LMC Program Review Year 3 Update 2019-2020
Learning Communities

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: