

*Contra Costa Community College District  
2016 Educational Planning Annual Report*

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**Los Medanos College**

**Program Review Narrative**

Los Medanos College (LMC) conducts a comprehensive program review of all its instructional, student services, and administrative programs/units every five years. All programs and units participate in an annual program review update, in addition to the comprehensive program review. A five-year cycle was selected to align with the Title 5 requirement of updating all course outlines of record (COORs) at least once in five years. The annual update enables all programs to plan for the upcoming year and to review the progress of the previous year regularly and systematically. This process does not differentiate between other programs and Career Technical Education (CTE) programs, which are required to conduct a program review every two years. The last comprehensive program review was conducted during the 2012-13 academic year, with the next one due during 2017-18.

All program/unit reviews are uploaded to a ‘home-grown’ electronic submission tool called the “Program Review Submission Tool” (PRST), which is enhanced annually based on user feedback. This tool is the single repository for program/unit review and planning, as well as program-level and course-level assessment reports. The PRST also indicates whether funds are being requested through the Resource Allocation Process (RAP), which dovetails with the program/unit review process annually. Planning, program review, assessment, resource allocation, and professional development – in keeping with accreditation standards related to process integration – are fully aligned in the program review process and have been incrementally incorporated into the PRST.

**Progress Since 2015**

*Changes to Program Review* (Please include current status and what was done)

Both instructional and student services deans have been working closely with department chairs, service area leads, and the Planning Committee to move toward a validation process that is meaningful to programs – providing them with detailed feedback about their annual updates, and working collaboratively with them to garner needed resources for program improvement. A rubric was developed in collaboration with department chairs that provides feedback on each aspect of program review. At the beginning of the annual update process, it serves as a coaching tool to help departments use data, analysis and reflection to write a focused program review. At the conclusion of the annual update period, it serves as a written document that verifies that the program has received detailed feedback on every aspect of program review, and also captures program improvements and program needs as they align with the College’s Strategic Directions. In this way, the Planning Committee can collect a comprehensive list of achievements and needs for LMC’s Strategic Directions and use that information for college-wide efforts that will both support individual programs and ensure that collective progress is being made on each of the goals.

The program review process is discussed and adjusted (as necessary) by the Planning Committee, which is the shared governance body charged with overseeing college planning. The process is implemented by the Office of Planning & Institutional Effectiveness (PIE), which was established in July 2013.

Previously, learning communities requested a separate reporting format to be incorporated into the common PRST. The Planning Committee approved this request, and the PRST was modified to provide this feature in Fall 2014. Below are several recent changes/developments related to program review:

- The PRST has been enhanced to include institutional and program-level standards of student success and completion as required by ACCJC. It was also enhanced to upload course-level and program-level assessment reports. It now includes two optional sections: “Professional Development” to document needs and ongoing activities; and “Departmental Successes” to document programmatic, student, faculty, staff, or other accomplishments.
- Progress on the exploration of a new validation process has been slower than anticipated due to the retirement of the Senior Dean of Planning & Institutional Effectiveness. The position remained vacant during 2015-16, and a recruitment to fill the position is currently underway.
- Elements of the program review process are becoming more and more a part of the culture of LMC as a means of planning for the next year’s program improvements: reviewing student completion and success data; analyzing assessment results; and revisiting the previous year’s progress on objectives/goals. The process has become viewed as helpful to ‘build’ and improve programs, rather than as just a ‘task’ to be completed.
- LMC had been working towards the full implementation of CurricUNET, which was to begin with the curriculum inventory module and then expand to their program review, assessment, and catalog modules. Continued delays in implementation and on-going errors made by the vendor resulted in the College cancelling all services and contracts with the vendor. LMC will begin exploring alternate vendors for these services when the new Senior Dean of Planning & Institutional Effectiveness is in place.

#### *Programs on Watch/In Trouble* (Include reason)

None.

*Most Improved Programs* (Please use your own elements when choosing the programs for this section. Ideas could be the top 5 improved programs due to increase in resources or the most improved over a three year period. Please include the reason for Improvement including productivity)

#### **Automotive Technology**

Automotive Technology is continuing to grow and become an even more robust program at Los Medanos College. In addition to adding new courses last year, it is improving the program through National Automotive Technicians Education Foundation (NATEF) certification. NATEF’s mission is to “*improve the quality of automotive technician training programs nationwide at secondary and post-secondary, public and proprietary schools.*” The program is also growing its industry engagement and is partnering with Fiat Chrysler through the MOPAR Career Automotive Program, which provides curriculum collaboration between Fiat Chrysler and LMC with the purpose of graduating industry-prepared technicians. A similar partnership is currently under development with Subaru.

## **Early Childhood Education & Child Study Center**

The Child Study Center (CSC) has been able to expand its program due to support from the U.S. Department of Education “Child Care Access Means Parents in School” (CCAMPIS) grant, which funds reduced tuition for student parents, as well as funding additional teachers and assistants. In 2013-14, the program grew with one additional 2-year-old class (12 toddlers) and an expansion of the infant program (8 more babies). During the 2015-16 academic year, the Center served a total of 28 additional student families that would not have otherwise been accommodated. This is the fourth and final year of the CCAMPIS grant; if it is offered again, however, the College will re-apply. Parents repeatedly comment on the importance of having quality child care on campus, and that they would have to drop classes or drop out completely if they did not have this option available.

The CSC has received the highest ratings (100+) for national accreditation, with no deficiencies found. The site monitor for National Association for the Education of Young Children (NAEYC) accreditation commented offline (and privately) that “your center is a model center, you should write a text and video tape the work you are doing.” The California Quality Matters initiative has awarded the CSC with the highest quality standard rating of five stars. Similarly, the evaluator from the Contra Costa Department of Education has requested that our site be included on their tour of High Quality Care and Education Centers in Contra Costa County.

During 2015-16, 229 part-time or full-time working students accessed the First 5 Professional Development Program for Early Childhood Educators (PDP), which provides an array of services and supports such as educational and professional growth advising, learning communities, math tutoring, semester-length textbook loans, credential assistance, and financial stipends.

The 2015-16 academic year culminated in a recognition ceremony for continuing ESL cohort students, math cohort students, and degree graduates. The ESL cohort students began their journey with the four courses required for the Child Development Assistant and Associate Teacher Certificates, while taking their identified ESL or English course, continuing with the completion of the Child Development Certificate of Achievement, and nearing the completion of their general education Associate’s Degree graduation and transfer requirements. The math cohort began in Spring 2014 with the “Foundations of Arithmetic & Study Skills” course and advanced through completion of “Introduction to Statistics” in Spring 2016.

The ceremony – held in May 2016 – recognized 13 ESL cohort students, who continued pursuit of the Associate’s Degree in Child Development or Early Childhood Education. Fourteen students who completed “Intermediate Algebra” and/or “Introduction to Statistics” were likewise recognized, along with 34 Child Development/Early Childhood Education degree graduates. Twenty-eight of the identified degree graduates accessed First 5 PDP advising, and 26 of those students planned on transferring. Many of these degree graduates are now attending CSU East Bay, U.C. Davis, Sacramento State, and S.F. State, while continuing to work with children.

## **Workforce Development**

Initially funded with the TAACCCT Grant, the Workforce Development unit has become an integral element in providing support to LMC programs, often bridging instructional and student services efforts to ensure students are effectively and efficiently served at the College. The Workforce Development unit coordinates the Career Advancement Academies, career-themed summer bridge activities, Cooperative Work Experience, and serves as administrative lead and/or support for Adult Education, Career Pathways, Apprenticeship Grant, and partner-specific initiatives funded through BART and East Bay Funding Collaborative (to name a few). As more initiatives require alignment to the Workforce Innovation and Opportunity Act (WIOA) metrics, the Workforce Development unit becomes even more essential to ensuring the metrics are measured and, when needed, to recommending changes or improvements. This could include revised business process to ensure students receiving WIOA funding are served more effectively, or providing data to support supply-and-demand analysis for jobs and the economy.

## **BART Grant**

Bay Area Rapid Transit (BART) is partnering with Los Medanos College in an innovative program, funded in part by a grant from the Federal Transit Administration, to train for careers in the field of transit. The project – dubbed the Transit Career Ladders Training Program (TCLT) – is designed to meet the growing needs of the transit workforce by providing training access for traditionally under-represented individuals.

BART has contracted for instruction of 22 units of Electrical and Instrumentation Technology coursework over three semesters for five BART employees currently in non-technical positions. Recruitment to fill the remaining 25 seats in the cohort occurred in Spring 2016. During the 2016 summer session, the cohort completed a six-week, 72-hour “summer bridge” consisting of a 1-unit college success course, math and English assessment preparation, and an introduction to careers in electrical and electronics maintenance.

The partnership, which includes electrical & electronics programs at a total of five Bay Area community colleges, is being examined by transit agencies from across the state as a model for serving the workforce development needs of the transit industry.

## **STEM Transfer Velocidad Grant**

The ultimate goal of the Los Medanos College STEM Transfer *Velocidad* grant is to increase the number of STEM degree seeking and transfer students, especially Latino students, by focusing on four major areas: 1) Institutional STEM Readiness; 2) Transfer Readiness; 3) Articulation Readiness; and 4) College Readiness for High School STEM Students.

LMC's *Velocidad* grant significantly surpassed its targets in several objectives. With the help of various programs and efforts supported by this project, LMC has exceeded its target for the overall number of students seeking and attaining STEM degrees. The number of Hispanic students enrolling and completing STEM degree programs at the College continues to increase steadily. The number of Hispanic STEM students enrolled at LMC has more than doubled the target figure identified in the grant. STEM course enrollments (especially among Latino students) have continued to fill to maximum at the new Brentwood Lab, and the College is working to expand the student support services in Brentwood to better serve this growing community.

Accomplishments of the grant include, but are not limited to, the development of the STEM Ambassador Program, expansion of the Accelerated Calculus Path Offerings, and two recent activities: STEM Jam and STEM Mixer.

### **HSI STEM Grant**

Los Medanos College will be finishing the final year of a five-year Department of Education HSI (Hispanic Serving Institution) grant on September 30, 2016. Together with the hard work of many staff, faculty and managers at LMC, this grant has provided students with a wide array of new opportunities and has resulted in increased outcomes in a variety of metrics. These have included a 76% increase in the number of STEM degree seeking overall, with a 172% increase the number of these students who are Hispanic. Additionally, there has been more than a 50% increase in the number of STEM UC applicants, with this number more than doubling for LMC's Hispanic population. Finally, through the work of the grant, the College has obtained 246 new articulation agreements with its top four-year transfer institutions – with nearly another 200 requests pending. This work has significantly streamlined the transfer experience for STEM students at Los Medanos College.

The grant has yielded many positive outcomes, not all of which can be outlined in this report, but what follows are examples of those activities that have contributed to increases in STEM participation and student success. The grant has provided much needed infrastructure upgrades in the form of new equipment (for existing labs), and the building of a new temporary lab at the Brentwood Center. The new lab in Brentwood has enabled the College to offer Biology and Physics lab courses at this site, thus increasing its capacity for offering pathways to STEM transfer. The new lab equipment has given students access to a modern STEM education and allowed faculty to update curriculum accordingly. Additionally, this new equipment – along with the outstanding leadership of several faculty members – has allowed a major growth in LMC's emphasis on early STEM research for students. This has included providing a summer research program on campus, supporting students' attendance (where they presented) at academic conferences, and for the past two years hosting a STEM student research symposium. This past year, LMC was proud to be able to send a team of students to NASA's Johnson Space Center in Houston, where they tested the Isolate Regolith Inspection Sampler (I.R.I.S.) – a tool that they proposed, designed, and manufactured. This work included not only the chance to work with NASA scientists, but also the opportunity to have their tool used during the subsequent NEEMO-21 Mission and the prospect of seeking intellectual property rights for their original design.

There is a feeling of accomplishment for the major strides the College has made over the last five years via its STEM grant. Mostly, there is a sense of pride around inspiring STEM students and supporting them through this work – and eagerness to see what is in store for them in the future.

### **Speech**

Since its inception in Spring 2011, the LMC Debate Team has traveled across the state of California and the United States to represent the College at nationally recognized intercollegiate debate tournaments. In Fall 2015, the LMC Debate Team began competing in British Parliamentary (BP/Worlds) style debate. This style of debate is a preferred debate style internationally, and one that the LMC Debate Advisory Board deemed most advantageous for students. The LMC Debate Team is one of the trail-blazing community college programs in the United States competing in British Parliamentary debate. In fact, the LMC Debate Team is often the only community college competing against four-year universities at tournaments. The Mustang debaters hold their own against competitors from universities that include, but are not limited to: U.C.L.A, U.C. Davis, Cal Poly, Dominican University, and Claremont College. The team has earned honors such as the 2016 National Champions in BP Debate for Community Colleges, which was received at the tournament hosted by Morehouse College (Atlanta, GA); they earned the same award in 2015, when they participated in the national competition in Anchorage, AK. Locally, the LMC Debate Team is actively engaged in East Contra Costa County. They host a Public Debate every semester, with one held on campus and the past seven at Pittsburg City Hall. The Debate Team has a wonderful relationship with the City of Pittsburg and LMC's surrounding community. In fact, the team holds the attendance record at City Hall, and average attendance at its Public Debates is approximately 75 citizens. In the short time the Debate Team has been in existence, the College has successfully transferred students to a variety of four-year universities, including U.C Berkeley, U.C.L.A., U.C. Davis, S.F. State, Cal Poly, Sonoma State, and CSU East Bay.

### **Drama**

Every year, the Drama Department participates in the Kennedy Center American College Theatre Festival (KCACTF). This regional festival/conference brings together colleges and universities from seven states for a competition and celebration of the artistic achievements of students. Over the past seven years, the Drama Department has taken more than 200 students to compete at the festival; many of these students have transferred to prestigious institutions that sends representatives to KCACTF. The Drama Department has also been recognized at the festival for: its curriculum and training; three student regional awards; productions identified twice as regional finalists; and, last year, LMC student Federico Bartolo received the National Hip-Hop Theatre Creator Award at the John F. Kennedy Center in Washington, DC. Participation in this festival has not only given LMC's Drama Department a respected national presence, it has opened opportunities for every student who has been able to attend.

## **Journalism**

LMC's Journalism Program will host the annual Northern Regional Conference of the Journalism Association of Community Colleges Saturday, October 15, in the College Complex and Recital Hall. Approximately 200 journalism students and faculty are expected to participate in a full day of workshops, contests, and meetings, and attendees will have the opportunity to network with numerous professionals in the field. In addition, several representatives from Northern California transfer institutions will be on hand to answer questions about their journalism and mass communication programs. The event is being coordinated by Professor Cindy McGrath, who is currently a member of the JACC Board of Directors.

## **Basic Skills and Student Outcomes Transformation Grant (English and Math)**

Los Medanos College has been awarded a \$1.5 million grant from the California Community Colleges Chancellor's Office for Basic Skills and Student Outcomes Transformation. The purpose of this grant is "to enable colleges receiving an award to implement or expand innovations and redesign in the areas of assessment, student services, and instruction." At LMC, the focus is on dramatically shortening the developmental education sequence, thereby significantly increasing the numbers of students who complete college level English and math courses within one year. Grant goals include: reforming placement practices with the use of robust multiple measures, the placement of students directly into transfer level English and math courses with required co-requisite support courses, the creation of a Supplemental Instruction program in college-level English, and scaling up accelerated developmental courses for those students who need one semester of remediation prior to college level. The grant provides the College with the resources necessary to accomplish this curricular redesign and provide the professional development that will be critical to its successful implementation.

## **Status for 2016**

### *Programs on Watch/In Trouble* (Include reason)

None.

However, the College continues to experience difficulty in recruiting and hiring adequate levels of qualified full-time instructors for the Nursing program. Each recruitment effort for a single nursing position often results in only a few minimally qualified candidates. Normal attrition and retirement has exacerbated the issue. The Nursing program currently has vacancies for two full-time instructional positions and a Board of Registered Nursing (BRN) required Director position. This issue has been discussed in great length with LMC's advisory committees. The most significant feedback/challenge continually posed from the field is that faculty wages are substantially lower than nursing practitioner wages, and that the pool of Registered Nurses with State minimum qualification (MQ) required Master's degree has not increased. While there is now substantial monetary and career opportunity incentive for Associate's Degree RNs to earn a Bachelor's in Nursing (BSN), there is little incentive for BSN RNs to earn a Master's degree.

### *Programs Being Investigated*

AA-T in Philosophy

New Certificate of Achievement in ESL to include first non-credit courses

*New Instructional Programs* Proposal for being implemented (already investigated). Remember to complete the separate new program form.

AA-T in Spanish: approved by Academic Senate in Spring 2016; to be reviewed by SGC and Curriculum Committee in Fall 2016.

AS-T in Social Justice Studies: LGBT Studies

### *Programs to be Modified/Reduced* (Include last program review date and/or reason for modification)

English as a Second Language (ESL)

In order to more equitably and successfully serve and support the East Contra Costa County population of adult English language learners, the LMC English as a Second Language (ESL) department is developing eight new non-credit ESL courses and four related certificates of completion. The proposed *entry-stage* non-credit ESL courses are English for general purposes (EGP) courses and will support foreign-born, adult students' acquisition of beginning to low-intermediate basic interpersonal communication skills (BICS).

These skills will enable students to engage in everyday social, personal, and civic transactions and to interact with increasing confidence and competence – thus meeting what experience has shown to be the most immediate language learning needs and desires of the ESL students who come to the College from within its service area. Additionally, the eight non-credit ESL courses will serve to establish a 'base of success' for these students who, as their basic language proficiency increases, become interested in and can see themselves taking advantage of the many educational/career opportunities that LMC has to offer. On a pathway to these opportunities, students who are first provided the means to establish this base and develop the necessary BICS via the non-credit ESL curriculum will increase their ability to successfully progress on to understanding and building their cognitive academic language proficiency (CALP) – the focus of the College's subsequent *engage-* and *exit-stages*, intermediate credit, and advanced credit ESL courses, which are English for academic purposes (EAP) courses.

As LMC's credit ESL courses integrate disciplinary and career content, skills, and behaviors, students engaging and exiting the program will be prepared to pursue their interests and be able to participate and succeed in any of the general and career technical education courses that make up their educational plan. Students' ability to achieve such a goal will be significantly increased by the College's new non-credit ESL courses; older adults, new immigrants, and students with low first-language literacy and educational backgrounds will benefit from the needed additional time, practice, and more flexible entry/exit system of the non-credit ESL courses' repeatability and managed enrollment features. And, last but certainly not least, the 'no tuition' feature of the non-credit ESL courses will help support low income students' ability to access the LMC ESL program, while also helping the institution improve its capacity to address the economic realities and financial challenges students face.



*Programs to be Discontinued* (Include reasons for being discontinued and status of faculty/staff involved)

Through the program review process, it was recommended the following programs be discontinued:

None.

## Student Learning Outcomes (SLOs)

### *Narrative of Progress*

The Student Learning Outcome (SLO) and Program Learning Outcome (PLO) assessment cycle takes place over a five-year timeline. Each of the course level SLOs are assigned to one of four possible cohorts. The final year of the cycle is reserved for the PLO assessment. At first glance, the numbers below may seem alarming, however, they represent the current status of courses and programs within the five-year cycle.

In the PLO assessment cycle, it is important to note that LMC changed its definition of “program” in the middle of the current five-year assessment cycle. Prior to this change, “programs” were being defined at the department level only. If a single department had four certificate programs, these were being counted as one single program as it related to assessment. LMC updated its definition to more accurately reflect the need for each program to have its own set of PLOs. All of LMC’s programs are being assessed in the fifth year of the assessment cycle in 2016-17. Prior to the change in definition, LMC had 100% programs with ongoing assessment. The drop in percentage listed below is the direct result of the expanded definition of “program.”

*(data from AACJC report)*

	Percentage	Comments
% of <b>programs</b> with SLOs (ending with degree or certificate)	100%	
% of <b>program</b> SLOs with ongoing assessment	56.8%	All programs are currently being assessed in 2016-17, which is the 5 <sup>th</sup> year in the LMC assessment cycle.
% of <b>courses</b> with SLOs	100%	
% of <b>course</b> SLOs with ongoing assessment	100%	All LMC courses have been placed in one of four assessment cohorts. There is a smaller number of courses that for a variety of reasons have fallen out of cycle and placed into a new cohort for assessment. The college is working on a system that readily identifies these courses, so that a detailed number of them can be provided. This system is expected to be in place by end of Spring 2017.

<i>(SLO Data from ACCJC Report – cont'd)</i>	Percentage	Comments
% of <b>Student and Learning Support</b> with SLOs	100%	
% of <b>Student and Learning Support Services</b> SLOs with ongoing assessment	100%	
% of <b>administrative units</b> with SLOs	N/A	
% of <b>administrative units</b> with ongoing assessment	N/A	
% of <b>Institutional</b> Outcomes	100%	
% of <b>Institutional</b> Outcomes with ongoing assessment	80%	The fifth and final ILO is currently being assessed in 2016-2017.

### Transfer Degrees (per SB 1440)

(Provide a brief description and identify the SB1440 degrees developed and approved to date)

At the conclusion of the 2016-17 academic year, LMC will have available to students 20 AA/S-T degrees listed below. The two newest degrees, Biology and Chemistry, are still pending final approval from the State Chancellor's Office and/or notice of offering to ACCJC.

<b>Transfer Degree</b>	<b>Type</b>	<b>Year Approved</b>
Biology	AS-T	2016-17 (pending)
Chemistry	AS-T	2016-17 (pending)
Anthropology	AA-T	2014-15
Art History	AA-T	2014-15
Music	AA-T	2014-15
Administration of Justice	AS-T	2013-14
Computer Science	AS-T	2013-14
English	AA-T	2013-14
History	AA-T	2013-14
Journalism	AA-T	2013-14
Mathematics	AS-T	2013-14
Studio Arts	AA-T	2013-14
Communication Studies	AA-T	2012-13
Business Administration	AS-T	2012-13
Early Childhood Education	AS-T	2012-13
Kinesiology	AA-T	2012-13
Physics	AS-T	2012-13
Psychology	AA-T	2012-13
Sociology	AA-T	2012-13
Theatre Arts	AA-T	2012-13