LMC Program Review Year 3 Update 2019-2020

Instructional Unit Theme Report: Goal Setting

3.2.2020

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

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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See Student Services Program Review Update- Transfer Center and Program Review Update- Athletics for program changes and updates

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by Race/Ethnicity

ACS-10	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
African_American	46	58.70%	81	61.70%	107	65.40%	234	62.80%
American_Indian	1	0.00%	1	100.00%			2	50.00%
Asian	3	66.70%	6	83.30%	7	85.70%	16	81.30%
Filipino	5	100.00%	10	100.00%	15	100.00%	30	100.00%
Hispanic	66	89.40%	98	85.70%	52	80.80%	216	85.60%
Multi_Ethnicity	74	75.70%	65	70.80%	94	77.70%	233	75.10%
Pacific_Islander	3	66.70%	1	0.00%	1	100.00%	5	60.00%
Unknown	1	100.00%	1	0.00%	2	50.00%	4	50.00%
White_Non_Hispanic	48	81.30%	63	71.40%	33	81.80%	144	77.10%

ACS-100	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enroll ments	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate
African_American	11	90.90%	6	83.30%	11	81.80%	28	85.70%
American_Indian			1	100.00%			1	100.00%
Asian					1	100.00%	1	100.00%
Filipino	0				1	100.00%	1	100.00%
Hispanic	3	33.30%	7	100.00%	2	100.00%	12	83.30%
Multi_Ethnicity	19	78.90%	12	100.00%	13	84.60%	44	86.40%
Pacific_Islander			1	100.00%	1	100.00%	2	100.00%
Unknown					1	100.00%	1	100.00%
White_Non_Hisp anic	9	77.80%	16	100.00%	24	87.50%	49	89.80%

Course Success by Foster Youth Status

ACS-10	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enroll ments	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate
Foster Youth	18	66.7%	19	42.1%	31	64.5%	68	58.8%
Non-Foster Youth	229	78.2%	307	75.9%	280	76.8%	816	76.8%

ACS-100	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enroll ments	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate
Foster Youth	4	50.0%	1	100.0%	5	77.3%	10	60.0%
Non-Foster Youth	38	81.6%	42	97.6%	49	89.8%	129	89.9%

Course Success by Income

ACS-10	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enroll ments	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate
Low Income	152	78.9%	210	70.0%	147	74.1%	509	73.9%
Non-Low Income	95	7.7%	116	81.0%	164	76.8%	375	77.6%

ACS-100	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enroll ments	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate	Enrollm ents	Success Rate
Low Income	23	78.3%	17	100.0%	11	90.0%	51	88.2%
Non-Low Income	19	78.9%	26	96.2%	43	86.0%	88	87.5%

While overall course success is high for ACS-010 and ACS-100, data suggests a deeper dive is needed in regards to disaggregating success by race and ethnicity and foster youth status. Across all sections of ACS-010, African American students achieve disproportionately lower success rates in comparison to other student groups. For both ACS-010 and ACS-100, students identified as "foster youth" have a 20-30% lower success rate than non-foster youth students.

New ACS-010 instructors are required to participate in a two-day summer training focusing on the course structure, assignment development and grading, and classroom engagement activities. Returning instructors are also invited to attend. Disproportionate success rates indicate further professional development is needed in creating equitable learning environments for all students, and potentially developing a similar training for ACS-100 instructors.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase ACS-010 course success to 74%	Incorporate additional training for all ACS-010 instructors on successful retention and support practices in the classroom, with an emphasis on historically underserved student populations	Training will be held June 2020	Rachel Anicetti, Dave Belman	
Low Income					
Foster Youth	Increase ACS-010 and ACS-100 course success to 81%	Incorporate additional training for all ACS-010 instructors on successful retention and support practices in the classroom, with an emphasis on historically underserved student populations. Invite ACS-100 instructors to training.	Training will be held June 2020	Rachel Anicetti, Dave Belman	

LMC Program Review Year 3 Update 2019-2020

ANTHROPOLOGY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	78.1				
Degrees (AA, AS, ADT)	AS-1.2 AAT-0				
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	76.4	Offering the number of online courses in Anthropology/Behavioral Science can increase success in the student population. This can be done by working directly with Distant Education. Continue to increase awareness of student resources such as the library, intervention counseling and counseling services, student services, Learning Communities, the Food Pantry, and other resources on campus	2022/2023	Liana Padilla-Wilson	
Low Income	78	Continue to incorporate technology tools to communicate support to students and customize the student experience through CANVAS this will increase options for our overall student population. Increase collaboration with local schools to ensure potential students are aware of the programs and classes offered. Get an Anthropology tutor in the COOR to work with students in the various courses offered in the discipline.	2022/2023	Liana Padilla-Wilson	

| Foster Youth | 62 | Continue to purchase materials and supplies to upgrade the Anthropology Program and enhance student learning. The purchasing of Fossils, Documentaries/Videos, Artifacts, and other resources provides students with visual and tactile aids because it is important for educators to understand the differences in their students' learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments. These material resources will help my students understand the terms and concepts in anthropology and better critically analyze the curriculum.

Provide knowledge to students about job/employment opportunities in the field and bring in speakers to provide them with real life job opportunities. | 2022/2023 | Liana Padilla-Wilson | Currently, we are not offering Linguistic Anthropology which brought the number down for Foster Youth. |

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APPLIANCE SERVICE TECHNOLOGY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	There will be no HVAC classes offered in 2021-2022 while we work on the new program. Appliance classes are under review by Administration and it is undecided at this time if classes will be offered in the future.	Rework program to align better with current work for criteria	Goal is to offer new courses in 2022-2023	Debra Winckler	
Degrees (AA, AS, ADT)	There are no new degrees to be offered until the fate of these programs is determined.				
Certificates of Achievement	above				
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

If these programs continue we will explore ways to increase the number of disproportionately impacted students in the programs by outreach through the community. These programs provide graduates with knowledge needed in many career fields.

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ASTRONOMY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	71.4%				
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes

African American	62%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)	ongoing	Scott Cabral	
Low Income	73%	The goal was set by taking the average of the last 3 years and adding 2%. (see above)	Ongoing	Scott Cabral	
Foster Youth	63%	The goal was set by taking the average of the last 3 years and adding 2%. Encourage group work and community-building (the laboratory work especially assists with this goal)	Ongoing	Scott Cabral	

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AUTOMOTIVE TECHNOLOGY

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Degrees (AA, AS, ADT)	As per VSF goal One, Increase the number of students who complete and receive an AS in automotive technology	Provide the counseling department a time to visit and work with students in the classroom during the semester to provide AS pathways.	Fall 2020	Jason Dearman	
Certificates of Achievement	As per VSF goal one, our goal will be to increase our number of students receiving their certificates.	The majority of students' complete courses required for certification. Our first step will be to create visual reminders within the automotive area reminding students to apply for their certificates.	Fall of 2020	Jason Dearman	
CTE Jobs	As per Goal VSF four, Connect students more directly with employers in	Create a more direct method for employers and students to connect. (social media, students seeking employment	Fall of 2020	Phil Torres	

	the automotive industry.	list approved to share with our employers)			

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Achieve a measurable increase in African American student success	Seek out training of flex activities for staff to help identify resources and instructional techniques to support this student population.	Fall 2020	Phil Torres, Jason Dearman, Earl Ortiz	
Low Income	Reduce overall cost of student textbooks.	Meet with CDX automotive. For potential switch to one time cost for digital text ($190-$225) vs. traditional textbooks at a cost of $1800-$2000 over the two year program.	Fall 2020	Phil Torres, Jason Dearman, Earl Ortiz	

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BIOLOGICAL SCIENCES

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	77.6%	N/A. Continue Maintaining			
Degrees (AA, AS, ADT)	*AS-49.2%* AST-3.6%	AST: N/A. Continue Maintaining AS: • Increase sections of Bio 20 & Bio 21 with the opening of the new Brentwood Center • Add Prerequisite for Bio 20 to include Chem 25 and/or Eng 100 Redesign Bio 21 to be a GE course	Starting Fall 2020 Add after increase in number of sections Fall 2021	All Bio Dept Faculty All Bio Dept Faculty Primary: Course Lead of Bio 21 Secondary: All Bio Dept Faculty	

Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	75.8%	Encourage all faculty participation in equity-mindedness training FLEX workshops; Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program; Increase student's awareness and participation in UMOJA, MESA, CalWORKs/EOPS/CARE, BOEP; Invite speakers from above programs to speak to faculty & staff during Department's Flex workshops; Implement mentoring programs (peer-to-peer, teacher/student); Create summer bridge programs; Invite guest speakers to increase visibility of African Americans in STEM & healthcare professions; Invite LMC Alumni to speak to classes "Alumni Spotlight"; Include/increase "Science Spotlights" which showcase African Americans who have made contributions in STEM and healthcare; Select course TAs	SP20	All Bio Faculty & Staff	

		that reflect diverse populations (esp. African Americans)			
Low Income	79.5	Increase the number of Zero Textbook Costs sections for our courses; Encourage all faculty participation in equity-mindedness training FLEX workshops; Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program; Increase student's awareness and participation in EOPS/CARE; training FLEX workshops; Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program; Increase student's awareness and participation in EOPS/CARE;	SP20	All Bio Faculty & Staff	
Foster Youth		Increase the number of Zero Textbook Costs sections for our courses; Encourage all faculty participation in equity-mindedness training FLEX workshops; Encourage PT faculty participation in FAM (Faculty Advising Mentoring) Equity Hour Program; Increase student's awareness and participation in EOPS/CARE;	SP20	All Bio Faculty & Staff	

LMC Program Review Year 3 Update 2019-2020

BUSINESS

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Action steps to reach new numbers below include marketing the programs within the college and to the local community. Actions for course success include evaluating assessment outcomes and adjusting as needed to increase student success.

Degree Program	Degree	2016-2017	2017-2018	2018-2019	2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Business - Accounting	AS	15	15	17	18	Continue to advise students of program offerings and requirements. Post publications showing different	Ongoing.	Faculty	

						certificate and degree options, and encourage students to apply before college deadlines.			
Business - Accounting	*Certificate of Achievement*	5	13	10	**6**	See Above	Ongoing.	Faculty	
Business - Small Business Operations	*AS*	5	8	5	**6**	See Above	Ongoing.	Faculty	
Business - Small Business Operations	*Certificate of Achievement*	2	8	3	**2.4**	See Above	Ongoing.	Faculty	
Business Administration for Transfer	*AST*	62	93	85	**74.4**	See Above	Ongoing.	Faculty	
Business - Office Administration	*AS*	6	5	1	**0**				**No Longer Offered**

Business - Office Administration	*Certificate of Achievement*		*3*	*4*	*1*	*0*					***No Longer Offered***
Business - Retail Management	*Certificate of Achievement*			*1*		*0*					***No Longer Offered***

Program/ Discipline	Actual Course Success Rate					College Goal	Recommendation 1: Program Course Success Goal	Recommendation 2: Program Course Success Goal
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2021-2022**	**2021-2022**
BUS	72.2%	69.8%	68.8%				**75.4%**	**74.2%**

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925 473 7310

The college is recommending a 2-4% success rate increase in one area, but we can do all three areas.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	5% increase.	Possible action steps include: 1- inviting Student Services, Tutoring, and Financial Aid to speak in the classrooms during the first few weeks of each term 2- Taking students to tour tutoring center. 3- Taking students to tour library services. 4- Providing students information about supporting programs in the community, and those directly on campus such as Umjoja, Puente, A2Mend, EPOS, O textbook, etc.	Ongoing	All Faculty	
Low Income	5% increase.	See Above	Ongoing	All Faculty	
Foster Youth	5% increase.	See Above	Ongoing	All Faculty	

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CENTER FOR ACADEMIC SUPPORT

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

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	--Increase students served in Reading and Writing consultations from 17% to 25% in Pittsburg. --Increase students served in Reading and Writing consultations from 13% to 20% in Brentwood. --Increase students served in peer tutoring from 12% to 20% in both Pittsburg and Brentwood.	--Continue to collaborate with EOPS in outreach --Work more with learning communities --Conduct student surveys of use, needs, and availability	2022	Jill Buettner and Sandra Mills	
Low Income	--Complete research about usage from low income students in order to increase our services. --Continue partnership with the Food Bank and Brain Food Project.	--Continue to collaborate with EOPS in outreach --Continue the Brain Food Project --Collect data	2022	Sandra Mills and Jill Buettner	

| Foster Youth | --Complete research about usage from foster youth in order to increase our services. | --Connect with BRAVO
--Collect data | 2022 | Jill Buettner and Sandra Mills | |

LMC Program Review Year 3 Update 2019-2020

CHEMISTRY

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	CHEM 80.4%				
Degrees (AA, AS, ADT)	CHEM AS 0 CHEM AST 1.2				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	CHEM 72%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: CHEM: we have switch all textbooks to Zero Textbook Cost (ZTC) options and we are rewriting our lab manuals as ZTC options also. EOPS MESA interactions AEW (AcademicExcellence Workshops)	ongoing	Dennis Gravert Melinda Capes Girlie Sison	
Low Income	CHEM 77%	The goal was set by taking the average of the last 3 years and adding 2%. (see above)	Ongoing	Dennis Gravert Melinda Capes Girlie Sison	
Foster Youth	CHEM 79%	The goal was set by taking the average of the last 3 years and adding 2%. Encourage group work and community-building (the laboratory work especially assists with this goal)	Ongoing	Dennis Gravert Melinda Capes Girlie Sison	

LMC Program Review Year 3 Update 2019-2020

CHILD DEVELOPMENT

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	73.7%	We intend to offer and promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.	Ongoing	Erlinda Jones Janice Townsend	
Degrees (AA, AS, ADT)	46	We intend to offer and	Ongoing	Erlinda Jones	

		promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.		Janice Townsend	
Certificates of Achievement	30	We intend to offer and promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.	Ongoing	Erlinda Jones Janice Townsend	
Unit Reduction					
CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.	Spring 2020-Fall 2021	Erlinda Jones Janice Townsend	
Low Income	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.	Spring 2020-Fall 2021	Erlinda Jones Janice Townsend	
Foster Youth	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges	Spring 2020-Fall 2021	Erlinda Jones Janice Townsend	

		out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.			

LMC Program Review Year 3 Update 2019-2020

COMPUTER SCIENCE

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	64%	None		Louie Giambattista	Current rate is quite high. National average is approx. 50%.
Degrees (AA, AS, ADT)	Computer Science (AST) - 4	None		Louie Giambattista	On pace with college goals
	Support Specialist (AS) - 8	None		Louie Giambattista	On pace with college goals
Certificates of Achievement	Support Specialist (CA) - 4	None		Louie Giambattista	On pace with college goals
	Application Specialist (CA)	This program will be merged into the Support Specialist programs			
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American		52 vs 64			
Low Income		62.9 vs 64.8			
Foster Youth		58.6 vs 64.2			

LMC Program Review Year 3 Update 2019-2020

Counseling

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	80.8%				
Degrees (AA, AS, ADT)	N/A	N/A	N/A	N/A	N/A
Certificates of Achievement	N/A	N/A	N/A	N/A	N/A
Unit Reduction	N/A	N/A	N/A	N/A	N/A
CTE Jobs	N/A	N/A	N/A	N/A	N/A

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	76.6%				
Low Income	77.7%				
Foster Youth	79.4%				

LMC Program Review Year 3 Update 2019-2020

Cooperative Work Experience Education

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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See Student Services Program Review Update- Career Center

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by Income

Department	Course Number	Low Income-Yes/No	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
COOP	160	No	9	66.70%	4	75.00%	33	87.90%	46	82.60%
COOP	160	Yes	21	76.20%	16	81.30%	32	81.30%	69	79.70%

Course Success by Ethnicity

Department	Course Number	Ethnicity	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
COOP	160	African_American	5	20.00%	0		13	84.60%	18	66.70%

COOP	160	Asian	1	0.00%			3	100.00%	4	75.00%
COOP	160	Filipino	1	100.00%			3	66.70%	4	75.00%
COOP	160	Hispanic	8	87.50%	3	100.00%	5	100.00%	16	93.80%
COOP	160	Multi_Ethnicity	6	83.30%	5	60.00%	22	86.40%	33	81.80%
COOP	160	White_Non_Hispanic	9	88.90%	12	83.30%	19	78.90%	40	82.50%

Course Success by Foster Youth Status

			2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
Department	Course Number	Foster Youth Yes/No	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
COOP	160	No	29	72.40%	20	80.00%	61	83.60%	110	80.00%
COOP	160	Yes	1	100.00%			4	100.00%	5	100.00%

When CWEE was transitioned to Transfer & Career Services in Summer 2018, an initial goal was developed to increase enrollment in student populations historically underrepresented in the program. The program has been incredibly successful in this, with proportionate course success rates. There is an area of additional growth among the foster youth student population, see goal below:

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth	Increase representation of foster youth students in COOP-160 courses	CWEE coordinator to develop outreach plan in partnership with Foster Youth Coordinator	Initial meeting set for Spring 2020	Cynthia Perez Nicholas, T Gage, Rachel Anicetti	

LMC Program Review Year 3 Update 2019-2020

DRAMATIC ARTS

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	76.7	NA	NA	Nick Garcia	
Degrees (AA, AS, ADT)	AA- 4.8 AAT- 3.6	NA	NA	Nick Garcia	
Certificates of Achievement	NA	NA	NA		
Unit Reduction					
CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	71.4	Produce African-American plays	2022	Nick Garcia	
Low Income	76.1	Zero Cost Textbook offerings	2021	Nick Garcia	
Foster Youth	69.7	Increasing number of collaboration assignments	2021	Nick Garcia	

LMC Program Review Year 3 Update 2019-2020

DISABLED STUDENTS PROGRAM AND SERVICES

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Develop courses to support students in achieving course success and retention goals	Develop new curriculum for submission to Curriculum Committee	2019-20 for first proposed classes	DSPS faculty	No current learning skills curriculum has been offered since 2018
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income	Develop new curriculum to meet student needs	DSPS faculty will develop new curriculum to meet student needs	2019-20 for first curriculum to be developed	DSPS faculty	
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

EMERGENCY MEDICAL SERVICES

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	82.7%	Improve course success	Spring 2021	Paul Cutino	
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	N/A	Add an EMS certificate of achievement	Spring 2021	Paul Cutino	
Unit Reduction	N/A				
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	60%				
Low Income	77%				
Foster Youth	65%				

LMC Program Review Year 3 Update 2019-2020

ENGINEERING

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	ENGIN 82.3%				
Degrees (AA, AS, ADT)	ENGIN 3.6				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	75%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)	ongoing	Francesca Briggs	
Low Income	86%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)	ongoing	Francesca Briggs	
Foster Youth	94%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Encourage group work and community-building (the laboratory work especially assists with this goal)	ongoing	Francesca Briggs	

LMC Program Review Year 3 Update 2019-2020

ENGLISH

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	74%	1. Continue to connect 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. Continue offering professional development for faculty through		The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.	

		teaching teams, the teaching community, and flex opportunities 5. Work on providing and/or connecting faculty with online teaching professional development 6. Expand the peer-tutoring program			
Degrees (AA, AS, ADT)	13.2	1. Press management to give reassigned time for English Coordinator Position, which will give this person the time needed to recruit English majors and enhance our major.		Sara Toruno-Conley and Liz Green	
Certificates of Achievement		Although we don't have a goal for this, we plan to create certificates if we get reassigned time for the English Coordinator Position			
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	61.9%	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 6. Expand the peer-tutoring program		The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.	
Low Income	70.4%	1. Continue to connect underserved students to 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 right course (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 6. Expand the peer-tutoring program		The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.	
Foster Youth	58.9%	1. Continue to connect underserved students to support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max		The chair, the composition coordinator, and other faculty who volunteer to	

		3. Connect with counselors to make sure they direct students to the right course (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 6. Expand the peer-tutoring program		help with these action steps.	

LMC Program Review Year 3 Update 2019-2020

ENGLISH AS A SECOND LANGUAGE

2. Setting Vision for Success Goals for 2021-22

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Current "Grand Total" Completion and Success Rates for ESL from FA16-FA19: 91.6% and 83.6% ESLN from SP19-FA19: 98.8% and 87.1% The average for the two programs is then ESL/ESLN: 95.2% and 85.35% Our goal for 2021-22 is to remain above a 90% completion rate	The overall LMC "Grand Total" Completion and Success Rates for the college during the same period are 86.1% and 73.3%. Additionally, the 2017-18 ESL Comprehensive Program Review shows these rates for ESL to have been at 91.82% and 82.23%. ESL/ESLN's rates are		Paula Gunder	

	and within 84-87% success rate.	higher than the averages for the college, and we've increased our rates since last reporting in 2017-18. Thus, it appears that we should continue doing what we are doing as well as ensure that all measures, activities, efforts with regard to complying with AB-705 for ESL work toward stabilization or improvement of our high completion and success rates.			
Degrees (AA, AS, ADT)	NA				
Certificates of Achievement	NA				
Unit Reduction	Done	We reduced the number of units and/or hours of our ESL programs – now Credit and Non-Credit – from 64 to 48	None	Paula Gunder	
CTE Jobs	NA				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Grand Total Success Rate of African American students in ESL from FA15-FA19: 91.7% with a total during that time period of 36 students identifying as "African American" ESLN from SP19-FA19: 100% with a total of 5 students during that time period identified as "African American." In that ESL does not serve this population of students as the group is commonly identifies, it is unknown who these	Continue serving and supporting all ESL students equally as well as equitably within our courses.		Paula Gunder	

	students are and why ESL students are identifying themselves as belonging to this group. Our 2021-2022 goal is to remain within the 84-87% Success Rate goal set above for all students or above				
Low Income	The "Grand Total" Success Rate with regard to the feature of "Low Income" is as follows ESL from FA15-FA19: No – 76.6% Yes – 86.6% ESLN from SP19-FA19: No – 88.8% Yes – this is not listed as a category. Our goal for 2021-2022 is to continue to serve and support low income designated students.	We are in the process of being able to offer all ESL courses as mirrored ESLN courses, which will serve to support low income students in that those who choose ESLN (non-credit) will not have to pay tuition. Eva Padilla has worked tirelessly to assist each and every student understand the financial aid process, has helped students fill out the FAFSA, and has partnered with Financial Aid to implement workshops with some first language support available. All of this can only be done, however, within the 60% load she is able to dedicate to ESL. We need to be able to hire, train, supervise, support, and coordinate a group of ESL Peer Advisory Leaders to work with Eva on an ongoing basis in efforts such as this with regard to financial aid. Our students need support in their first language to understand and be	The timeline for when the noncredit courses and certificates will be approved by the state is unknown.	Paula Gunder Eva Padilla Management	

		able to access college resources like this			
Foster Youth	There are 3 foster youth listed within the ESLN program with 0% Success Rate. From FA15-FA19 the data show 28 foster youth students in the ESL program with a 92.6% success rate. Our goal for02021-2022 is to work toward equitable success rates within 84-87% or higher for any foster youth who are ESL/ESLN students	More information about foster youth who are non-native English speakers is needed. We will reach out to those supporting this group and invite them to our opening day department meeting to share with us who these students are and how we, as faculty can support them.	FA20 Opening Day ESL Department Meeting	Paula Gunder	

LMC Program Review Year 3 Update 2019-2020

ELECTRICAL/INSTRUMENT TECHNOLOGY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	83.3%	Continue to provide the supervised tutoring and work with students on an individual basis as needed to support their needs and obtaining the outcome of their choice success something		ETEC and PTCM Department chair along with all full-time faculty members of the industrial automation department	
Degrees (AA, AS, ADT)	AS=22.8	Ensure students petition for the degree and are aware of the additional courses needed on			

		top of the program to obtain the degree			
Certificates of Achievement	30	Petition the students about the course requirements ensure counseling and support groups are involved with each student to give them the support necessary to achieve their educational goal			
Unit Reduction	n/a				
CTE Jobs	Shell, water district USS Posco				

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American		Plan or pursue outreach events with local African-American community groups and or college clubs' teams and support agencies			
Low Income		Utilize college resources already in contact with community low income and foster youth programs			
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

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

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.8				
Degrees (AA, AS, ADT)	AA 4 AAT Studio 2 AAT Art History 1				
Certificates of Achievement	NA				
Unit Reduction					
CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	54.5	incorporate FAM (Faculty Advising and Mentoring program) techniques, EOPS, Art Tutoring, Collab. With UMOJA for Study slams, maybe also Art Club, using starfish			
Low Income	76.1	EOPs, SparkPoint and Opportunity Junction, Burton Book fund look into resources for the populations in need			
Foster Youth	60.1	EOPs, SparkPoint and Opportunity Junction, Burton Book fund look into resources for the populations in need			

LMC Program Review Year 3 Update 2019-2020

FIRE TECHNOLOGY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)	10% Increase	The Fire 101 class has dedicated One session to pointing out and exploring the benefit of earning a AS Degree	End of Spring semester 2021	Fire Faculty	
Certificates of Achievement	10 % Increase	The Fire 101 class has dedicated One session to pointing out and exploring the benefit of earning a AS Degree	End of Spring semester 2021	Fire Faculty	
Unit Reduction	Unable to reduce unit for reduction for this program due				

	to California State Fire Training Guidelines				
CTE Jobs FIRE	Employment of firefighters is projected to grow 5 percent from 2018 to 2028, about as fast as the average for all occupations. Physically fit applicants with paramedic training will have the best job prospects.	The projected numeric change in employment from 2018 to 2028 an increase of 17,600 positions			**U.S. BUREAU OF LABOR STATISTICS**

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income		Students are advised of possible assistance thru Los Medanos College EOPS, Financial Aid ad Food Pantry		Fire Faculty	Dept .chair to notify all fire faculty
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

GRAPHIC COMMUNICATIONS

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	79.6%				
Degrees (AA, AS, ADT)	11				
Certificates of Achievement	3				
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	59.5	Increase student awareness of available services	Sp 2020		
Low Income	75.4	Continue to lower class materials costs	SP 2020		
Foster Youth	75.4	Continue to lower class materials costs	SP 2020		

LMC Program Review Year 3 Update 2019-2020

Humanities

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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a.) The following tables include the *Vision for Success* indicators that we must align to as a College and as a District. (See link for alignment.) Please look at your program set goals (provide links) for each of the following *Vision for Success* indicator. Indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicator #1
Course Success
Provide link

VS1a.) Program Set Goals: We anticipate a slow but steady growth and would expect 2-3 in process as of the present.

VS2b.) Action Steps: New courses and sections are being added and the AA degree Program is now under way.

VS2c.) Timeline & Responsible Parties: Perhaps by Spring, Semester of 2022. Ken Alexander and adjuncts

Notes:

Vision for Success Indicator #2
Degrees (AS, AA, ADT)
Provide link

VS2a.) Program Set Goals: Our program IS a local AA. (When there is agreement, we will pursue an ADT through the State,)

VS2b.) Action Steps: We offer substantial sections of our all-GE courses at both Pittsburg and Brentwood, with a schedule that varies between morning, afternoon and evening to maximize availability.

VS2c.) Timeline & Responsible Parties: On-going; Ken Alexander and adjuncts

Notes:

Vision for Success Indicator #3

Certificates of Achievement
Provide link

VS3a.) Program Set Goals: With only nine or ten courses, our GE courses satisfy transfer and graduation requirements, but do not demand excessive units.

VS3b.) Action Steps: N/A

VS3c.) Timeline & Responsible Parties:

Notes:

Vision for Success Indicator #4

College Skills Certificates
?????????
Provide link

VS4a.) Program Set Goals: N/A

VS4b.) Action Steps:

VS4c.) Timeline & Responsible Parties:

Notes:

Vision for Success Indicator #5

Unit Reduction
??????????????

VS5a.) Program Set Goals: N/A

VS5b.) Action Steps:

VS5c.) Timeline & Responsible Parties:

Notes:

Vision for Success Indicator #6

CTE Jobs

> **Provide Link**

VS6a.) Program Set Goals: N/A

VS6b.) Action Steps:

VS6c.) Timeline & Responsible Parties:

Notes:

b.) The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. Please review the table below of program data for the College-identified DI student populations: students with disabilities, economically disadvantaged students (low income), foster youth, and African-American. Additionally, when developing your strategies and resource needs in the questions below, please note the six success factors identified in the Student Equity & Advancement (SEA) Plan: Universal Design Learning (UDL), Trauma Informed Care, Justice Informed Care, Equity by Design, Whole Student Support and Basic Needs.

	African-American	Economically Disadvantaged	Foster Youth	Students with Disabilities
Completion Rate (program/discipline)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)
Success Rate (program/discipline)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)	FA18 (link) SP19 (link)

2b1.) Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.

Paralleling developments in the Art History aspect of the ART Programs, we will develop new courses to be more globally inclusive. Projected subjects include Islamic Humanities, African/African American Humanities and Asian Humanities in addition to our current HUMAN 035: Mesoamerican Humanities. We hope that this will contribute to equity by welcoming students who might be less attracted to Euro-American-centric.

2b2.) Review the data and responses to questions 8.1 and 8.2 in your program/unit's *Comprehensive Program Review (CPR) 2017-2018* pertaining to completion and success rates for African-American students and economically disadvantaged (low income) students **and** the data table provided above.

I currently cannot locate this data. I will include as it becomes available.

2b2a.) If your program/unit implemented the strategies outlined in 8.2 of the *CPR 2017-2018*, was the strategy(s) successful? If so, what would you attribute to its success? If it was unsuccessful, what would you do differently?

N/A

2b2b.) If your program/unit did not implement the strategies outlined in 8.2 of the *CPR 2017-2018*, why not? Are there any additional resources (i.e. professional development) that your program/unit needs to implement the strategy(s)?

N/A

2b3.) Please indicate if there are any professional development resources that may assist your program/unit in developing new strategies? *Note - if your program/unit has identified professional development needs, please complete a Professional Development Resource Request in Item 6 of this template.*

We have hired a pool of potential Humanities adjuncts who can help us develop and teach the courses indicated above.

LMC Program Review Year 3 Update 2019-2020

KINESIOLOGY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	80.7	Make sure that qualified Instructors are in place teaching in their area of expertise with energy and enthusiasm to engage students. Utilize to the fullest, the new KAC to bring current/relevant information and instruction to LMC students.	2020-22	Shared responsibility among all faculty in the department	80.7
Degrees (AA, AS, ADT)	20.4	Set up a 2 year ed pathway for students to follow, and schedule classes in the best way	2020-22	Department Chair with the support from the Dean	20.4

		possible so that students do not have conflict of classes in the day			
Certificates of Achievement	NA				NA
Unit Reduction	NA				NA
CTE Jobs	NA				NA

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	74.5	Plenty of communication, regular "check-ins", email if needed, use Starfish	2020-22	All Instructors	74.5
Low Income	81.9	Students are not identified , so hard to make a plan for help. Can offer over-arching help and encourage students to reach out	2020-22	All Instructors	81.9
Foster Youth	65.9	Students are unidentified, so hard to make a plan for help. Can offer over arching help and encourage students to reach out.	2020-22	All Instructors	65.9

LMC Program Review Year 3 Update 2019-2020

LAW ENFORCEMENT ACADEMY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Library

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

LICENSED VOCATIONAL NURSING

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	88% of the students accepted to the program will complete the LVN Certificate of Completion.	Review, revise and improve the application process to make it easier for students to understand the requirements for document submission. Ensure that more students actually complete the application process by turning in necessary forms needed to complete the application. Remove as many barriers as possible to the application process. Add a checklist to the application process. Continue with the curriculum revision to	Fall 2019 for application period starting Fall 2020	VN Director/Faculty VN BethAnn Stone Rikki Hall	

		align with the requirements of the BVNPT and update and align course content among the courses each semester.	Until complete		
				VN Director	
		Fam tutoring, Success Plans, Office Hours, Student semester clinical evaluations			
		Develop online Medical Terminology and Drug Dosage Calculation courses to make it easier for students to fill the prerequisite requirements.	By Fall 2020 Pending funding	VN Faculty	
Degrees (AA, AS, ADT)	N/A				
Certificat es of Achieve ment	88% of the students accepted to the program will complete the LVN Certificate of Completion. More importantly, students must be able to pass the NCLEX PN to be able to practice nursing.	Continue course alignment and update of content to current BVNPT requirements. Continue student mentoring and academic support. Obtain grant monies to provide each graduate with NCLEX test prep software to improve success on the NCLEX PN exam.	Continuing In the last semester of the program	VN and nursing program director and faculty.	
Unit Reductio n		Unable to reduce unit for program completion due to requirements of BVNPT. However, the Chemistry course required as a prerequisite course was eliminated for the last cohort of students reducing the overall prerequisite hours.		All Program Faculty, Counselors	

CTE Jobs			continuing	All Program Faculty, Counselors	
		Continue to have high expectations for students to model professional behavior at the clinical sites. Continue to reach out to our clinical partners via Advisory Meetings to discuss and receive feedback on the strengths and weaknesses they observe in our students and nursing students in general. Implement course content and program improvements to address the information received.

Connect students while in program with job opportunities with our clinical partners; Resume and mock interview workshops are incorporated into the program; We host an annual Healthcare Job Fair. | | Debra Hawkes, Erika Messenger, Workforce Development | |

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes

African American 100% graduation rate from VN program	Continue tutoring and other support to ensure success of all students	Encourage weekly mentoring, study partners, the FAM program. Referral to writing center as needed.	Fall 2022		Statistics taken from LVN nursing program only All Faculty, Veronica Turrigiano
Low Income 30= 100% graduation	Continue tutoring and other support to ensure success of all students	Encourage EOP&S participation, referrals to Financial Aid & Scholarships; referral to Food Pantry, Foundation HOSTS & Emergency Fund referrals as needed; CalWORKs referrals; Increase awareness to students of above programs; referral to Child Study Center as needed	Fall 2022		All faculty, Counselors BethAnn Stone, Erika Messenger, Student Services
Foster Youth- 3 100% graduation		Referral to Foster Youth program, study partners/groups, FAM program, student mentors, peer tutors, scholarships as needed, clinical carpools, refer to EOP&S, Counseling Department referrals as needed	Fall 2022	All Faculty, Erika Messenger	

LMC Program Review Year 3 Update 2019-2020

MANAGEMENT AND SUPERVISION

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Action steps are to market the programs within the college and educate students on the potential for dual degrees/certificates. Also, marketing to the local community. Management is an area that has jobs in the local area in retail, healthcare, etc. Actions for course success include evaluating assessment outcomes and adjusting as needed to increase student success. Additional steps for success include referring students to resources on campuses for success, such as the Center for Academic Support, Counseling, DSPS, etc. Finally, while this is not necessarily a RAP proposal, it is important to note that class size impacts the faculty's ability to work individually with struggling students.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	84%	See above	ongoing	Faculty, AS (class max/load), resource offices including counseling, Center for Success, etc.	
Degrees (AA, AS, ADT)	5	See above	ongoing	Counselors, faculty to refer	

Certificates of Achievement	2	See above	ongoing	Counselors, faculty to refer	
Unit Reduction	Many students take dual degrees/certificates as the base courses are the same. Therefore, for a few additional courses they can receive additional degrees/certificates.	Have students work with counselors to ensure that the courses are aligned;	ongoing	Counselors, faculty to refer	Counselors and A/R have given conflicting information on dual majors. Faculty to work with these departments to clarify and then reach out to students.
CTE Jobs					

		Actual Number of Degree/ Certificate Awards					*Vision for Success Goal (20% increase from 2016-2017)*
Degree Program	*Degree*	*20162017*	*20172018*	*20182019*	*201920*	*202021*	*2021-22*
Management and Supervision	*AS*	4	5	2			*4.8*
Management and Supervision	*Certificate of Achievement*	1	6	2			*1.2*

Program/ Discipline	Actual Course Success Rate					College Goal	Recommendation 1: Program Course Success Goal	Recommendation 2: Program Course Success Goal
	2016-2017	**2017-2018**	**2018-2019**	2019-20	2020-21	**2021-2022**	2021-2022	2021-2022
MANGT	82.4%	74.0%	82.2%				82.2%	84%

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your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	81%	Refer students to the appropriate resources where appropriate		Faculty, resources	
Low Income	89%	Refer students to the appropriate resources where appropriate		Faculty, resources	
Foster Youth	72%	Refer students to the appropriate resources where appropriate		Faculty, resources	

LMC Program Review Year 3 Update 2019-2020

Mathematics

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	64.5%	The department will expand professional development to gateway courses (Math 110, 120, 140, 155 and 210) Design and offer teaching community with a focus on developing affective skills, metacognition and creating meaningful contextualized learning experiences. Use of supplemental instruction to students in Math 110, Math 140 and Math 155.	Fall 2021	Math Department Faculty, Math Department Chair	

Degrees (AA, AS, ADT)	AS- 2 AST- 15	Re-new professional development for faculty teaching in STEM pipeline Collaborate with MESA coordinator and MESA counselors to inform students regarding AS and AST degree. Collaborate with Faculty teaching Math 250 and 230 to advertise Math AA to students.		Math Faculty, Math Department Chair	
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	54.5%	• Continue to support the UMOJA scholars program by providing the program with space and with designated Statistics sections. • Expand UMOJA offerings to include Precalculus course.	Fall 2021	Math Faculty, Math Department Chair	

		• Develop professional development activities to help faculty create classroom environments that foster a sense of belonging. • Communicate through interaction, class policies and materials that the instructor and Math program believes in each students ability to succeed.			
Low Income	62.4%	• Develop professional development activities to help faculty create classroom environments that foster a sense of belonging. • Setting and maintaining high expectations through effective pedagogy. • Increase sections offering Zero Cost Textbooks. • Use of supplemental instruction for students in Math 110, Math 140 and Math 155. • Increase access to graphing calculators and increase use of low/zero cost software to improve content development.	Fall 2021	Math Faculty, Math Department Chair	
Foster Youth	51%	• Develop professional development activities to help faculty create classroom environments that foster a sense of belonging. • Develop professional development to help faculty Set and maintain high expectations through effective pedagogy.	Fall 2021	Math Faculty, Math Department Chair	

LMC Program Review Year 3 Update 2019-2020

MUSIC

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	69.5%	Increased tutor hours and coordination with counseling and support services	Increase 1% per year	Full department	"success" has 1000 fathers and mothers, as does failure. There is no one magic bullet to increase completion rates, although we strongly believe the college should mandate a ½ unit required concurrent online canvas training for any students wanting to take an online class at LMC for the first time, although that may discourage some from registering. There should also be a "placement" test so those who can

					master Canvas withouth the ½ unit companion course can demonstrate that they can do so. Many students, esp those with self-starting and organizationalissues, not to mention lack of computer literacy or even access to a computer, are being steered into online classes they are not prepared for.
Degrees (AA, AS, ADT)	5	See above, and designate a once a semester check-in with music majors to make sure they are on track and getting the courses they need, as well as guiding them to support services such as tutoring, as needed	Full department	2021-22	See comments to left
Certificates of Achievement	We will be eliminating the current certificate of achievement and revisiting if another is more relevant to our students, perhaps a certificate of achievement in	No demand for such	Full department	2020-21	

	Hip Hop or Gospel Music?				
Unit Reduction	N/A				
CTE Jobs	N/A				

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	52.3%	Outreach to African-American Church Music groups	2021-22	Henderson	
Low Income	66.9%	Support and coordination with Counseling to steer students to music courses	2021-22	Department	
Foster Youth	61.7	Coordinate with Counseling and state and local agencies that interface with Foster Youth to steer them to Music courses.	2021-22	Department	

LMC Program Review Year 3 Update 2019-2020

Philosophy

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.4%	1. Begin department dialog around success 2. Focus on improved retention and retention numbers 3. Intentional practices for improving success in disproportionately impacted groups.	19/20 72% 20/21 74% 21/22 76%	All Philosophy Faculty	
Degrees (AA, AS, ADT)	N/A				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	70%	Create spaces for student success, including law and philosophy student cohorts. Include more diversity in the course content.	2022	Edward Haven	
Low Income	75.4%	No action needed, current success matches overall college success.		Edward Haven	
Foster Youth	45.8%	Adding Zero Textbook Cost options will hopefully provided an increase in success for foster youths. Create spaces for student success, including law and philosophy student cohorts.	2022	Edward Haven	
***Pacific Islander**	58.3%	None. The number of Pacific Islander students is low enough that this rate could be an anomaly. We are adding this group for future tracking.	2022	Edward Haven	The philosophy department has identified Pacific Islands as an additional group of focus due to low success rates.

LMC Program Review Year 3 Update 2019-2020

PHYSICS

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	PHYS 77.4% PHYSC 74.5%				
Degrees (AA, AS, ADT)	PHYS 9.6				
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	77%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)	ongoing	Kurt Crowder Bob Moore Jeanne Bonner	
Low Income	82%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options EOPS MESA interactions AEW (AcademicExcellence Workshops)	ongoing	Kurt Crowder Bob Moore Jeanne Bonner	
Foster Youth	78%	The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Encourage group work and community-building (the laboratory work especially assists with this goal)	ongoing	Kurt Crowder Bob Moore Jeanne Bonner	

LMC Program Review Year 3 Update 2019-2020

PSYCHOLOGY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.4%	1. Develop activities that will help with application of understanding course concepts. 2. Continue to recruit tutors for Psychology courses. 3. Develop additional practice tests to help students apply critical thinking skills to psychological concepts.	Present to Fall 2020.	Estelle Davi lead and all faculty members teaching psychology.	
Degrees (AA, AS, ADT)	AA—1 AAT—81.6	Distribute information regarding the	Present to Fall 2020.	Estelle Davi lead and all faculty	

		careers in the field of psychology. Distribute information regarding the AAT in Psychology degree.		members teaching psychology.	
Certificates of Achievement	NA	NA	NA	NA	NA
Unit Reduction	NA	NA	NA	NA	NA
CTE Jobs	NA			NA	

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	61%	1. Refer students to student support services: Child Care Services, DSP&S, Employment Center, Student Retention and Support Services, Financial Aid, Transfer Center, LGBT Resources Center, Care/CalWORKS, and Counseling. These are just a small list of services. Handout material that specify the services that are offered. Also, integrate in course presentations services that can be utilized by students. Many of our	Present FA 2020.	Estelle Davi lead and faculty that teach Psychology.	

		students have experienced or are experiencing adverse experiences. This is an ideal opportunity to state the mental health services that are offered at Los Medanos College. 2. Continue to update and utilize Canvas. Adding practice application questions and video clips to introduce students to the concepts. 3. Continue to recruit student tutors.			
Low Income	69.1%	Refer to the above itemized steps.	Present-Fa2020.	See above.	
Foster Youth	54.1%	Refer to the above itemized steps.	Present-Fa2020.	See above.	

LMC Program Review Year 3 Update 2019-2020

PROCESS TECHNOLOGY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

RECORDING ARTS

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	77%	Request additional tutoring resources	F 2021	Dept chair	
Degrees (AA, AS, ADT)	10	Monitor all RA student grading per semester	S 2020-F2021	staff	
Certificates of Achievement	10	"			
Unit Reduction	n/a				
CTE Jobs	n/a				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	65%	Additional recruitment via African American campus clubs: UMOJA…etc.	staff		
Low Income	75%	Provide more flexible lab times, assignment scheduling	Deans/staff		Note: Since info on students fitting these profiles is unknowable to department due to confidentiality, "action steps" must be of a general nature.
Foster Youth	70%	"			"

LMC Program Review Year 3 Update 2019-2020

REGISTERED NURSING

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	93.9%	Student Mentors, Peer Tutors, Success Plans, Office Hours, Student semester clinical evaluations	Spring 2022	All Faculty	
Degrees (AA, AS, ADT)	AS-100%	Can't increase above 40 ADNs due to capped program enrollment	Spring 2022	All Faculty/ Staff	
Certificates of Achievement	N/A				
Unit Reduction	79	Unable to reduce unit for program completion due to requirements of BRN and CCCCO. However, the prerequisite courses required to complete	Spring 2022	All Program Faculty, Counselors	

		before student applies to program, will have a reduction in units due to the implementation of ENGL-095 & MATH-029 (accelerated courses).			
CTE Jobs	76%	Connect students while in program with job opportunities with our clinical partners; Resume and mock interview workshops are incorporated into the program; We host an annual Healthcare Job Fair and a RN-Program specific College Fair annually.	Spring 2022	Colin McDowell, Joanne Bent, Erika Messenger, Workforce Development	

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	83.2%	Encourage weekly mentoring, study partners, the FAM program, Be 1 Support 1 Nurse Mentoring Program, National Black Nurses Association.	Spring 2022	All Faculty, Roberta Baumgartner, Veronica Turrigiano	

Low Income	93.1%	Encourage EOP&S participation, referrals to Financial Aid & Scholarships; referral to Food Pantry, Grant-funded gas cards and uniform vouchers, Foundation HOSTS & Emergency Fund referrals as needed; CalWORKs referrals; Increase awareness to students of above programs; referral to Child Study Center as needed	Spring 2022	All Faculty, Counseling, BethAnn Stone, Erika Messenger, Student Services	
Foster Youth	87.5%	Referral to Foster Youth program, study partners/groups, FAM program, student mentors, peer tutors, scholarships as needed, clinical carpools, refer to EOP&S, Counseling Department referrals as needed	Spring 2022	All Faculty, Erika Messenger	

LMC Program Review Year 3 Update 2019-2020

SOCIOLOGY

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	63.6%	1. Work with students to develop an understanding of the course-level student learning outcomes and their everyday lives. 2. Develop classroom exercises to assist students with their critical thinking skills. 3. Recruit tutors for sociology.	Present to Fall 2020.	Alex Sample lead and all faculty members teaching sociology.	
Degrees (AA, AS, ADT)	AS—1 AAT—20.4	Work with students to develop an understanding of the career	Present to Fall 2020.	Alex Sample lead and all faculty members	

		fields in sociology.		teaching sociology.	
Certificates of Achievement	NA	NA	NA	NA	
Unit Reduction	NA	NA	NA	NA	
CTE Jobs	NA	NA	NA	NA	

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	64%	1. Discuss with students how to use support services: DSPS, Employment Center, Child Care Services, Student Retention, Financial Aid, LGBT Resource Center, Transfer Center, Veterans Center, Care/CalWorks, and Counseling Services. 2. Continue to recruit student tutors. 3. Create more classroom exercises to help students understand sociology in everyday life.	Present-FA 2020	Alex Sample lead and faculty that teach sociology.	
Low Income	89%	Refer to the above itemized steps	Present-FA 2020	See above	
Foster Youth	63%	Refer to the above itemized steps	Present-FA 2020	See above	

LMC Program Review Year 3 Update 2019-2020

SPEECH/COMMUNICATION

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	83.1%	Maintain current Program Success Rate	Maintain	M. Arcidiacono Kaufman & S. Steers	Our Program exceeds the College Success average and we are recommended to maintain.
Degrees (AA, AS, ADT)	AAT-27.6	1.) Meet with the Counseling Department to ensure they understand the courses we offer and how to encourage students to obtain the AAT in Comm. Studies.	1.) Fall 2019—Dec. 6th	M. Arcidiacono Kaufman & S. Steers	We need to grow our AAT's by 3.6 degrees by 2021-2022.

		2.) Meet with the Transfer Academy to find opportunities to promote the AAT in Comm. Studies to Transfer Academy students and/or any interested transfer student. 3.) Host a Comm. Studies Majors Info Night.	2.) Spring 2020 and/or Fall 2020 3.) Spring 2020 or Fall 2020 or Spring 2021		
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	SPCH 110: 80.7%	1.) Meet with the Umoja Scholars Program to look into a section of SPCH 110 for Umoja Scholars	1.) Spring 2020	M. Arcidiacono Kaufman & S. Steers	*

		in the near future (that's feasible for both programs). 2.) Meet with Brothers of Excellence to find out how to best serve our African American male students. 3.) Continue attending professional development centered on equity.	2 & 3.) Spring 2020 or Fall 2020 or Spring 2021		
Low Income					*
Foster Youth					*

*General Note: Our course success rates overall in the department for two of the three DI Populations are above the college average. 84.48% (AA) 78.16% (LI). Our overall department average for FY is 55.8%, but we feel that rate is misleading as the success rates are low in two niche classes that had only a small number of students in them.

For our own records:

SPCH 110: 78.7% (AA) 81.5% (LI) 73.3% (FY)

SPCH 120: 85.4 % (AA) 81.3% (LI) 94.1% (FY)

SPCH 130: 87.2 % (AA) 82.8% (LI) 58.3% (FY)

SPCH 150: 81.1% (AA) 78.5% (LI) 53.3% (FY)

SPCH 160: 90.0% (AA) 84.8% (LI) 66.7% (FY)

LMC Program Review Year 3 Update 2019-2020

Leadership and Community Involvement

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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See Student Life Office Program Review Update for program changes and updates

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Course Success by Race/Ethnicity

LACI-048	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
African-American	6	66.70%	5	60.00%	11	63.60%
Asian	1	100.00%	0	0.00%	1	100.00%
Filipino	0	0.00%	1	100.00%	1	100.00%
Hispanic	3	66.70%	5	100.00%	8	87.50%
Multi-Ethnicity	9	77.80%	10	80.00%	19	78.90%
Unknown		0.00%	1	100.00%	1	100.00%
White Non-Hispanic	1	100.00%	1	100.00%	2	100.00%
Grand Total	20	75.0%	23	82.60%	43	79.10%

LACI-048	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
Foster Youth	0	0.00%	1	0.00%	1	0.00%
Low Income	12	75.0%	11	9039%	23	82.6%

Overall course success is slightly above average, however, LACI-048 was offered twice during this assessment cycle so the data is not strong enough to make any formative analysis. The spring 2018 and spring 2019 terms do demonstrate that there was little to no impact on the success rate of foster youth and low income students. The data also shows that there was high enrollment of African-American students in LACI-048, they achieved disproportionately lower success rates in comparison to other student groups participating in the same course sections.

Based on this data, additional training may be required for the next instructor of record to examine the course structure, review assignment development and grading, and explore classroom engagement activities that may improve success rates of African-American students who enroll in this course.

Evaluation of the marketing strategy for enrollment into the course is also in order to increase enrollment for the course.

LMC Program Review Year 3 Update 2019-2020

TRAVEL MARKETING

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Goal: 75.4% Travel has increased its success rate every year -- by 6% since 2016. We are currently at 72.3%, which puts on track for our goal for 2021-2022.	Continue to provide reminders and individual feedback for students that need them. Hold weekly online office hours.	Increase success rate each year.	Instructors	
Degrees (AA, AS, ADT)	Goal: 3.6 AS degrees per year We have achieved this goal for the past 2 years.	Continue to remind advanced students to apply for the degree by the deadline.	Ongoing.	Instructors.	
Certificates of Achievement	Goal: 12 We have had either 10 or 12 CA's for the last three years, so this goal is within reach.	Continue to remind students to apply before the deadline and provide a link to the	Ongoing	Instructors.	

		information they need.			
Unit Reduction					
CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase by 5%.	Our classes offer open access for all, given that all courses are online. All students will continue to receive individual feedback, as needed.	Ongoing.	Instructors.	
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Welding Technology

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Our overall is 65.5%, the recommended goal is 75.4.	Increase course success	2020-2022	Joe Meyer Dann Gesink	
Degrees (AA, AS, ADT)	In 2018-2019 we had 9 A.S. completions. Goal was 2.4.				
Certificates of Achievement	In 2018 – 2019 we had 7 C of A completions. Goal was 3.6				
Unit Reduction					
CTE Jobs	Data shows an 11% increase to 2383 in 2024.				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income	35%	Currently we have a 28% success rate for low income African Americans. We will try to increase that to 35% by incorporating changes to our textbook requirements from 4 to 3 so it would be easier for them to purchase the textbooks. In a way this would increase the ZTC in our program.	By the end of 2022 it shall be completed.	Joe Meyer	
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

WORLD LANGUAGE

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Retention and persistence French 87% Italian 70% Sign 82.8% Spanish 77%	Initiate an intervention plan to retain students	August 2020 – June 2022	Victor Coronado, Laurie Huffman	Laurie will cover online and Social Justice degree
Degrees (AA, AS, ADT)	Award 12 Spanish for Transfer degrees	Intervention plan for retention and persistence	August 2020- June 2022	Victor Coronado, Laurie Huffman	
Certificates of Achievement	N/A New Spanish and ASL Certificates of Achievement not listed on the Degree/Certificate Goal Setting document				
Unit Reduction					
CTE Jobs	AA-T Spanish Online	Spanish courses	August 2020 –	Laurie Huffman	OEI Alignment to existent CTE

		linked to CTE certs	June 2021		Certificates, for Spanish 50

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase retention and persistence **French** 80% **Italian** 66.7% (numbers based on low enrollment) **ASL** 80% **Spanish** 65%	Initiate steps for intervention for retention and persistence	August 2020-June 2022	Victor Coronado, Laurie Huffman	
Low Income	French 90% Italian 66.7% ASL 85% Spanish 80%	Offer no-cost textbooks for as many courses as possible without sacrificing quality	August 2020-June 2022	Victor Coronado, Laurie Huffman	
Foster Youth	French 77% Italian 66.7% ASL 81% Spanish 67%	Mentoring of Foster Youth	August 2020-June 2022	Victor Coronado, Laurie Huffman	