

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.)

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

A. 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.

- B. 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.

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?

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

D. 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 will 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.

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.

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

F. 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
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
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:		