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.)

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

A. 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 success 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.

B.   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.

C.   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.

D.   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.

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.

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

F. 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: