 Update 2019-2020

KINESIOLOGY

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: **Increase the number of AAT degrees for LMC students**	**In progress**	Same as Goal 1 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.

LMC Program Review Year 3 Update 2019-2020

LAW ENFORCEMENT ACADEMY

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,**	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	LETC staff.

equity and law enforcement training and the local community.		instructors, are mandated by Peace Officer Standards and Training (POST) to complete AOT annually and ongoing.	

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

LMC Program Review Year 3 Update 2019-2020

Library

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	Primary responsibility: Christina Goff

		development opportunities with the GE Committee chair, reviewing existing library instruction efforts to identify current GE classes that have included information literacy components, and exploring the use of existing modular online information literacy tutorials to meet an increased demand in information literacy instruction.	Spring 2020: librarian to begin attending GE committee meetings (will rotate participation as 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 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.	Spring 2020 is the projected start time for LMC to start 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.

LMC Program Review Year 3 Update 2019-2020

LICENSED VOCATIONAL NURSING

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.

LMC Program Review Year 3 Update 2019-2020

MANAGEMENT AND SUPERVISION

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**	No Progress		

- **Automotive** - **Travel** - **Management**			
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)

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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.

LMC Program Review Year 3 Update 2019-2020

Mathematics

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.

Math 210 (previously Math 50)

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

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,	Fall 2021 Department Chair Box 2A request Management

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 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:

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 | Fall 2021 Math Department |

		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 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.	Fall 2021 Math Department Math Department Chair

		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 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	Fall 2020 Math Department Chair Math Department

		provide mentoring for faculty who teach in the Calculus pipeline.	
Goal 6: **Redesign Geometry and Precalculus (trigonometry) preparation for calculus**	In-Progress	From past course assessment there is an identified need for curriculum and professional development around Math 26 (Geometry) and Math 155 (Precalculus), especially in the area of Trigonometry. The Math 26 COOR is being updated to include more of an emphasis on Trigonometry.	Fall 2020 Math department chair 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.

LMC Program Review Year 3 Update 2019-2020

MUSIC

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.

LMC Program Review Year 3 Update 2019-2020

Philosophy

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.

LMC Program Review Year 3 Update 2019-2020

PHYSICS

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 the PHYS 40 sequence and in PHYS 15**	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 PHYS 42 had 5 seats available. More sections of PHYS 40 are needed.	Kurt Crowder Bob Moore Jeanne Bonner
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

LMC Program Review Year 3 Update 2019-2020

PSYCHOLOGY

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	32	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

LMC Program Review Year 3 Update 2019-2020

PROCESS TECHNOLOGY

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	Complete by 12/2020 Kean

		prepare students for advanced manufacturing	
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.

LMC Program Review Year 3 Update 2019-2020

RECORDING ARTS

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

LMC Program Review Year 3 Update 2019-2020

REGISTERED NURSING

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 effectiness; (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	Fall 2022/ Joanne Bent, Colin McDowell

		RNURS-001 from a one-day instructor face-to-face led class to an online course.	
Goal 3: **Increase more community health content to curriculum including more robust clinical placements**	**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 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	Fall 2022/ Joanne Bent, Colin McDowell

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.

LMC Program Review Year 3 Update 2019-2020

SOCIOLOGY

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:	In progress	1. Utilize Canvas to provide students with more classroom information.	Ongoing Lead: Alex Sample Adjunct faculty

Increase/update curriculum resources to improve and enhance student learning and success.		2. Work with adjunct faculty to enhance ways in which Canvas can be used in the classroom.	
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

LMC Program Review Year 3 Update 2019-2020

SPEECH/COMMUNICATION

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.

LMC Program Review Year 3 Update 2019-2020

Leadership and Community Involvement

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 <u>78016</u>, Title 5, <u>51022</u>)

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**

LMC Program Review Year 3 Update 2019-2020

TRAVEL MARKETING

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.

LMC Program Review Year 3 Update 2019-2020

Welding Technology

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.

LMC Program Review Year 3 Update 2019-2020

WORLD LANGUAGE

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	Victor Coronado and Laurie Huffman

		work hard to increase the number of completers by 2021-2022	

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.