LMC Program Review Year 3 Update 2019-2020

Learning Communities
ALL

3.2.2020

Table of Contents

LMC Program Review Year 3 Update 2019-2020
Learning Communities

Honors Program

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

The most significant change to Honors over the last few years has been a dramatic increase in student demand for the program. While we have increased program offerings to the best of our ability, the program has reached its capacity given its current funding level and we have had to turn away qualified students. Our staff are overworked, the budget is stretched thin, and increasingly the Honors Courses are full. These issues led to the creation of an Honors Program wait list policy in the fall of 2018, which is frustrating for all involved.

Unless more resources can be located, we predict this growth trend will continue and many more students will be denied access to the Honors Program.

Supporting Data

From the 2013-14 academic year to today the Honors Program has served more students with no increase to our budget or staffing levels. Specifically,

- We've increased annual Honors Courses from 11 to 14
- The **average Honors Course enrollment now exceeds 30** though our program was designed to have an average of 25;
- We've gone from **126 to 196 active students** ; and
- **Wait lists** have restricted access to the program for an increasing number of students (*see below*).

Academic Year	TOTAL Active Students
2013-14	126
2014-15	150
2015-16	164
2016-17	169
2017-18	197
2018-19	196

Year	Application Closure	Wait List?	# Students on Wait List
2016-17	N/A	No	N/A
2017-18	N/A	No	N/A
2018-19	**Mid-August** *2 weeks before Fall semester began*	Yes	19
2019-20	**Early May** *3 months before Fall Semester began*	Yes	103

Another significant change is our imminent move to the new Student Union. We are excited to be in closer proximity to our Learning Community and Student Life colleagues and are looking forward to collaborative benefits.

2. Data Analysis & Goal Setting

Overall Data Analysis

 A. Where is your program being most successful? Why do you think you are achieving success in this area?

While we are pleased to have an average overall first-year success rate of 92.7%, because of the academic performance standards required to join the Honors Program, this statistic is not necessarily an indication of program success.

 B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

Overall data does not suggest significant issues with success for first year Honors students. However, per the discussion above, this cannot necessarily be attributed to program activities.

Equity Data Analysis

 A. Where are the biggest equity gaps for the identified DI populations in your program?

On average, the identified 1st Year Honors DI populations have statistically similar success rates to their overall cohort, though because there are so few Foster Youth students in the sample, conclusions for this population cannot be drawn from the data.

 B. What does the data suggest in terms of future needs/directions?

To more accurately assess Honors program impact, it would be interesting to compare success rates between Honors students and non-Honors students who are qualified to join but do not.

 C. 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.

Three Honors Board members attended the Fall 2018 National Collegiate Honors Council Conference whose focus was on incorporating equity-minded practices into Honors Programs. This resulted in workshops and presentations at various Honors events which continue to this day. For example, at our upcoming Honors Faculty Retreat the focus is on LGBTQ+ issues involving veterans, and on women's rights issues in labor movements. Exciting work! We are also looking forward to the first ever Honors Gender Studies class to be offered in Spring 2020.

Goal Setting

Before setting meaningful success-related Honors goals, a comparative study of success rates of Honors Students versus qualified non-Honors Students should be conducted. This data need is reported below.

Additional Data Needs

A. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

Designing a study to compare success rates of Honors students with non-Honors students with similar academic profiles would enable us to more effectively analyze the Honors Program's activities and set goals. Having this presented overall, and broken down into the four key DI populations, would be ideal. Finally, for comparative purposes, knowing LMC's general success results overall and for the DI populations would be helpful.

3. CPR Goals Update & Alignment with GP & VFS

Please refer to the attached Excel Workbook.

4. Advisory Board Update

A. Provide the dates of your advisory board meetings in 2018-2019:

During 2018-19 the Honors Advisory Board met on the following dates:
9/25/18, 10/23/18, 11/27/18, 2/26/19, 3/19/19, and 4/16/19

B. Provide the dates of your advisory board meetings for 2019-2020:

This year, the Honors Advisory Board has met three times: 9/24, 10/22 and 11/26

C. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2018-2020:

The Honors Board meets monthly and serves multiple functions as they:

- Establish the program's entrance/graduation requirements,

- Select the Honors Faculty and Courses,

- Review the Honors Contract student projects, and

- Maintain the quality and integrity of the Honors Program.

Current Honors Board Members: Rachel Anicetti, Marie Arcidiacono-Kaufman, Josh Bearden, Josh Bearden, Dave Belman, Scott Cabral, Jorge Cea, Curtis Corlew, Rick Estrada, Edward Haven, Scott Hubbard, Briana McCarthy, Luis Morales, Cindy McGrath, Ryan Pedersen, Jancy Rickman, Jennifer Saito, Alex Sterling, Maureen Willhoite, Nancy Ybarra.

The Honors Advisory Board's major focus this year has been on managing the unsustainable student demand for the program. Ideally, we'd like to grow to serve all interested and eligible students. However given the college's current financial situation, we are also exploring whether policies must be developed to limit student involvement in the program to a certain number of Honors Courses or years. No major changes have yet been enacted.

LMC Program Review Year 3 Update 2019-2020
Learning Communities

Mesa

Introduction

Vision for Success Alignment

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is fuller planning related the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each program contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of California Community College (CCC) students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department/program'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.

Guided Pathways Alignment

Learning Communities at the College have historically employed many aspects of a Guided Pathways framework in their program design. As the College works to more fully implement Guided Pathways, Learning Communities are committed to understanding their impact on student momentum through a Guided Pathways lens. In this *Program Review Update*, two Guided Pathways indicators have been selected for analysis and alignment:

- **Indicator #1: Course Success** (Guided Pathways indicator and ACCJC requirement)
- **Indicator #2: Completion of Transferable Math in Year 1** (Guided Pathways and AB705)
- **Indicator #3: Completion of Transferable English in Year 1** (Guided Pathways and AB705)

Note: Due to the unique focus on supporting students in their first year at the College, only Puente, Transfer Academy, and the Umoja Scholars Program will analyze Indicator #2 and #3.

Submission Schedule

The *Program Review Year 3 Update* includes five components with specified timeframes for completion. Note, the first three items are required of all programs:

Items 1-4 Submission Deadline: December 17, 2019

1. Program Update
Provide a general update for the program.

2. Data Analysis & Goal Setting
Review program data to assist in understanding progress toward program goals, identifying potential future directions/needs, and understanding program impact on achieving Guided Pathways indicators and Vision for Success outcomes. Additionally, set goals for your program with regard to Guided Pathways indicators and Vision for Success outcomes, including goals to increase equitable student outcomes.

3. CPR Goals Update & Alignment with Guided Pathways & Vision for Success
Provide an update to the program's 2017-18 CPR goals. Include status of goals and provide alignment with Guided Pathways indicators and Vision for Success outcomes.

4. Advisory Board Update (For Learning Communities with Advisory Boards)
Provide a brief update on the activity of the program's Advisory Board since the CPR.

Item 5 Submission Period: February 1 – 28, 2019

5. Resource Needs (Optional)
If necessary, request resources to support program needs/goals.

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

MESA has made several moves toward our objectives and goals.

Goal 1: Increase MESA Effectiveness
Goal 2: Enhance MESA Community
Goal 3: Increase MESA student involvement

Goal 1: Increase MESA Effectiveness. We hired student workers to help with the day to day implementation of the program such as Social Media, campus visibility, inventory and the like. Previous these responsibilities were taken on by the Director and 50% program assistant not allowing time for other program management efforts. The adding and hiring of these workers has increase MESA visibility and organization.

Another step to reaching goal 1 was to revamp our Early Alert process. We have been previously using a paper process to track students' progress with varying success. This year we are moving to LMC connect and LMC Canvas as better ways to track students' progress and have them be more involved in the process. We hope this will allow more students to interact with MESA, their professors and take charge of their course success and completion.

To also address Goal 1, we changed our intake process. We are only taking students Fall semester to lessen the load on the MESA office and allow for further serving students throughout the year.

Ongoing for this goal is setting up MESA specific sections and support for those sections to help increase course completion and success in key STEM courses.

Goal 2: Enhance MESA community. The largest change addressing this goal was to build an annual MESA retreat. The retreat is held in Sausalito and features team building activities, learning workshops, and the like to build a STEM community.

We have also added more focus on creating a MESA first year cohort with the already existent STEM Jam students.

Goal 3: We have continued our MESA sash requirments which state that students must attend MESA events and see the counselor to receive a sash. To increase some of these efforts we are onboarding a Canvas checklist process so students can see their MESA involvement progress.

Also ongoing is our goal to increase scholarship and internship application/acceptances. These co-curricular help to keep our students on the path of their STEM education and this is an ongoing goal.

2. Data Analysis & Goal Setting

Note Regarding Available Data

Due to a current lack of research infrastructure capable of producing Learning Community cohort data related to student achievement of VFS outcomes for your students, there will not be a data analysis related to VFS. Learning Communities will only be expected to review data related to Guided Pathways indicators. If data program data related to VFS becomes available, programs may be asked to analyze it in subsequent Program Reviews.

Instructions

In the Excel Workbook your program has been provided with data for the following Guided Pathways Indicators. Review the data and answer the questions below

- Course Success – Tab 1
  - This provides the success rate for your past 5 cohorts during their first year in your program.
- Completion of Transferable Math in 1st Year – Tab 2
  - *Puente, Umoja, and Transfer Academy ONLY*
  - This provides the percentage of students who completed MATH-034 (transferable math) during their first year in your program.
- Completion of Transferable English in 1st Year – Tab 3
  - *Puente, Umoja, and Transfer Academy ONLY*
  - This provides the percentage of students who completed ENGL-100 (transferable English) during their first year in your program.

Overall Data Analysis

The data given is incomplete, it shows only one cohort number for each year. During these timelines MESA intakes students in FALL and SP. Also there is no indication if these numbers are their first year at the college or in the program. MESA takes students at all stages and does not necessarily correlate with a first year success.

A. Where is your program being most successful? Why do you think you are achieving success in this area?

   AA First year success rate. Over the course of 5 years this data shows that our AA first year success rate has steadily increased. In the past years we have focused some of our outreach and community building efforts with Umoja to not only increase enrollment in MESA, but find common interventions that would work for shared students and non-shared students. We also have implemented a stronger retention effort through our counseling office that includes set aside time for outreach to at risk students including AA students.

B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

Foster youth First year success rate. Foster youth has not traditionally been one of our focus groups. Some of our interventions that we have built in such as retention efforts and early alerts do not seem to be having a large effect on this first year success rate. It could possibly be that these students are not in our cohort their first year or that our efforts do not resonate with them. One thing to improve is to discuss with the foster youth coordinator to try and get early enrollment into our program and to discuss strategies for retention for this population.

Equity Data Analysis

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

C.   Where are the biggest equity gaps for the identified DI populations in your program?
     Students with disabilities and foster youth first year success rate.

     What does the data suggest in terms of future needs/directions?
     One thing to improve is to try and get early enrollment into our program and to discuss strategies for retention for these populations. Doing outreach to both offices that serve these populations directly could improve our knowledge of each population's needs when it comes to retention and success in courses.

D.   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.

     Our program mainly focuses on Low Income students and defining strategies around their access and success as stated in our grant. These strategies have to do with access to equipment, scholarships, supplies and tutors. Other avenues are events and such that we provide free of charge. However, above it is clear that students with disabilities and foster youth do need to have a second look at. It could be that they are not making it to our program in their first year or that our program's focus on low income has not helped their populations by proxy. We have this year changed our intake process to happen earlier. This might cull some of the trying to find students in their first year. However if they are not entering in the process early, it could make the problem worse.

Goal Setting

     EXCEL: Using Tabs 1-3 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Additional Data Needs

E. If your program has additional data/research needs that are not currently being addressed, please indicate them here.
   a. Full Fall and Spring Cohort Data
   b. Success rate overall, not just first year
   c. Percent compared to whole college
   d. STEM Math completion Data

3. CPR Goals Update & Alignment with GP & VFS

EXCEL: Using Tab 4 of the Excel Workbook, provide a brief update of your program's goals as listed in your Comprehensive Program Review (2017-2018).

Your program's goals from the Comprehensive Program Review have been pre-populated in this section.

A. For each goal indicate the status of the goal from the drop down list.

B. Based on the status of each goal, provide additional relevant information as follows:

- If completed – Provide description of the impact
- If in progress – Provide Action Steps, Timeline, and Responsible Party
- If abandoned – Provide explanation

EXCEL: Using Tab 5 of the Excel Workbook, indicate which of the Guided Pathways indicators and Vision for Success outcomes, your CPR goals are aligned with. You may indicate multiple indicators/outcomes or none at all for each of your CPR goals.

4. Advisory Board Update (For Learning Communities with Advisory Boards)

A. Provide the dates of your advisory board meetings in 2018-2019:

4/9/18, 8/22/18, 3/18/19,

B. Provide the dates of your advisory board meetings for 2019-2020:

8/20/19, 3/18/2020

C. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2018-2020:

Each advisory meeting we briefly review state and local goals. We go over the student population and cohort numbers. This past year we discussed and took action on the following things

Spring and Fall Enrollment- Our enrollment has grown significantly and results in about 500 students total. We discussed limiting enrollment to Fall only as a way to organically mitigate numbers, give our office more time to serve those in the program and focus on our core goals. 19-20 with be the first year without a spring admission cycle. We also will be opening up enrollment in the Fall earlier to allow more students to find us.

MESA 10 year Anniversary- We discussed and implemented a MESA anniversary celebration event and event week. Goals were to establish our mark on LMC, get students involved in the greater MESA community and have a solid MESA advertising strategy.

MESA Cohorted Courses. – One state requirement we have been lacking in is cohorting. We try to organically cohort with study groups and an entering class, however our goal is to have a section of some of our popular courses. FA2020 we will have a cohorted Calculus section. We hope to expand to chemistry and biology.

5. Resource Needs (Feb 1 – Feb 28) - OPTIONAL

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request

Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #		
Department/Unit Name		Position Name/Classification		FTE
		MESA Administrative Assistant		100%
Position Type	Funding Duration	Funding Source		Est. Salary & Benefits
☐ Faculty R/T ☑ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other [_____]		

Justification:

Currently MESA has a part-time administrative assistant. We would like to request a full-time administrative assistant to be paid 50% by MESA 50% by institution.

MESA successfully transferred 72 students to 4 year universities in 2019. LMC's Success Rate is 72% and Retention Rate is 85% for SP2019. MESA comparatively has a 81% Success Rate and a 95.4% Retention Rate for the same term which is wonderful for hard science majors. We use SARS to track our MESA center usage. In Fall of 2019 SARS logged 598 unduplicated visitors to the tutoring center with 6575 usage hours. MESA is open for 53 hours per week. This is an underestimate because there is no incentive for the students to sign in and most students walk right past the SARS sign in desk when a tutor is not at the desk. Our tutors are always actively tutoring hand have a hard time asking for students to constantly sign in. So even though these numbers seem high, they are actually a very low estimate of the center and tutor usage. MESA has grown vastly since SP2014! We not only serve MESA students, but the whole college for STEM tutoring.

With these numbers the MESA and the MESA center are serving more than our capacity with one full time employee and one part-time administrative assistant.

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
Department/Unit Name	**Resource Type**	
	☐ Equipment	☐ IT Hardware/Software
	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☐ Other
General Description		**Est. Expense**
Justification:		

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
Department/Unit Name	**Resource Type**	
	☐ Conference/Meeting	☐ Materials/Supplies
	☐ Online Learning	☐ IT Hardware/Software
	☐ Other	
General Description		**Est. Expense**
Justification:		

LMC Program Review Year 3 Update 2019-2020
Learning Communities

Puente

Introduction

Vision for Success Alignment

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is fuller planning related the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each program contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of California Community College (CCC) students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department/program'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.

Guided Pathways Alignment

Learning Communities at the College have historically employed many aspects of a Guided Pathways framework in their program design. As the College works to more fully implement Guided Pathways, Learning Communities are committed to understanding their impact on student momentum through a Guided Pathways lens. In this *Program Review Update*, two Guided Pathways indicators have been selected for analysis and alignment:

- **Indicator #1: Course Success** (Guided Pathways indicator and ACCJC requirement)
- **Indicator #2: Completion of Transferable Math in Year 1** (Guided Pathways and AB705)
- **Indicator #3: Completion of Transferable English in Year 1** (Guided Pathways and AB705)

Note: Due to the unique focus on supporting students in their first year at the College, only Puente, Transfer Academy, and the Umoja Scholars Program will analyze Indicator #2 and #3.

Submission Schedule

The *Program Review Year 3 Update* includes five components with specified timeframes for completion. Note, the first three items are required of all programs:

Items 1-4 Submission Deadline: December 17, 2019

1. Program Update
Provide a general update for the program.

2. Data Analysis & Goal Setting
Review program data to assist in understanding progress toward program goals, identifying potential future directions/needs, and understanding program impact on achieving Guided Pathways indicators and Vision for Success outcomes. Additionally, set goals for your program with regard to Guided Pathways indicators and Vision for Success outcomes, including goals to increase equitable student outcomes.

3. CPR Goals Update & Alignment with Guided Pathways & Vision for Success
Provide an update to the program's 2017-18 CPR goals. Include status of goals and provide alignment with Guided Pathways indicators and Vision for Success outcomes.

4. Advisory Board Update (For Learning Communities with Advisory Boards)
Provide a brief update on the activity of the program's Advisory Board since the CPR.

Item 5 Submission Period: February 1 – 28, 2019

5. Resource Needs (Optional)
If necessary, request resources to support program needs/goals.

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

Puente has experienced several major changes that have worked to improve our program overall. Beginning with the 2018-2019 cohort, Puente was able to retain a full-time counselor. With the dedication of a full-time counselor in Fall 2018, we were able to grow the program from one cohort to two cohorts—a move from approximately 30 students to approximately 60. Additionally, beginning in Fall 2018, Puente began working with GE professors to offer blocked sections of GE courses the majority of Puente students need for transfer. Some of the courses we have successfully blocked include Speech 110; Astronomy 10; Drama 16; and, this semester, Math (Stats).

2. Data Analysis & Goal Setting

Note Regarding Available Data

Due to a current lack of research infrastructure capable of producing Learning Community cohort data related to student achievement of VFS outcomes for your students, there will not be a data analysis related to VFS. Learning Communities will only be expected to review data related to Guided Pathways indicators. If data program data related to VFS becomes available, programs may be asked to analyze it in subsequent Program Reviews.

Instructions

In the Excel Workbook your program has been provided with data for the following Guided Pathways Indicators. Review the data and answer the questions below

- Course Success – Tab 1
  - This provides the success rate for your past 5 cohorts during their first year in your program.
- Completion of Transferable Math in 1st Year – Tab 2
  - *Puente, Umoja, and Transfer Academy ONLY*
  - This provides the percentage of students who completed MATH-034 (transferable math) during their first year in your program.
- Completion of Transferable English in 1st Year – Tab 3
  - *Puente, Umoja, and Transfer Academy ONLY*
  - This provides the percentage of students who completed ENGL-100 (transferable English) during their first year in your program.

Overall Data Analysis

F. Where is your program being most successful? Why do you think you are achieving success in this area?

Overall, Puente is successful with English 100 completion rates. Students are more successful in the cohort model that takes into account their culture and incorporates culturally responsive teaching pedagogy into the course model. Additionally, students see themselves as part of a larger community of students across the state, a support system that is palpable at times. Coupled with the intrusive support provided by the Puente English Instructor and Counselor,

students are well-supported during their first year. The direct result of this is higher completion rates in the actual Puente courses.

G. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

One continuing question is how to help Puente students pass the Math course. In Fall 2019, Puente students are enrolled in the English *and* Math courses, both of which follow the accelerated model. While this is ultimately beneficial for the school's new funding formula, as it encourages students to take and pass both courses in the first year, having students take both courses *simultaneously* is not beneficial for students. This is particularly true now with AB705 in place, we are finding that students need more support in their first semester; moving forward, we will be analyzing course success and completion rates from Fall 2019 and use that information to determine how to move forward with offering specific Math courses and when.

Equity Data Analysis

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

H. Where are the biggest equity gaps for the identified DI populations in your program?

Because the program serves primarily Latinx/Hispanic students, our overall population of students who are identified and prioritized in the Student Equity Plan is very minimal. For example, in the Fall 2018 cohort, we had one student who identified as a Foster Youth student. That student did not pass the course, which is reflected in the data as a 53% drop.

I. What does the data suggest in terms of future needs/directions?

The data suggests that we are currently meeting the overall needs of our targeted student population. Consistently year to year, over three-quarters of our Puente students identify as low-income. And consistently, their success rate meets or exceeds the overall program success rate. The data suggests that the supportive environment Puente provides is working for students. One area where we could be focusing more attention is with the few students who identify as DSPS.

J. 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.

Given the target population Puente strives to impact, we are currently not taking any further steps based on the equity plan. We continue to offer intrusive, high-impact support which translates into the high success rates of students within the program.

Goal Setting

EXCEL: Using Tabs 1-3 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Additional Data Needs

K. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

- First-generation students at LMC, then disaggregated, including Latinx/Hispanic; course completion; first year success; time to acquire transfer-ready status.
- A comparative chart of Latinx/Hispanic students, Puente cohorts, and first-generation students across the indicators listed above.
- Comparative chart of all LMC learning communities and course success data.

3. CPR Goals Update & Alignment with GP & VFS

EXCEL: Using Tab 4 of the Excel Workbook, provide a brief update of your program's goals as listed in your Comprehensive Program Review (2017-2018).

Your program's goals from the Comprehensive Program Review have been pre-populated in this section.

A. For each goal indicate the status of the goal from the drop down list.

B. Based on the status of each goal, provide additional relevant information as follows:

- If completed – Provide description of the impact
- If in progress – Provide Action Steps, Timeline, and Responsible Party
- If abandoned – Provide explanation

EXCEL: Using Tab 5 of the Excel Workbook, indicate which of the Guided Pathways indicators and Vision for Success outcomes, your CPR goals are aligned with. You may indicate multiple indicators/outcomes or none at all for each of your CPR goals.

4. Advisory Board Update (For Learning Communities with Advisory Boards)

A. Provide the dates of your advisory board meetings in 2018-2019:

B. Provide the dates of your advisory board meetings for 2019-2020:

C. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2018-2020:

5. Resource Needs (Feb 1 – Feb 28) - OPTIONAL

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request

Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	

Department/Unit Name		Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type

	☐ Conference/Meeting ☐ Materials/Supplies
	☐ Online Learning ☐ IT Hardware/Software
	☐ Other

General Description	Est. Expense

Justification:

LMC Program Review Year 3 Update 2019-2020
Learning Communities

Transfer Academy

Introduction

Vision for Success Alignment

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is fuller planning related the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each program contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of California Community College (CCC) students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department/program'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.

Guided Pathways Alignment

Learning Communities at the College have historically employed many aspects of a Guided Pathways framework in their program design. As the College works to more fully implement Guided Pathways, Learning Communities are committed to understanding their impact on student momentum through a Guided Pathways lens. In this *Program Review Update*, two Guided Pathways indicators have been selected for analysis and alignment:

- **Indicator #1: Course Success** (Guided Pathways indicator and ACCJC requirement)
- **Indicator #2: Completion of Transferable Math in Year 1** (Guided Pathways and AB705)
- **Indicator #3: Completion of Transferable English in Year 1** (Guided Pathways and AB705)

Note: Due to the unique focus on supporting students in their first year at the College, only Puente, Transfer Academy, and the Umoja Scholars Program will analyze Indicator #2 and #3.

Submission Schedule

The *Program Review Year 3 Update* includes five components with specified timeframes for completion. Note, the first three items are required of all programs:

Items 1-4 Submission Deadline: December 17, 2019

1. Program Update
Provide a general update for the program.

2. Data Analysis & Goal Setting
Review program data to assist in understanding progress toward program goals, identifying potential future directions/needs, and understanding program impact on achieving Guided Pathways indicators and Vision for Success outcomes. Additionally, set goals for your program with regard to Guided Pathways indicators and Vision for Success outcomes, including goals to increase equitable student outcomes.

3. CPR Goals Update & Alignment with Guided Pathways & Vision for Success
Provide an update to the program's 2017-18 CPR goals. Include status of goals and provide alignment with Guided Pathways indicators and Vision for Success outcomes.

4. Advisory Board Update (For Learning Communities with Advisory Boards)
Provide a brief update on the activity of the program's Advisory Board since the CPR.

Item 5 Submission Period: February 1 – 28, 2019

5. Resource Needs (Optional)
If necessary, request resources to support program needs/goals.

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

This year Transfer Academy saw significant changes in staffing and programming. Various new positions were added or new staff assumed previously existing roles. Student positions were also introduced to support the growing outreach needs. In terms of the overall structure of the program, new activities and technology supports were created to allow for more participation and better tracking of current Transfer Academy students. All of the following changes has allowed the program to better support the student needs, as well as build a stronger team and program.

In terms of staffing, in 2018 a new senior program coordinator was hired permanently, as well as two career program coordinators were added to give support to Transfer Academy students. The senior program coordinator is dedicated to the Transfer Academy program for 50%, but the career program coordinators role is more of career support. These coordinators present career information to the cohorts and assist with events/activities and attend when able. Each role only dedicates about 5% of their time to support of the program. In 2019 the program saw the loss of a program coordinator, who provided part-time support, and this position has still not been filled. To assist with recruitment in the spring of 2018, the program hired five Transfer Academy Outreach Ambassadors, students who were members of Transfer Academy, who attended and supported outreach events, such as Senior Saturday and Go Day as well as all new student orientations. In fall of 2019 the program brought on board two new ACS-10 instructors and three new math faculty. The Transfer Academy counselor stepped into the role of Department Chair in addition to his role as the sole counselor for the program.

This year also brought several changes to the program structure and activities. In fall 2018 a new updated online application was introduced, with the creation of an embedded application in progress at the district level hopefully to be released in spring 2020. As a way to increase continuing student involvement program socials were introduced. These socials allowed student to come together in a more informal way to get to know one another and support their transfer needs. In addition, a Welcome Back event was added at the beginning of the spring term to allow all Transfer Academy students a chance to come together before the new term began. This year also saw the creation of Canvas course for new and continuing Transfer Academy populations, to track program process and requirements, make announcements, and share resources.

2. Data Analysis & Goal Setting

Note Regarding Available Data

Due to a current lack of research infrastructure capable of producing Learning Community cohort data related to student achievement of VFS outcomes for your students, there will not be a data analysis related to VFS. Learning Communities will only be expected to review data related to Guided Pathways indicators. If data program data related to VFS becomes available, programs may be asked to analyze it in subsequent Program Reviews.

Instructions

In the Excel Workbook your program has been provided with data for the following Guided Pathways Indicators. Review the data and answer the questions below

- Course Success – Tab 1
    - This provides the success rate for your past 5 cohorts during their first year in your program.
- Completion of Transferable Math in 1st Year – Tab 2
    - *Puente, Umoja, and Transfer Academy ONLY*
    - This provides the percentage of students who completed MATH-034 (transferable math) during their first year in your program.
- Completion of Transferable English in 1st Year – Tab 3
    - *Puente, Umoja, and Transfer Academy ONLY*
    - This provides the percentage of students who completed ENGL-100 (transferable English) during their first year in your program.

Overall Data Analysis

L. Where is your program being most successful? Why do you think you are achieving success in this area?

Cohort	Overall #	African American #	African American %	Foster Youth #	Foster Youth %	Low Income #	Low Income %	DSPS #	DSPS %
Fall 2014	84	9	10.7%	3	3.6%	58	69.0%	5	6.0%
Fall 2015	114	12	10.5%	4	3.5%	82	71.9%	6	5.3%
Fall 2016	77	9	11.7%	5	6.5%	45	58.4%	6	7.8%
Fall 2017	91	9	9.9%	5	5.5%	56	61.5%	8	8.8%
Fall 2018	87	4	4.6%	5	5.7%	42	48.3%	3	3.4%

Low Income			
"First Year" Success Rate			
Term	Overall Program %	LI %	Difference
Fall 2014	74.3%	70.9%	-3.4%
Fall 2015	79.8%	77.3%	-2.5%
Fall 2016	73.6%	70.7%	-2.9%
Fall 2017	78.8%	73.5%	-5.3%
Fall 2018	86.2%	83.6%	-2.6%
GOAL		75.0%	

Low Income				
"First Year" Completion Rate				
Term	LI Enrollment	LI MATH-034 Completions	LI %	Overall Program %	Difference
Fall 2014	58	28	48%	47.6%	0.7%
Fall 2015	82	46	56%	57.0%	-0.9%
Fall 2016	45	24	53%	59.7%	-6.4%
Fall 2017	56	34	61%	69.2%	-8.5%
Fall 2018	42	36	86%	88.5%	-2.8%
GOAL			70.0%		

		Low Income			
		"First Year" Completion Rate			
Term	LI Enrollment	LI ENGL-100 Completions	LI %	Overall Program %	Difference
Fall 2014	58	35	60%	65.5%	-5.1%
Fall 2015	82	57	70%	69.3%	0.2%
Fall 2016	45	32	71%	71.4%	-0.3%
Fall 2017	56	40	71%	72.5%	-1.1%
Fall 2018	42	38	90%	88.5%	2.0%
GOAL			75.0%		

As presented above, the program is showing success at targeting and supporting low income students. The program specifically targets these students in its outreach, and as you can see above, this is the largest number of students in the program consistently each year. There was a drop in the number of students in this group in 2018, which is being looked into.

Overall, our low income student groups has been more successful than any other subgroup of students in the program. Each year there is a very small difference in success rates in this population and the overall program success.

Some potential reasons for this subgroup success in all areas are the support systems that are built into program and how they lend to success. Students are grouped into a small cohort therefore allowing them to be in classes together and develop strong bonds and supports. The program also includes an ACS-10 class which provides students with study skills and time management instruction. This, paired with a dedicated counselor, and support team of staff, keeps students informed, connected, and on track for success.

M. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

Students with disabilities (especially in 2018), Foster Youth (all years except 2018), and African American students (all years except 2016), as you can see below.

Students with Disabilities (DSPS)		
"First Year" Success Rate		
Term	Overall Program %	DSPS %	Difference
Fall 2014	74.3%	74.2%	-0.1%
Fall 2015	79.8%	59.5%	-20.3%
Fall 2016	73.6%	44.1%	-29.5%
Fall 2017	78.8%	63.6%	-15.2%
Fall 2018	86.2%	39.3%	-46.9%
GOAL		65.0%	

African American			
	"First Year" Success Rate		
Term	Overall Program %	AA %	Difference
Fall 2014	74.3%	60.0%	-14.3%
Fall 2015	79.8%	65.9%	-13.9%
Fall 2016	73.6%	70.8%	-2.8%
Fall 2017	78.8%	54.8%	-24.0%
Fall 2018	86.2%	75.0%	-11.2%
GOAL		70.0%	

Foster Youth			
	"First Year" Success Rate		
Term	Overall Program %	FY %	Difference
Fall 2014	74.3%	47.1%	-27.2%
Fall 2015	79.8%	55.3%	-24.5%
Fall 2016	73.6%	42.9%	-30.7%
Fall 2017	78.8%	40.0%	-38.8%
Fall 2018	86.2%	81.8%	-4.4%
GOAL		70.0%	

In regards to students with disabilities, not all students inform the program of their disabilities, sometimes because those disabilities have not been identified by the student. If the student does identify, the program is not always certain how to assist the students. A stronger partnership/relationship with DSPS is needed moving forward. To assist with this, we are also adding a new question to the program application in which students will indicate if they had an IEP/504 plan in high school. This should help us identify these students from the beginning and put additional supports into place.

For our African American student population, overall we have a very low enrollment of this population, which is impacting our levels of success. Moving forward, more targeted outreach needs to be done as well as altering our program and ACS-10 course content to be more culturally appealing and appropriate. This spring we are going to host a focus group with our current African American Transfer Academy students to determine how we can recruit and support this population of our students better moving forward.

For our Foster Youth, we also have a low enrollment of this population, which is impacting our levels of success. Our hopes for the future, will be to create a partnership with the Foster Youth program coordinator to determine what additional supports this student population requires, as well as being made aware of who these students are at the time of application. Hopefully, with early identification, we will be able to better support these students moving forward and increase their success rate across the board.

Equity Data Analysis

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

N. Where are the biggest equity gaps for the identified DI populations in your program?

As shown above, our largest equity gaps are with our DSPS students, foster youth, and African American student populations.

O. What does the data suggest in terms of future needs/directions?

Early intervention/identification is needed, and more direct contact/case management for these identified students. Our level of success will also be improved with increase enrollment of these populations, and so recruitment will need to change to make the program more appealing to these student groups. This issue with be addressed at our recruitment meeting in January, in which we will discuss these low enrollments numbers with our outreach team, and the Transfer Academy advisory group.

P. 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.

A meeting will be set up in spring with DSPS to determine how we can better support our students with disabilities, and determine what information can be shared with us beginning at the time of the application. A second meeting will need to be set up with the coordinator of the foster youth program to determine how we can better support this student population. These students also need to be identified and receive more targeted support beginning at the time of application.

Goal Setting

EXCEL: Using Tabs 1-3 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Additional Data Needs

Q. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

3. CPR Goals Update & Alignment with GP & VFS

EXCEL: Using Tab 4 of the Excel Workbook, provide a brief update of your program's goals as listed in your Comprehensive Program Review (2017-2018).

Your program's goals from the Comprehensive Program Review have been pre-populated in this section.

A. For each goal indicate the status of the goal from the drop down list.

B. Based on the status of each goal, provide additional relevant information as follows:

- If completed – Provide description of the impact
- If in progress – Provide Action Steps, Timeline, and Responsible Party
- If abandoned – Provide explanation

EXCEL: Using Tab 5 of the Excel Workbook, indicate which of the Guided Pathways indicators and Vision for Success outcomes, your CPR goals are aligned with. You may indicate multiple indicators/outcomes or none at all for each of your CPR goals.

4. Advisory Board Update (For Learning Communities with Advisory Boards)

A. Provide the dates of your advisory board meetings in 2018-2019:

N/A

B. Provide the dates of your advisory board meetings for 2019-2020:

TBD

C. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2018-2020:

In our first Transfer Academy advisory meeting this spring we will discuss recruitment, and how to better reach the student populations that aren't equally represented. We will look at our new application, and decide what other questions need to be asked. We will also look at the specific needs of each of our student groups, and how we can better serve them moving forward. We will ask the faculty in the room to share their best practices in the classroom, and hopefully strengthen the skills of some of our newer Transfer Academy faculty. Lastly, we will discuss what additional support our student's need that we are not currently providing and how the program can meet the needs of all student groups.

5. Resource Needs (Feb 1 – Feb 28) - OPTIONAL

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request		
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	
Department/Unit Name	Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☑ Classified ☐ Manager ☐ Student	☑ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software

	☐ Other	
General Description		**Est. Expense**
Justification:		

LMC Program Review Year 3 Update 2019-2020
Learning Communities

UMOJA

Introduction

Vision for Success Alignment

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is fuller planning related the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each program contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of California Community College (CCC) students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department/program'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.

Guided Pathways Alignment

Learning Communities at the College have historically employed many aspects of a Guided Pathways framework in their program design. As the College works to more fully implement Guided Pathways, Learning Communities are committed to understanding their impact on student momentum through a Guided Pathways lens. In this *Program Review Update*, two Guided Pathways indicators have been selected for analysis and alignment:

- **Indicator #1: Course Success** (Guided Pathways indicator and ACCJC requirement)
- **Indicator #2: Completion of Transferable Math in Year 1** (Guided Pathways and AB705)
- **Indicator #3: Completion of Transferable English in Year 1** (Guided Pathways and AB705)

Note: Due to the unique focus on supporting students in their first year at the College, only Puente, Transfer Academy, and the Umoja Scholars Program will analyze Indicator #2 and #3.

Submission Schedule

The *Program Review Year 3 Update* includes five components with specified timeframes for completion. Note, the first three items are required of all programs:

Items 1-4 Submission Deadline: December 17, 2019

1. Program Update
Provide a general update for the program.

2. Data Analysis & Goal Setting
Review program data to assist in understanding progress toward program goals, identifying potential future directions/needs, and understanding program impact on achieving Guided Pathways indicators and Vision for Success outcomes. Additionally, set goals for your program with regard to Guided Pathways indicators and Vision for Success outcomes, including goals to increase equitable student outcomes.

3. CPR Goals Update & Alignment with Guided Pathways & Vision for Success
Provide an update to the program's 2017-18 CPR goals. Include status of goals and provide alignment with Guided Pathways indicators and Vision for Success outcomes.

4. Advisory Board Update (For Learning Communities with Advisory Boards)
Provide a brief update on the activity of the program's Advisory Board since the CPR.

Item 5 Submission Period: February 1 – 28, 2019

5. Resource Needs (Optional)
If necessary, request resources to support program needs/goals.

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

The Umoja Scholars Program has increased course offerings to include Humanities, ACS, and History courses. This has helped create a course package that includes gatekeeper courses (Math & English) as well as courses that strengthen their knowledge of African American History and African American contributions in Humanities.

This year, the Umoja State-wide Community offered RFA Grants to partnering programs. We were awarded $16,000, and have used this money to fund the following direct student supports: study session pilot; a book loan program; additional calculator for a calculator loan program; laptops; and marketing materials for outreach efforts.

In addition we have rolled out a Virtual Village via Canvas Shell. This allows students and staff to track student participation. It also serves as a communication tool and as a hub to share resources and information to our students.

2. Data Analysis & Goal Setting

Note Regarding Available Data

Due to a current lack of research infrastructure capable of producing Learning Community cohort data related to student achievement of VFS outcomes for your students, there will not be a data analysis related to VFS. Learning Communities will only be expected to review data related to Guided Pathways indicators. If data program data related to VFS becomes available, programs may be asked to analyze it in subsequent Program Reviews.

Instructions

In the Excel Workbook your program has been provided with data for the following Guided Pathways Indicators. Review the data and answer the questions below

- Course Success – Tab 1
  - This provides the success rate for your past 5 cohorts during their first year in your program.
- Completion of Transferable Math in 1st Year – Tab 2
  - *Puente, Umoja, and Transfer Academy ONLY*
  - This provides the percentage of students who completed MATH-034 (transferable math) during their first year in your program.
- Completion of Transferable English in 1st Year – Tab 3
  - *Puente, Umoja, and Transfer Academy ONLY*
  - This provides the percentage of students who completed ENGL-100 (transferable English) during their first year in your program.

Overall Data Analysis

R. Where is your program being most successful? Why do you think you are achieving success in this area?

Our program is most successful in the overall <u>success</u> rates of our students. We think we can attribute this success to securing a full time program counselor, the addition of ACS classes, and increased support services around English and Math tutoring.

S. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

Our program is least successful in supporting English 100 and Math 34 <u>completion</u> rates of students overall, and especially our DSPS and Foster Youth students; however, we are showing signs of increases in completion rates of English 100 and Math 34. We believe we need to increase our support services (tutoring and study sessions) around these courses, conduct more inquiry with the faculty about student patterns and needs, and we need to do more counselor check-ins with these specific populations.

<u>Equity Data Analysis</u>

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

T. Where are the biggest equity gaps for the identified DI populations in your program?

The biggest equity gaps for the identified DI populations in our program are the completion rates of Foster Youth and DSPS students.

U. What does the data suggest in terms of future needs/directions?

The data suggests that our future needs/directions of our program should be around strengthening support services that would have an intentional impact on DSPS and Foster Youth completion rates in English, Math, and the overall First Year Completion rates.

V. 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.

Our program has identified the following initial strategies to address the equity gaps:
   a. Cultivate a relationship with the BRAVO Scholars program and the DSPS program;
   b. Provide more support services (tutoring, peer mentoring, communication – check-ins, counseling) for our foster youth and DSPS students.
   c. Find ways to develop a sense of belonging with our Foster Youth.
      i. Identify foster youth and be more intentional about establishing and developing relationships with them.

    ii.   Identify program activities that encourage a stronger sense of community.
  d.   Develop DSPS liaisons (coordinator and counselor) to consult about best habits and practices.

Goal Setting

EXCEL: Using Tabs 1-3 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Additional Data Needs

W.   If your program has additional data/research needs that are not currently being addressed, please indicate them here.

N/A

3. CPR Goals Update & Alignment with GP & VFS

EXCEL: Using Tab 4 of the Excel Workbook, provide a brief update of your program's goals as listed in your Comprehensive Program Review (2017-2018).

Your program's goals from the Comprehensive Program Review have been pre-populated in this section.

A. For each goal indicate the status of the goal from the drop down list.

B. Based on the status of each goal, provide additional relevant information as follows:

- If completed – Provide description of the impact
- If in progress – Provide Action Steps, Timeline, and Responsible Party
- If abandoned – Provide explanation

EXCEL: Using Tab 5 of the Excel Workbook, indicate which of the Guided Pathways indicators and Vision for Success outcomes, your CPR goals are aligned with. You may indicate multiple indicators/outcomes or none at all for each of your CPR goals.

4. Advisory Board Update (For Learning Communities with Advisory Boards)

A.   Provide the dates of your advisory board meetings in 2018-2019:

The advisory board meetings in 2018-2019 were held on the first Fridays of the month (2018), and the 2nd Wednesday of the month in (2019).

B.   Provide the dates of your advisory board meetings for 2019-2020:

For 2019-2020 the advisory board will meet once in February and once in April.

C. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2018-2020:

The advisory board discussed possible course mapping; collaboration with other learning communities (Pre-Caluculus); Conduct procedures; Summer Bridge/Orientation; Strategies for Student Success/Student Action Plans, and Outreach Strategies.

5. Resource Needs (Feb 1 – Feb 28) - OPTIONAL

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense

Justification: