

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.)

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

A. **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.

- B. 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.

- C. 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.
- D. 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.
- E. 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

- F. 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.

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

- Provide the dates of your advisory board meetings in 2018-2019:
- Provide the dates of your advisory board meetings for 2019-2020:
- 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
<input type="checkbox"/> Faculty R/T	<input type="checkbox"/> Classified	<input type="checkbox"/> On-going/Permanent	<input type="checkbox"/> Operations (Fund 11)	
<input type="checkbox"/> Manager	<input type="checkbox"/> One-time	<input type="checkbox"/> Other		
<input type="checkbox"/> Student				
Justification:				

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software

		<input type="checkbox"/> Other
General Description		Est. Expense
Justification:		