

Annual Program Planning and Review Best Practice Example Responses

Note: Examples are provided from specific fall 2019 and fall 2020 annual program plan and reviews

Goal 1 Example: Child Development Program Plan/Review Responses

1. How is your discipline helping new students choose and enter your discipline's program paths (e.g., what promotion, recruitment, and/or outreach are your programs participating in? How are faculty in your discipline marketing your discipline's programs? Is this in partnership with other areas of the campus, such as communications and/or outreach? Do you have an office hours policy for students?)?

Promotion/Recruitment/Outreach:

- At our Child Development Open House, we hosted approximately 85 current and potential students for a variety of activities. (site tours, permit clinics, professional presentations, and student outreach activities)
- Hosted a Child Development Career Fair and panel for (panelists and professional organizations with booths on site)
- Child Development Club (build college community and guidance, club leadership, and professional connections)
- Day of the Young Child at CSULB and Long Beach's LBECE Committee (both a CD Club and Department booth)
- Child Development Department counseling specialists
- Advisory Board (support our program decision-making, which helps move students from the workplace into the classroom and back into the workplace with further skills)
- Faculty-led family workshops at our centers
- Faculty-Lab School Liaison
- CTE Committee representative
- Faculty representative on the LBUSD ROP Advisory Board for ROP at (student recruitment and job placement opportunities, in addition to ensuring our programs meet community needs)
- CTE Fair on our PCC Campus

Marketing:

- Requests for Department brochure and video have been submitted.
- Developed a half sheet hand-out with basic information about our programs and department contact information to distribute to current students.

Office Hours:

- Our department Office Hours policy adheres to the college recommendations in length and student accessibility, with all faculty offering additional meeting times, based on student needs.

1.a. Of these efforts, which ones are the most successful in helping students choose and enter program paths? What evidence has been collected that supports that these efforts are working (e.g., do you survey students after events, collect student interest cards)?

Our Child Development Open House and Career Fair are the most successful in supporting students as they enter into and continue in our programs. This is evidenced by attendance and waitlists for these annual events, professional community feedback on students reached and hired, and student feedback from the events. Past survey data supports that these efforts are working, and we will continue to have students complete these and use the data to plan future events.

1.b. Are there ways that marketing/advertising and recruitment/outreach for your programs could be improved? How might your discipline's programs be better supported with these efforts?

Our department is eager to receive our department brochure and video to further recruitment (we have ordered a brochure and video but have still not received them). We are currently working on a department display at each center that will directly support students with information about department programs and events and includes faculty and counseling contacts. We would like to create several program/certificate-specific one-page flyers that would support outreach efforts to multiple audiences.

1.c. Describe future plans to increase student awareness and selection of your majors at LBCC?

All academic counselors should be versed in CDES and recommend students who are interested in working with young children and families to enroll in our courses. Students who are planning on transferring to a four-year university to pursue careers in early childhood and elementary education would also be expected to be encouraged. In addition to continuation of successful outreach, we hope to support current students to clarify their path by bringing awareness to variations in similar department and college-wide majors and completion goals (i.e. Teacher Preparation, Human Services, Psychology, Sociology, and pediatric focused medical programs).

2. Describe how your discipline is clarifying student paths through the development and implementation of program maps. What progress has been made in developing and implementing program maps?

All roadmaps were completed in Spring 2019. As we work to refine our AA and large certificates, roadmaps will need revisions. Meanwhile, we have worked diligently as a department to ensure that all students are provided consistent information on the best courses for their educational goals. Additionally, our courses and certificate align with the California Child Development Permit Matrix (the Early Childhood Credential in California).

Look at last year's Plan, reflect on your responses and provide updates on Activities for Goal 1:

A. List the activity(ies) from last year related to this goal (write out the activity for readers who may not have your past plan in front of them): We planned our Fall Child Development Open House and Spring Career Fair. We also planned our marketing video, brochures and informational displays and submitted them to the next phase in the process.

B. What progress was made on the activity(ies)? If none, describe why. (Refer to: [Reflection and Progress Updates handout](#))

We successfully completed our Child Development Open House and the Career Fair, each brought in over a hundred students to connect with professors, fellow students, ECE employers and professional connections in the field. We were not able to provide a marketing video and brochure materials due to a delay in the production process. In the meantime, we have developed a half sheet hand-out with basic information about our

programs and department contact information to distribute to current students. The informational display is also in process.

C. Will you continue with the activity(ies)? Why or why not??

Yes. As our events have proven to be successful in student attendance, support, and retention, it is clear that our current activities are beneficial to our department. We plan to move forward with the events from our previous year, including our well attended fall and spring department wide events. We will carry over the marketing activities (brochure, video and informational displays) to support the college completion process.

Based on the above responses, write below at least 1 activity aligned with GOAL #1: increase student awareness and selection of programs upon entry:

Activity 1:

- Continuing- We will have our fall Child Development Open House event, supporting students with professional presentations, lab school site tours, and permit clinic, as well as our spring Child Development Career Fair, with professional community panelists and booths.
- We will continue to administer a student survey at these events.
(resources: funds for light refreshments, LBCC branded school supplies and stipends for organizers)

Activity 2:

- Continuing- We need the completion and printing of our department brochures and the creation of our promotional video.
(resources: support from communications and media services)

Activity 3:

- New- We will create several program/certificate-specific one-page flyers that would support outreach efforts to multiple audiences.
(resources: support from communications)

Activity 4:

- New- We hope to connect with the Counseling Dept. Head or attend a dept. meeting to answer questions and clarify strategies.

Activity 5:

- New-Work with appropriate administrators and department heads to develop materials and processes that will guide students into majors in education based on their career goals (Early Childhood Education: infant/toddler, preschool, TK, and K-3 elementary education, and Teacher Preparation: K-12)

Goal 1 Example: Kinesiology Program Plan/Review Responses

1. How is your discipline helping new students choose and enter your discipline's program paths (e.g., what promotion, recruitment, and/or outreach are your programs participating in? How are faculty in your discipline marketing your discipline's programs? Is this in partnership with other areas of the campus, such as communications and/or outreach? Do you have an office hours policy for students?)?

- Participation in all on-campus student outreach activities such as Viking Student Voyagers sessions to reach out to incoming freshman, Declare a Major Day, Join-A-Club Day and other campus events.
- Faculty have worked with the Outreach and Marketing Departments to promote our program.
- Presentations were made in classes to promote the Personal Trainer certificate program.
- We started establishing a collaborative partnership with LBCC Healthy Vikings to reach students.

1.a. Of these efforts, which ones are the most successful in helping students choose and enter program paths? What evidence has been collected that supports that these efforts are working (e.g., do you survey students after events, collect student interest cards)?

Our efforts to participate in campus-wide events such as Welcome Back Day, Declare a Major Day and Join-a-Club Day were successful in meeting students and introducing them to the Kinesiology department. Our participation in all Viking Student Voyagers sessions was especially successful in helping students learn about the Kinesiology options and enroll in activity classes. This was also valuable for students looking for one-unit activity classes to reach full-time status under the Promise program. In our personal trainer certificate program, students who are training faculty, staff and administration are have expressed their plans to continue in the program.

1.b. Are there ways that marketing/advertising and recruitment/outreach for your programs could be improved? How might your discipline's programs be better supported with these efforts?

We have been successful in increasing declared majors, so continuing marketing strategies such as the development and distribution of brochures and fliers will be continued. The Kinesiology department appreciates the support from the counselors; moving forward, further support will be needed, especially during enrollment periods when students may not be aware of open lecture and/or activity classes. The Personal Training has requested lawn signs to advertise the program on campus. In addition, we are hoping to obtain more marketing materials (brochures, flyers, advertisements, banners and signs, etc.), greater presence on the LBCC website, and advertisement on the school marquee.

1.c. Describe future plans to increase student awareness and selection of your majors at LBCC?

With the Kinesiology program's increase in declared majors and completions, we plan to continue the efforts we have made over the past year. We are in the process of ordering lawn signs for the Personal Training Certificate Program and a banner for the Kinesiology/ Health Education program, creating a stronger presence on social media (Instagram, Twitter, etc.), and participating in student-centered events on campus. We will also meet with the Counseling department to promote the program and learn how to help students with their education plans.

2. Describe how your discipline is clarifying student paths through the development and implementation of program maps. What progress has been made in developing and implementing program maps?

With the assistance of Guided Pathways, we completed the Kinesiology ADT Course Sequence in Spring 2019. We also identified the gateway classes and established milestones for each semester of the two-year program. We determined that there are no capstones for the program.

Look at last year's Plan, reflect on your responses and provide updates on Activities for Goal 1:

- A. **List the activity(ies) from last year related to this goal (write out the activity for readers who may not have your past plan in front of them):** Develop an effective system of identifying majors and creating a contact/follow list.
- B. **What progress was made on the activity(ies)? If none, describe why.** (Refer to: [Reflection and Progress Updates handout](#)): The Kinesiology department completed the program road maps in Spring 2019. With the assistance of Institutional Effectiveness, we identified our student majors and students in the Personal Trainer Certificate program. We sent emails to these students to inform them of open classes and updates in the Kinesiology program. However, we discontinued this activity during the summer 2019 at the request of IE since they are now sending out campus-wide emails.
- C. **Will you continue with the activity(ies)? Why or why not?** Yes, we are planning on continuing these activities as they are well-received by the students. Having one-on-one conversations with our students and making announcements in our classes have proven beneficial. We will also work with the counselors to encourage Kinesiology students to update and stay on track with their education plans. Our presence at the student-centered events, such as Viking Student Voyagers, Declare a Major Day, and Join a Club Day, have also been effective. Students have been able to ask questions about the Kinesiology major and available activity classes needed for the Promise program.

Based on the above responses, write below at least 1 activity aligned with GOAL #1: increase student awareness and selection of programs upon entry:

Activity 1: Continuing

- We will increase the marketing of the Kinesiology programs by creating promotional materials (information materials like lawn signs, brochures and handouts, banner, signs, etc.) with the assistance of the Marketing Dept. and collaborating with other on-campus entities like LBCC Healthy Vikings and the Athletics Dept.

Activity 2 (Optional): new

- We will continue our recruitment and outreach efforts by meeting with other departments in our division and counselors to discuss collaborative efforts to enter our program paths.

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 2 Example: Geology Program Plan/Review Responses

1. Start on the **Enrollment Tab**. What are the trends that you notice in the duplicated enrollments for the discipline compared to the college-wide duplicated enrollment listed in the chart above this question (i.e., are the discipline enrollments increasing, decreasing, or remaining constant and how does this compare to the college-wide duplicated enrollment trends)?

The geology enrollments for White and Hispanic students are slightly higher than College-wide demographics, but are slightly lower for all other ethnicity groups. The Female/Male demographics are the same for geology enrollment and College-Wide demographics. For the most part, the duplicated enrollments are slightly increasing over time. When broken down by ethnic groups we noticed that the percentage of the Hispanic group increases in enrollment by ~10%, while all other ethnic groups decrease in enrollment by ~5% during the last 3 fall semesters and return to near college-wide enrollment percentages in the spring semesters.

1.a. Use the **Location/Modality Filter** for this question. What are the trends in your discipline's enrollment at the LAC Campus? How do they compare to enrollments at the PCC Campus? If your discipline's courses cannot be offered on both campuses, please explain why. What are the enrollment trends for hybrid and online courses? Describe the patterns you see.

Enrollments at LAC decreased by 10 students (4%) at LAC from fall 2017 levels while PCC enrollment decreased by 5 students (6%) from fall 2017 levels. The number of students at PCC is 4 times lower than LAC due to the lack of available space for our courses at PCC. The lab space at PCC is also used by Chemistry and other Physical Science courses, which limits the number of geology courses that can be offered at PCC.

2. Use the **Courses Tab** to examine your discipline's course enrollment trends. What courses have the highest enrollments (i.e., highest lines on the graph to the left)? What are the notable trends for these courses (i.e., is enrollment in these courses increasing, decreasing, or remaining constant)? To examine the exact enrollment trends for a specific course, hover over and click on the line of each course. You can hover over the line to see overall duplicated enrollment and when you click on the line, the demographic breakout by ethnicity will display. If you want to only see a single course in the display, use the **Start Here box** and use the **Select a Specific Course Filter** to identify the course. To examine other student group breakouts in the bar graph to the right, use the **Equity Filters drop-down**.

2.a. What are the courses with the highest enrollments? Why do they have the highest enrollments (e.g., Are they listed on [Plan A, B, and/or C](#)? Are they required courses for awards within and outside of your discipline? If so, list which awards)?

Geology 1 and Geology 2. These 2 courses are listed on all Plans (A, B and C) and are required for the Geology ADT. In addition, these are the only geology courses that offer multiple sections every semester.

2.b. Use the **Equity Filters** for this question. Looking at the courses with the highest enrollment, examine each of these courses' enrollment trends by ethnicity, gender, and both ethnicity and gender (e.g., Hispanic males). Compare these to the **College Demographics** displayed in the chart at the beginning of this goal. Which groups of students are underrepresented in the course

enrollments (e.g., when comparing Gender, Ethnicity, and Gender and Ethnicity)? Describe any notable patterns.

The Geol 1 and Geol 2 enrollments for White and Hispanic students are slightly higher than College-wide demographics, but are slightly lower for all other ethnicity groups. The Hispanic enrollment for these courses during the fall semester increases by 10%, while the enrollment for all other groups drops by 5%.

The Hispanic Female enrollment is always higher than the Hispanic Male enrollment (sometimes double). For White, Pacific Islanders, and Asian & Filipinos the male/female ratio is close to 1:1 most semester. The male/female ratio for Black/African American enrollment varies each semester. The Native American enrollment is too low to be broken down by gender in these courses.

3. Stay on the Course Tab. Examine the critical required core courses that are necessary for students to obtain your discipline's degree(s) and/or certificate(s). Are there notable decreasing or increasing enrollment patterns? Describe these patterns. Refer back to the patterns of note here and in the sub-questions of this section when analyzing the success rate data in the next section.

The enrollments for Geol 1, Geol 2, and Geol 2L are steadily increasing over time and the enrollment for Geol 3/3H is consistent. The enrollment for Geol 1 drops in the spring semesters because one less section is offered during the spring.

3.a. Now look at the critical required core courses for degrees and/or certificates by ethnicity, gender, and by both ethnicity and gender. What are the notable patterns? Which groups of students are underrepresented in these course enrollments compared to the college-wide trends? Why might this be?

Hispanic, White and Asian enrollment is higher or at College-wide levels. Asian & Filipino enrollment does seem to drop below College-wide levels during the fall semesters. Black/African American enrollment is about 5% lower than College-wide levels and Pacific Islander and Native American enrollment is half of the College-wide rate. The Pacific Islander and Native American enrollment numbers appear to be low due the fact that 1% of geology enrollment is equivalent to approximately 3 students, which means that during some semesters we may not have any students in those categories. The underrepresentation of students of color in geology classrooms has been documented nationwide. One hypothesis that has been postulated for this under-representation is that minorities in the US lack significant childhood experiences with outdoor spaces, which is a major focus of geology.

4. In examining your discipline's enrollment data, are there other trends that stand out as significant? What are they and why do they stand out?

No

5. Based on your course enrollment analysis, how can overall enrollment be increased and/or how might underrepresented student populations be better supported? How might faculty improve experiences and learning for underrepresented student groups in your courses and programs?

The only way for geology to increase enrollment is with additional laboratory space and additional faculty. Enrollment at PCC cannot be increased until additional space is made available to the Chemistry program. Currently, chemistry labs are being taught in the room that was traditionally

used as a geology laboratory. Because our highest enrolled course (Geology 1) requires a laboratory space there are no additional rooms where additional sections can be taught. If Chemistry is given additional lab space, geology can offer additional sections in the existing space.

We are currently looking into adding additional sections of Geology 1 in available space at LAC. This will require that additional part-time faculty be hired to teach these additional courses, as the full-time faculty (2) that can teach these courses are already teaching at their maximum loads. We are also looking at adding a 3-unit lecture-only course (Geol 5, Geol 18 or Geolo 20) to the intersession calendar (Winter or Summer) to help increase the number of students in our program, while not being impacted by space limitations. Both of these plans would be implemented starting in the 2020-2021 school year, as planning and hiring of new part-time faculty will take time.

The geology program is planning to meet with African American student groups on campus to advertise our geology courses as well as the possibilities of careers in geology and other field sciences. It is our goal to encourage African American students in our field courses. The Geology Club is currently applying for a grant to take under-represented students on geology field trips and outdoor experiences that should help in the recruitment of students of color into geology courses.

The support of the program's field trip courses is another way in which we can improve experiences and learning for underrepresented student groups. Geol 1, Geol 5, and Geol 10 have mandatory field trip requirements that we meet with 1-day field trips that are part of the Geol 2F field trip course and with 3-day field trips that are part of Geol 4, Geol 7, Geol 16, and Geol 17. These field experiences are invaluable teaching opportunities because it allows students in all of our classes to experience 3-dimensional structures and features that are impossible to see in the classroom. Inexplicably, the funding for the bus and van transportation for these field trips, which are mandatory requirements set by the Chancellor's office, was cut in half this semester. As-is, we will not be able to meet the Chancellor's office mandate for field trips during the Spring 2020 semester unless additional funds are provided. In addition, increased enrollment cannot be achieved without additional funding for field trip transportation.

Look at last year's Plan, reflect on your responses and provide updates for Goal 2:

- A. List the activity(ies) from last year related to this goal (write out the activity for readers who may not have your past plan in front of them):** Geology faculty will continue to meet one-on-one with counselors to promote all of our courses and the higher-than-average success rates for these classes.
- B. What progress was made on the activity(ies)? If none, describe why** (Refer to: [Reflection and Progress Updates Examples](#)): Geology faculty met one-on-one with counselors to discuss our program and to discuss how to increase enrollment in some of our courses. We did miss the opportunity to meet directly with African American student groups to discuss how enrollment in a geology course offers a great opportunity to complete the physical science requirement for Plan A-C.
- C. If an activity(ies) were implemented, examine trends in the last two years of enrollment data. If notable trends exist, describe them. Might the trend(s) be a result of the activity(ies) implemented? Why or why not? If not, might the activity be adjusted to make it more**

meaningful? There were no notable changes. We plan on engaging with African American student groups to help increase the number of African American students in geology courses.

- D. **Will you continue the activity(ies)? Why or why not?** Yes, we plan on continuing the same activities to promote our program and our courses.

Based on your analysis above, write at least 1 activity your program will do to improve equitable enrollment and support underrepresented students enrolled in your courses:

Activity 3 (*must address equity gaps):

- Is this activity new or continuing from the previous year(s)? We plan on meeting with African American student organizations to help close the enrollment gap for African American male students in our courses. This is a continuing activity from last year.

Activity 4 (Optional):

- Is this activity new or continuing from the previous year(s)? In conjunction with the Geology Club, the program is applying for a grant to take underrepresented student groups on local geology hikes and visits to natural history museums to introduce them to earth science. These experiences are invaluable in gaining a deeper understanding of geology topics covered in the classroom. This is a new activity.

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 2 Example: Economics Program Plan/Review Responses

Goal 2: Improve Equitable Course and Program Enrollments. [Click here for Enrollment Data \(Tableau Online\)](#)

1. Start on the **Enrollment Tab**. What are the trends that you notice in the duplicated enrollments for the discipline compared to the college-wide duplicated enrollment listed in the chart above this question (i.e., are the discipline enrollments increasing, decreasing, or remaining constant and how does this compare to the college-wide duplicated enrollment trends)?

Economics compared to College-wide: College-wide enrollments fell in spring 2019 from fall 2018, decrease of approximately 6.4%. While Economics enrollments during the same time-period increased by 4%.

1.a. Use the **Location/Modality Filter** for this question. What are the trends in your discipline's enrollment at the LAC Campus? How do they compare to enrollments at the PCC Campus? If your discipline's courses cannot be offered on both campuses, please explain why. What are the enrollment trends for hybrid and online courses? Describe the patterns you see.

While there are fewer offerings at PCC, the percentage changes at both campuses show insignificant differences. Some online courses have extremely limited offerings so a small change in the number of students create a large population change.

2. Use the **Courses Tab** to examine your discipline's course enrollment trends. What courses have the highest enrollments (i.e., highest lines on the graph to the left)? What are the notable trends for these courses (i.e., is enrollment in these courses increasing, decreasing, or remaining constant)? To examine the exact enrollment trends for a specific course, hover over and click on the line of each course. You can hover over the line to see overall duplicated enrollment and when you click on the line, the demographic breakout by ethnicity will display. If you want to only see a single course in the display, use the **Start Here box** and use the **Select a Specific Course Filter** to identify the course. To examine other student group breakouts in the bar graph to the right, use the **Equity Filters drop-down**.

2.a. What are the courses with the highest enrollments? Why do they have the highest enrollments (e.g., Are they listed on [Plan A, B, and/or C](#)? Are they required courses for awards within and outside of your discipline? If so, list which awards)?

1. ECON1: Macroeconomic Analysis
2. ECON2: Microeconomic Analysis

Both courses are General Education requirements on Plans A, B, and C. Both courses are also Major requirements for the Economics AAT and Business AA. Both courses are Certificate of Accomplishment requirements for the Money and Banking Award and Business Economics Award.

2.b. Use the **Equity Filters** for this question. Looking at the courses with the highest enrollment, examine each of these courses' enrollment trends by ethnicity, gender, and both ethnicity and gender (e.g., Hispanic males). Compare these to the **College Demographics** displayed in the chart at the beginning of this goal. Which groups of students are underrepresented in the course enrollments (e.g., when comparing Gender, Ethnicity, and Gender and Ethnicity)? Describe any notable patterns.

Econ 1 and Econ 2 have the highest enrollments. 55% Latino, 20% White, 15% Asian, 10% African American. Gender and ethnicity combined there is a relatively even split between male and female in all groups except whites, where there is a higher percentage of male to females. The group of Pacific Islander is a very small population. In comparison with the college enrollments: 56% Latino, 16% White, 11% Asian, 14% African American, 2% Pacific Islander. While the enrollment patterns are relatively consistent in our area, Economics has a slightly lower percentage of white students.

3. Stay on the **Course Tab**. Examine the critical required core courses that are necessary for students to obtain your discipline's degree(s) and/or certificate(s). Are there notable decreasing or increasing enrollment patterns? Describe these patterns. Refer back to the patterns of note here and in the sub-questions of this section when analyzing the success rate data in the next section.

Economics compared course to course: These comparisons are all between spring 2019 and fall 2018.

ECON1 down by 7.3%, which is an improvement from the 15% decline last year. ECON1H offered only in Fall so no semester data comparison is available.

ECON2 up by 18.7% this year, an improvement from a 12% increase last year. ECON2H offered in Spring only so no semester data comparison is available.

3.a. Now look at the critical required core courses for degrees and/or certificates by ethnicity, gender, and by both ethnicity and gender. What are the notable patterns? Which groups of students are underrepresented in these course enrollments compared to the college-wide trends? Why might this be?

No notable patterns. An insignificant increase in Asian population and slight decrease in African Americans compared to college wide enrollments.

4. In examining your discipline's enrollment data, are there other trends that stand out as significant? What are they and why do they stand out?

None

5. Based on your course enrollment analysis, how can overall enrollment be increased and/or how might underrepresented student populations be better supported? How might faculty improve experiences and learning for underrepresented student groups in your courses and programs?

Actively participate in off campus outreach targeting underrepresented groups. On campus use counselors to promote AAT in Economics. Reach out to campus clubs.

Look at last year's Plan, reflect on your responses and provide updates for Goal 2:

- A. List the activity(ies) from last year related to this goal (write out the activity for readers who may not have your past plan in front of them):** We will work to continue promoting the Economics AAT through Early Bird Registration, Major Declaration Day, and College Exploration Night at CSULB. Also, in-class marketing to help close this gap. This will benefit all demographic groups. We will request funds for in-class marketing materials. Also, economics tutoring from the Tutoring Center(s) at LAC and PCC.
- B. What progress was made on the activity(ies)? If none, describe why** (Refer to: [Reflection and Progress Updates Examples](#)):
- Received posters and marketing materials to advertise and recruit students to our AAT and use these during class sessions and outreach activities. The number of students pursuing an AAT in Economics has increased threefold.
 - Increased number of economics tutors in the LBCC Tutoring Center at LAC, PCC and online.
- C. If an activity(ies) were implemented, examine trends in the last two years of enrollment data. If notable trends exist, describe them. Might the trend(s) be a result of the activity(ies) implemented? Why or why not? If not, might the activity be adjusted to make it more meaningful?**

There are no notable demographic changes or trends in enrollment. There is greater awareness of our AATs for transfer which should lead to increased interest in all economics courses.

D. **Will you continue the activity(ies)? Why or why not?** Yes, we plan to continue with the activities that we have engaged in over the last year and continually try to promote our program to student in our classes and campus-wide. We feel that our strategy is working well in attracting students of all backgrounds to our program.

Based on your analysis above, write at least 1 activity your program will do to improve equitable enrollment and support underrepresented students enrolled in your courses:

Activity 3 (*must address equity gaps):

- Is this activity new or continuing from the previous year(s)? Continue working with counselors to increase awareness of the economics program to underrepresented groups. Reach out to all campus clubs to expand student interest from underrepresented groups. Meet with current economics majors to build student networks and increase interest in the economics courses and programs.

Activity 4 (Optional):

- Is this activity new or continuing from the previous year(s)? Continue some activities from the previous year and add new activities like meeting with the economics majors and encouraging them to share their experiences in economics with their fellow students.

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 3 Example: Biological Sciences Program Plan/Review Responses

1. Start by looking at the **Overall Course Success Tab**. Look at your discipline-wide average in the upper-right hand corner. Next, look at your discipline's courses with the highest enrollment (largest dots farthest to the right). Do any success rates in your largest courses fall below the discipline-wide average (hover over the dots for success rates)? If yes, which courses?

ANAT1 and BIO60 with enrollments of 4,757 and 2,175, respectively, both had success rates below the institution set standard, 51% and 50%, respectively.

1.a. Looking at the spread of courses along the vertical axis, do the majority of courses cluster below the institution-set standard, in-between the institution-set standard and institutional goal, or above the institutional goal (i.e., 0 - 63%, 64% - 71%, or 72% - 100%)? Or, are they spread widely across the three percentage bands? Describe what you see below. What might this spread of courses in different color bands indicate? Can you trace any patterns (e.g., known course sequences, required placement levels, overall course difficulty)? Based on your discipline

faculty experience in the classroom, what conclusions might be drawn from the patterns noticed based on your discipline's understanding of how students perform?

Of the courses offered in the Life Science department, half of the courses are above the institutional set standard and the other half fall below the institutional set standard. The courses that lie above the institutional set standard tend to be courses that require a prerequisite or are entry level non-major courses. The courses that lie below the line tend to be the first course in a series of prerequisite courses such as ANAT1, BIO60, and ANAT41. These courses represent the first science course that a student may take who has declared a particular allied health major. The department is offering a Biology boot camp that is being marketed to students who may need extra support in developing study skills particularly for the sciences.

2. Examine your discipline's success rate data for critical required core courses that are necessary for students to obtain your discipline's degree(s) and/or certificate(s) by using the **Course Filter** to select only these courses. Describe these success rates below. Do any of the success rates for these courses fall below the college's institution-set standard of 64% (i.e., the standard that the college has identified that it does not want to fall below)? Do any success rates in these courses fall below the college's stretch goal of 72%? If yes, which courses and what are their success rates and enrollments (*hover over dots for success rates and enrollment counts*)? What do you think it would take to increase course success for these classes to bring the rates closer to the statewide average?

As mentioned above, students are required to take BIO1A and BIO1B to satisfy the requirements of the ADT. BIO1A has a success rate of 67%, whereas BIO1B shows a success rate of 89%. While both these classes lie above the institution set standard, BIO1A lies below the institutional goal that has been set. These courses could be supported by referring students to tutoring services and early intervention before a student falls below the critical point.

For the AS, Biology, students often take the ANAT1, BIO2, and PHYS1 courses. The ANAT1, one of the highest enrolled courses in the department, has an overall success rate of 51%. Although the success rate is below the institutional set standard and the institutional goal, the success rate has increased from last year (44%). This significant increase from last year may reflect the efforts that the department has intentionally implemented such as the Biology boot camp and the staffing of the Science Resource Center. BIO2 has a success rate of 59% and PHYS1 has a success rate of 71%. The higher success rate of PHYS1 can most likely be attributed to the fact that the course has a required prerequisite. As of Spring 2019, BIO2 also has a required prerequisite course. The department believes that the implementation of this prerequisite should have a positive impact on the success rates of this course. Future data will be examined to determine the impact of this new requirement on the BIO2 course success rate.

2.a. If these courses are also taught online/hybrid, use the **Section and Type Filters**, **Location/Modality Filter** to compare the online course sections to the face-to-face sections. Describe the notable patterns in success rates. Do any of the success rates fall below the college's institution-set standard of 64% (i.e., the standard that the college has identified that it does not want to fall below)? Do any success rates in these courses fall below the college's stretch goal of 72%?

We do not offer these high enrolled courses on-line.

3. If using the Location/Modality Filter, ensure the Filter is no longer in use for this question. Find your discipline's course with the highest enrollment (the largest bubble). Next click on the **Equity Tab** on the dashboard. Use the **Equity Filters drop-down** to examine success rates for groups of students by at least race/ethnicity, gender, and race/ethnicity & gender. Which group of students is the highest performing group (look for the green dotted line)? Which students are not succeeding at the same rate as the highest performing group in this class with the highest enrollment? Which group has the lowest success rate? When answering these questions, note the success rates in your response.

For BIO41, White students have the highest success rate at 75%. All other ethnic groups are not succeeding at the same rate as white students. The group with the lowest success rate is Black/African-Americans with a success rate of 59%, followed by Pacific Islander males with a 58% success rate.

3.b. Look at the critical required core courses for your degrees and/or certificates by ethnicity, gender, and by both ethnicity and gender. Which group(s) of students have the highest success rates? Which groups are not succeeding at the same rates as other groups of students? Which groups of students have the lowest course success rates?

- Asian and White students, both with a success rate of 61%, are highest performing group in ANAT1. The group with the lowest success rate is Black/African-American (43%).
- White students with a success rate of 91% are the highest performers in BIO1A. White females, in particular, are the highest performing group with a success rate of 94%. The lowest performing group is Black/African-American students with a success rate of 59%. African-American females are the lowest with a success rate of 58% and Hispanic females with a success rate of 59%. There are no Black/African-American males in the data set, indicating that Black/African-American males are not taking these courses.
- For BIO1B, all groups are performing successfully with success rates that range from 86% to 100%. Female white students are the highest performing group with a 100% success rate.

4. Navigate to the **Time Trends Tab**. *If still using the Equity Filter, ensure the Filter is no longer in use when clicking to this Tab.* Use the **Course drop-down** to find the course with the highest enrollment and examine the success rate over time. What notable patterns are evident (e.g., have your success rates increased or decreased for high enrollment courses or critical required core courses)?

Over the past 4 years, the course success rate for BIO41 has decreased from 69% to 65%. The course success rate for ANAT1, has increased from 41% to 57%, over the past 4 academic years.

5. Based on the course success rate analysis, how might your course success rates be increased and how might equity gaps be addressed?

Intentional intervention early in the semester could positively impact course success rates. In addition, examining course curriculum for relevancy could also affect success rate and address issues of equity.

Look at last year's Plan, reflect on your responses and provide updates for Goal 3:

- A. List the activities from last year related to this goal (write out the activity for readers who may not have your past plan in front of them):**

Last year's activities included the creation a non-credit science preparatory skills course and increase staffing at the Science Resource Center.

- B. What progress was made on the activity? If none, describe why (Refer to: [Reflection and Progress Updates Examples](#)):**

In regards to the development of a non-credit science preparatory course, the documentation needed to transfer the boot camp workshop into a non-credit course was submitted and is awaiting approval.

For the second activity identified on the plan, staffing for the Science Resource Center has increased. These efforts were a collaboration between the Physical and Life Science departments. The full-time faculty staff the center by holding office hours or doing college-service in the space. In addition, several faculty members offer workshops that cover content such as test preparation scheduled throughout the week.

- C. If an activity(ies) were implemented, examine trends in the last two years of success rate data. If notable trends exist, describe them. Might the trend(s) be a result of the activities implemented? Why or why not? If not, might the activity be adjusted to make it more meaningful?**

The success rate for the ANAT1 has increased significantly from 44% to 51%. This increase maybe contributed to the increased efforts of staffing the Science Resource Center and offering workshops that support and promote student study skills. The correlation between the listed activities and the increase in success rate validates the need to continue these efforts. The college has been awarded a Title V grant that will allow the department to not only continue staffing the center, but offer community outreach and intentional interventions that target our most predominant student population.

- D. Will you continue the activity(ies)? Why or why not?**As a department, we will continue to support the use of the Science Resource Center. There are many aspects of the Science Resource Center that need to be developed, implemented, and tracked. This activity will be on-going for several years. In regards to the preparatory class, we will continue to monitor the approval progress and will offer the course during traditional semesters once the class is approved.

Based on your analysis above, please write at least 1 activity your program will do to close equity gaps in course success rates for disproportionately impacted students:

- **Activity 5 (*must address equity gaps): Explore and engage in Faculty Professional Development opportunities that help promote student engagement and success.**

- Is this activity new or continuing from the previous year(s)? New

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 3 Example: English Program Plan/Review Responses

1. Start by looking at the **Overall Course Success Tab**. Look at your discipline-wide average in the upper-right hand corner. Next, look at your discipline's courses with the highest enrollment (largest dots farthest to the right). Do any success rates in your largest courses fall below the discipline-wide average (hover over the dots for success rates)? If yes, which courses?

Composition: We will no longer offer English 105AX, and we will only offer one section of 801 to address the students who fall below the district-wide average. These course offering changes put us in compliance with AB705 guidelines.

Literature: No

Creative Writing: Our largest courses are all above the discipline wide average.

1.a. Looking at the spread of courses along the vertical axis, do the majority of courses cluster below the institution-set standard, in-between the institution-set standard and institutional goal, or above the institutional goal (i.e., 0 - 63%, 64% - 71%, or 72% - 100%)? Or, are they spread widely across the three percentage bands? Describe what you see below. What might this spread of courses in different color bands indicate? Can you trace any patterns (e.g., known course sequences, required placement levels, overall course difficulty)? Based on your discipline faculty experience in the classroom, what conclusions might be drawn from the patterns noticed based on your discipline's understanding of how students perform?

Composition: The department has achieved success at the discipline-wide average, even though we have omitted most of the developmental courses. After completing English 1, students are reaching rates of 71%, which is certainly successful.

Literature: Above

Creative Writing: All of our Creative Writing course are above the institutional goal except 52C.

2. Examine your discipline's success rate data for critical required core courses that are necessary for students to obtain your discipline's degree(s) and/or certificate(s) by using the **Course Filter** to select only these courses. Describe these success rates below. Do any of the success rates for these courses fall below the college's institution-set standard of 64% (i.e., the standard that the college has identified that it does not want to fall below)? Do any success rates in these courses fall below the college's stretch goal of 72%? If yes, which courses and what are their success rates and enrollments (*hover over dots for*

success rates and enrollment counts)? What do you think it would take to increase course success for these classes to bring the rates closer to the statewide average?

Composition: Students succeeded in English 1 at 64% and English 3 at 71%. With more departmental faculty professional development, focusing on pedagogical best practices, along with a clearer understanding of how to support our underrepresented students, we hope to increase the success rates in these courses. We will also continue to implement curriculum design, teaching practices, and embedded support to address equity gaps.

Literature: No

Creative Writing: All of our Creative Writing course are above the institutional goal except 52C.

2.a. If these courses are also taught online/hybrid, use the **Section and Type Filters, Location/Modality Filter** to compare the online course sections to the face-to-face sections. Describe the notable patterns in success rates. Do any of the success rates fall below the college's institution-set standard of 64% (i.e., the standard that the college has identified that it does not want to fall below)? Do any success rates in these courses fall below the college's stretch goal of 72%?

Composition: Online and hybrid courses are as follows: (50% -English 1, and 64% - English 3). While we are enrolling a lot of students online to meet enrollment demands, the online and hybrid courses are not succeeding at the same rates as on-campus courses. Online students may benefit from further research, including best practices for lowering attrition rates and increasing student engagement, and ultimately success.

Literature: N/A

Creative Writing: Currently these courses are not taught as online/hybrid courses.

3. If using the Location/Modality Filter, ensure the Filter is no longer in use for this question. Find your discipline's course with the highest enrollment (the largest bubble). Next click on the **Equity Tab** on the dashboard. Use the **Equity Filters drop-down** to examine success rates for groups of students by at least race/ethnicity, gender, and race/ethnicity & gender. Which group of students is the highest performing group (look for the green dotted line)? Which students are not succeeding at the same rate as the highest performing group in this class with the highest enrollment? Which group has the lowest success rate? When answering these questions, note the success rates in your response.

Composition: The highest performing group in English 1 is White females, passing at a 71%. Hispanic females are succeeding at a 63% rate, and Hispanic males at a 60% rate. The lowest performing group is African American females at 56%, and African American males at 58%.

Literature: N/A

Creative Writing: When examining by race, Whites have the highest success rates in Engl. 52, the novel course, Asians have the highest success rates in Engl. 26, intro to CW, followed by White and Hispanic at 79%, and African American a 73%. Hispanic Americans have the lowest success rates in the workshop courses. The lowest is 59% in Engl. 52A, which is the novel writing course. The next lowest is 71% in Engl. 51A, the short fiction workshop.

3.b. Look at the critical required core courses for your degrees and/or certificates by ethnicity, gender, and by both ethnicity and gender. Which group(s) of students have the highest success rates? Which groups are not succeeding at the same rates as other groups of students? Which groups of students have the lowest course success rates?

Composition: English 3 has the highest success rates for White women at 78%, and White men are succeeding at 74%. Our lowest performing group is Pacific Islander females in 105 at 47%, In 105AX, African American men succeed at 51% and African American females at 52%.

Literature: Varies by course; no apparent pattern observed

Creative Writing: Same as above.

4. Navigate to the **Time Trends Tab**. *If still using the Equity Filter, ensure the Filter is no longer in use when clicking to this Tab.* Use the **Course drop-down** to find the course with the highest enrollment and examine the success rate over time. What notable patterns are evident (e.g., have your success rates increased or decreased for high enrollment courses or critical required core courses)?

Composition: Even though for the 2018-2019 academic year, success rates decreased by 2% from the previous year, approximately 1,200 more students enrolled in English 1 in 2018-19. Despite this perceived decline in our time trends (2%), 24% more students completed English 1 successfully in their first year in 2018-19.

Literature: Not enough course sections to judge

Creative Writing: Engl. 26 has had the highest enrollment over time and has remained steady each year.

5. Based on the course success rate analysis, how might your course success rates be increased and how might equity gaps be addressed?

Composition: The students who are not succeeding at the same rates as the highest performing groups are now self-placing into transfer-level courses, like English 1 Plus (with the co-requisite class that offers supplemental support). We will continue to implement curriculum design, teaching practices, and embedded supports to address equity gaps in the classroom. In addition, the transformation of the Composition sequence will help in persistence and throughput rates for all groups. Next year, we will have the data from the English 1 Plus courses to evaluate.

Literature: We could offer more sections of popular courses, and to do this, more classroom space is necessary.

Creative Writing: We need to work with counseling to promote the A.A. in Creative Writing as a viable degree.

Look at last year's Plan, reflect on your responses and provide updates for Goal 3:

A. List the activities from last year related to this goal (write out the activity for readers who may not have your past plan in front of them):

Composition: We will continue to implement curriculum design, teaching practices, and embedded supports to address equity gaps in the classroom. In addition, the transformation of the Composition sequence should help with persistence and throughput rates for all groups.

Creative Writing: We hadn't planned activities for this last year since we were planning the Literary Voice event, but in light of that event, we now know that promotion of the degree is crucial.

B. What progress was made on the activity? If none, describe why (Refer to: [Reflection and Progress Updates Examples](#)):

Composition: Even though we have continued to work on serving our students equitably by training faculty and tutors, soft money creates a more unstable foundation to institutionalize this work. We would like to see the Institution permanently support our efforts in addressing student equity through efforts, such as embedded tutors, faculty/tutor training, professional development through conferences, computer lab workspace for students.

Creative Writing: No activities were made last year.

C. If an activity(ies) were implemented, examine trends in the last two years of success rate data. If notable trends exist, describe them. Might the trend(s) be a result of the activities implemented? Why or why not? If not, might the activity be adjusted to make it more meaningful?

Composition: Yes, with the department's work on offering more sections of English 1 Plus, as well as allowing students to self-place, we expect these trends to continue. Per the Office of Institutional Effectiveness, we have increased student completion of English 1, a core, transfer-level course, by 24% through our efforts to serve more students equitably.

D. Will you continue the activity(ies)? Why or why not?

Composition: Although we intend to continue working to improve student success rates, we need institutional financial support to maintain these rates.

Creative Writing: We plan to focus on one activity: marketing the A.A. degree in Creative Writing as a viable choice.

Based on your analysis above, please write at least 1 activity your program will do to close equity gaps in course success rates for disproportionately impacted students:

Activity 5 (*must address equity gaps):

Composition: We would like to work with the Dean and administration to institutionalize wrap-around supports, like embedded tutoring and faculty professional development through stable, financial support.

Literature: N/A

Creative Writing: This is a new activity. We will work with counseling to promote the Creative Writing A.A. We will also take note of marketing this degree to Hispanic students who are the least represented based on the data. We could do this by adopting more Hispanic novels, works of fiction,

and poetry in our courses and by inviting more Hispanic authors to read at the Writer's Reading Series events.

- Is this activity new or continuing from the previous year(s)?

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 4 Example: History Program Plan/Review Responses

1. Start by looking at the **Overview Scheduling Tab** and focus on the most recent academic year (2018-19). Which courses have the highest fill rates? List them below. Why might these courses have higher fill rates? Has this been the same for each of the past 2 years or has it changed?

In the most recent academic year, the History program offered 18 different courses. Of these 18, there were three courses with a more than 100% fill rate in Spring 2019, HIST 11H, HIST 1A, and HIST 2B. This fall, the department added a third section of HIST 1A, which also filled. There were 10 courses with a fill rate between 85 and 99%, HIST 8B, HIST 18, HIST 8A, HIST 8BH, HIST 33, HIST 25, and HIST 10. The trends related to fill rates for history courses have been improving as enrollment in the program increases. In 2017-2018, there were nine courses with fill rates of 85% and above, eight courses between 75 and 84% percent, and three courses with fill rates below 60%. Since then, the number of sections offered, enrollments, and fill rates have all gone up, and this trend has only strengthened in Fall 2019. Enrollment in history courses this semester is 14.6% higher than it was in Fall 2018, with 89 sections, each with an average of 37.4 students per section, for a total of 3329 students being served. This includes 29 late-starting sections and 27 online sections. As these numbers suggest, the History program remains one of the important FTES generators on campus, with an efficiency rate (FTES/FTEF) well above average. These students are from virtually every major and degree program from across campus.

1.a. Next focus on the courses with the lowest fill rates for the most recent academic year (2018-19). List them below. Why might these courses have low fill rates? Has this been the same for each of the past 2 years or has it changed?

In 2018-2019, the History program offered five courses with lower fill rates between 69 and 84%, including HIST 11 (which was right on the upper boundary with an 84% fill rate in Spring 2019), HIST 27A, HIST 27B, HIST 1B, HIST 9A. There were **no** History program courses offered with fill rates below 69% in Spring 2019. In the previous year (2017-2018) there were several courses with low fill rates, HIST 27B, HIST 48, and HIST 5B; this has been remedied by offering one fewer section of HIST 27B (which is now back to an above 85% fill rate), and discontinuing HIST 48, which will not transfer to CSU for anything other than elective credit, and HIST 5B.

2. Identify if any courses had lower fill rates this past year (2018-19) than in the previous years (is showing a downward trend). If so, click on the box with the lowest fill rate for this course in 2018-19 to take you to the **Course Specific Tab** to view fill rates by scheduling pattern. (If your discipline does not

have any downward trends in course fill rates, then investigate courses that have consistently low fill rates each year and look at terms in the most recent year.) How many sections of each of these courses are offered? If more than one section was offered, which meeting pattern has the highest fill rate and which as the lowest? Describe your findings in the space below.

As noted above, the trends in fill rates have gone up in the last two years in the History program, so no significant downward trends in the past year can be observed. Fill rates in HIST 10 and HIST 11 sections offered in the late afternoon and evening, and at the PCC campus tend to have a slightly lower fill rate than average, but the department is committed to offering its core courses in a full range of locations, times and modalities to meet the needs of a diverse student population.

2.a. How do the 2018-19 fill rates compare with meeting patterns of previous terms? To answer this question return to the **Overview Scheduling Tab** and select the same course in a different term to see if there are meeting pattern differences that could be affecting fill rates (e.g., are there more sections being offered? Are there more online sections with higher fill rates than onsite courses?).

Not surprisingly, sections offered in “primetime” tend to fill better than sections in the late afternoon and evening. The department has responded to the growing demand for online sections. In the most current semester, the program offered a total of 34 sections of HIST 10, which included 16 online sections, eleven of which were late-starting. For HIST 11, out of a total of 31 sections, 12 are being offered online, of which six were late-starting.

3. Identify if any of the required core courses for your awards have had lower fill rates this past year (2018-19) than in the previous years (is showing a downward trend). If so, click on the box with the lowest fill rate for this course in 2018-19 to take you to the **Course Specific Tab** to view fill rates by scheduling pattern. (If your discipline does not have any downward trends in course fill rates, then investigate courses that have consistently low fill rates each year and look at terms in the most recent year.) How many sections of each of these courses are offered? If more than one section was offered, which meeting pattern has the highest fill rate and which as the lowest? Describe your findings in the space below.

See discussion above.

3.a. How do the 2018-19 fill rates compare with meeting patterns of previous terms? To answer this question return to the **Overview Scheduling Tab** and select the same course in a different term to see if there are meeting pattern differences that could be affecting fill rates (e.g., are there more sections being offered? Are there more online sections with higher fill rates than onsite courses?).

See discussion in above sections.

4. Based on your analysis, in what ways might your program improve scheduling to support students’ needs?

The department is committed to improving the efficiency of its scheduling and meeting student demand through data analysis. The data comes from analysis of cancelled sections, fill rates, wait lists, etc. The department offers its core courses with the goal of equitable access, scheduling at a full

range of time slots, campus locations, and modalities. We are committed to continuing to offer HIST 10 and HIST 11 sections in the late afternoons and evenings, even though we know that fill rates might be a bit lower than for the average “prime time” offering. Similarly, we are committed to offering a full range of GE sections on the PCC campus, to meet the needs of this important segment of the student population we serve. We will continue to expand our online and hybrid offerings, with the goal of making more of our core courses available in alternative modalities. We are also committed to a careful, strategic scheduling of our specialty courses, so that these sections fill and History ADT majors will have access to the courses they need for completion. Our early experiments with offering hybrid versions of HIST 10 and HIST 11 have been of mixed success. Based on anecdotal and survey findings, students who sign up for hybrid sections are often unclear what they are signing up for, and this confusion initially led to lagging enrollments and low fill rates. However, enrollment for hybrid courses was stronger in Fall 2019, and the program remains committed to offering more hybrid courses in the future, for two reasons. First, hybrid courses help ease the limited availability of classrooms, especially during “primetime” slots and serve the needs of students whose work schedules and responsibilities limit the number of days they can be on campus. But more importantly, the early evidence suggests that students in hybrid sections succeed at a significantly higher level than solely online sections and at the same rate as regular classroom sections (68% success rate in hybrid sections, compared to 60% success rate in online sections.)

Reflection and Progress Update on 2018-19 Program Plan Activities for Goal 4 – Since the dashboard was significantly modified for this goal based on feedback from last year, you will not be asked to reflect on your progress from last year.

Based on your analysis above, please write at least 1 activity your program will do to increase success rates:

Activity 7: We will pilot a program of pairing a POLSC 1 and HIST 10 together in a Learning Community with two hybrid sections offered on the same MW 1:00-2:25pm schedule. Students will be able to complete two key general education courses in one time slot and instructors will collaborate to create a unified, complementary approach. We will also create hybrid versions of the two other courses that fulfill the CSU American History transfer requirement, HIST 8A and HIST 8B.

- Is this activity new or continuing from the previous year(s)? This is a modification and continuation of Activity 8 from last year.

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 4 Example: Psychology Program Plan/Review Responses

1. Start by looking at the **Overview Scheduling Tab** and focus on the most recent academic year (2018-19). Which courses have the highest fill rates? List them below. Why might these courses have higher fill rates? Has this been the same for each of the past 2 years or has it changed?

Psych 1, Psych 2, Psych 11 and Psych 14 all have high fill rates. The high fill rates are consistent with the previous two years. High fill rates are likely due to the courses being part of the Psych ADT.

1.a. Next focus on the courses with the lowest fill rates for the most recent academic year (2018-19). List them below. Why might these courses have low fill rates? Has this been the same for each of the past 2 years or has it changed?

Psych 4 and Psych 33 have the lowest fill rates. Low fill rates for Psych 4 might be, in part, the result of scheduling. Psych 4, on the PCC campus, is only offered in the 1-day a week format, and only at night. Psych 33 is no longer a requirement for the Psych ADT and has, therefore, experienced a drop in enrollment. Enrollment decrease is reflected in the sections offered – seven sections offered the previous two academic years, but only six sections scheduled in the current academic year.

2. Identify if any courses had lower fill rates this past year (2018-19) than in the previous years (is showing a downward trend). If so, click on the box with the lowest fill rate for this course in 2018-19 to take you to the **Course Specific Tab** to view fill rates by scheduling pattern. (If your discipline does not have any downward trends in course fill rates, then investigate courses that have consistently low fill rates each year and look at terms in the most recent year.) How many sections of each of these courses are offered? If more than one section was offered, which meeting pattern has the highest fill rate and which as the lowest? Describe your findings in the space below.

Psych 33 experienced lower fill rates this past year than the previous two academic years. Low fill rates are almost certainly due to Psych 33 no longer being a requirement for the Psych ADT. Psych 4 also experienced a drop in fill rates, but this is due mainly to the poor enrollment in the one section offered in the summer of 2018-19. The fill rate for that summer course was 55 percent compared to 93 percent in summer 2017-18 and 83 percent in summer 2016-17. All other sections across the three academic years were consistent in terms of fill rates.

2.a. How do the 2018-19 fill rates compare with meeting patterns of previous terms? To answer this question return to the **Overview Scheduling Tab** and select the same course in a different term to see if there are meeting pattern differences that could be affecting fill rates (e.g., are there more sections being offered? Are there more online sections with higher fill rates than onsite courses?).

Current course patterns are consistent with past semesters. It might be useful to add more 2-day a week meetings at the PCC campus.

3. Identify if any of the required core courses for your awards have had lower fill rates this past year (2018-19) than in the previous years (is showing a downward trend). If so, click on the box with the lowest fill rate for this course in 2018-19 to take you to the **Course Specific Tab** to view fill rates by scheduling pattern. (If your discipline does not have any downward trends in course fill rates, then investigate courses that have consistently low fill rates each year and look at terms in the most recent year.) How many sections of each of these courses are offered? If more than one section was offered, which meeting pattern has the highest fill rate and which as the lowest? Describe your findings in the space below.

Except for Psych 4, the core courses have consistent fill rates over the previous three academic years. In general, the PCC campus has lower fill rates, with the 1-day a week evening pattern having the lowest fill rates – in some cases, as low as 30 percent.

3.a. How do the 2018-19 fill rates compare with meeting patterns of previous terms? To answer this question return to the **Overview Scheduling Tab** and select the same course in a different term to see if there are meeting pattern differences that could be affecting fill rates (e.g., are there more sections being offered? Are there more online sections with higher fill rates than onsite courses?).

Psych 10 was not offered at the PCC campus during the 2018-19 academic year. Previously, it was scheduled in a 1-day a week format only in the Spring semester with varying success. In Spring 2017, it had a fill rate of 100 percent but dropped to 43 percent in Spring 2018. Perhaps it should be offered in the upcoming Fall or Spring semester in a 2-day a week format. Psych 11 has only been scheduled in the 1-day a week format at the PCC campus in both the Spring and Fall. Spring fill rates are all 90 percent and above, but only 60 to 70 percent in the Fall. Scheduling Psych 11, at the PCC campus in a 2-day a week format, in the upcoming Fall semesters might increase fill rates.

4. Based on your analysis, in what ways might your program improve scheduling to support students' needs?

Currently, Psych 4 is only offered at the PCC campus in the 1-day a week format, and only at night. It might be beneficial to provide Psych 4 in the 2-day per week format during the day at the PCC campus.

Reflection and Progress Update on 2018-19 Program Plan Activities for Goal 4 – Since the dashboard was significantly modified for this goal based on feedback from last year, you will not be asked to reflect on your progress from last year.

Based on your analysis above, please write at least 1 activity your program will do to increase success rates:

Activity 7: Faculty and the department chair will meet to discuss scheduling and staffing more classes at the PCC campus, and increasing the number of 2-day a week courses at the PCC campus.

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 5 Example: Fashion Program Plan/Review Responses

1. [Click here for Completions Data \(Tableau Online\)](#). Find the bar graph in the dashboard. Which awards have the most completers over the past three years? Which awards have the least? Describe the total number of awards that have been awarded over the past three years for these programs. Note the specific names of the awards and the numbers of completions for each in response to this question, as

you will be referring back to this to answer question 3. Why might some programs have more graduates than others?

AA in Fashion Merchandising- 25 over last 3 years
AA in Fashion Design – 16 over last 3 years
Certificate of Achievement in Fashion Merchandising-6 over last 3 years
Certificate of Achievement in Fashion Design- 4 over last 3 years
Certificate of Achievement Assistant Fashion Designer-3 over last 3 years
Certificate of Achievement Samplemaker-3 over last 3 years
Certificate of Achievement patternmaker-1 over last 3 years

The AA degrees have more completers than Certificate of Achievement awards.. Many students set a goal to complete an AA degree and transfer to a 4 year university. Some students set a goal to earn an AA because they feel it makes them more marketable in the workforce and some students earn an AA in addition to the Certificate of Achievement. Over the last 6 most students that have met with a counselor and developed an educational plan have been encouraged to earn an AA degree as opposed to a Certificate of Achievement.

1.a. While in many cases the numbers may be too small to display, use the **Equity Filters Tab** to explore differences in completions among student groups. Describe the differences found below. Which groups have the highest number of completers? Which groups have the lowest?

Asian- 5 AA degrees have been awarded
Black - 4 AA degrees have been awarded, 5 Certificate of Achievement
White - 6 AA degrees have been awarded, 5 Certificate of Achievement
Hispanic - 24 AA degrees have been awarded, 4 Certificate of Achievement

Hispanics have the highest number of completions of AA degrees and lowest Certificate of Achievements

It is evident that Asians and Hispanics value the AA degree awards.

2. [Click here for Transfers Data \(Tableau Online\)](#). The most recent data displayed for this dashboard is for the 2017-18 academic year since the college does not have the official transfer counts for students who transferred during the 2018-19 year. Note that transfers may or may not have completed an award at the college. Look at the bar graph in the dashboard. What are the notable patterns in the total number of transfers displayed on the right? Is the number of transfers increasing or decreasing? What types of four-year colleges and universities do the majority of your discipline's students transfer to and how many students have transferred to them over the past three years? Reflect on the numbers of students, why might this be?

The number of transfers is decreasing. The majority of our discipline's students transfer to CSU. 13 have transferred to CSU over the last 3 years.
The majority of our discipline's students transfer to CSU because they have two of the most affordable and best fashion Programs. CSU Long Beach is close to LBCC and CSU Cal Poly Pomona has a great program. The number of transfers may have decreased because d enrollments in classes have decreased campus wide.

2.a. While in many cases the numbers may be too small to display, use the **Equity Filters** to explore differences in completions among student groups. Describe the differences you find below. Which groups have the highest number of transfers? Which groups have the lowest?

2 Asian
2 Blacks
9 Hispanics
2 whites
Hispanics have the highest number of transfers
Asian, black and whites have equal number of transfers

2.b. . *If you utilized the Equity Filters, make sure the filters are no longer in use for this question.* Use the **Breakouts drop-down** located right above the bar chart on the right and select "Transfers by Award." What awards are students transferring with from your discipline? How many students majored in your discipline and transferred without an award? Was this information surprising? Why or why not?

4 students transferred with an AA in Fashion Merchandising
5 students majored in our discipline and transferred without an award

No, we are not surprised by this data. We are revising the fashion curriculum to have lower unit degrees and certificates so that we will have more completers.

3. [Click here for Majors Data \(Tableau Online\)](#). Examine the number of students who have declared your discipline's majors and compare this data to the number of students who have earned those certificates, degrees, and/or transferred in your responses to questions 1 and 2. Reflect on the differences in the number of students who are majoring in your discipline's awards versus the number of students who have earned these certificates, degrees, and/or transferred (*Note that the latest transfer data is from the 2017-18 academic year, since the college does not yet have official transfer counts for 2018-19 transfers*). If differences exist between these numbers, why might this be?

The number of declared majors versus the number of completers is substantial. We are revising the fashion curriculum to have smaller, career specific lower unit degrees and certificates so that we will have more completers.

3.a. For the degrees and certificates where completions and transfers are low, but the number of students who have declared these awards are high, what might be the biggest hurdles to increasing completions? For degrees that are intended for students to transfer, what might be the biggest hurdles to increasing transfers?

Our degrees and certificates have too many units. That is why we are proposing smaller, career specific and lower unit degrees and certificates. We hope so see an increase if completions (if we could ever get the new proposals approved by the curriculum committee!)

3.b. Which milestones are provided to the students as they work toward completion of their degree or certificate? Do faculty currently notify students at specific points in time (either in person or through Starfish Early Alert) to support them in ways such as scheduling a counseling

appointment, visiting the transfer center (if interested in transferring), or coordinating with counseling to have a counselor visit your discipline's classrooms? If your discipline does not currently do this, do you plan to? Are there other support mechanisms used by the faculty?

Students can earn a certificate of achievement in assistant designer, patternmaker and samplemaker as they complete the Fashion Design certificate.
Fashion faculty do their best to meet with as many students as possible each semester to advise them in the order of classes to take to best expedite the degrees and certificates. We have a coupon system in which students can earn extra credit points for meeting with a fashion program advisor.

3.c. How are students informed of career options related to their major?

The fashion program participates in career exploration night at CSULB and conducts a fall orientation to inform students of career options related to the fashion major. The fashion program offers an Introduction to Careers in fashion course (FD3) that brings in guest speakers in many occupational titles and takes students on industry field trips to inform students of career options related to their major. Fashion faculty do their best to meet with as many students as possible each semester to advise them of career options.

3.d. How are students encouraged to keep their Student Educational Plans (SEPs) up-to-date to ensure that each student's declared major is accurate?

FD271WE Work experience is required for both fashion design and merchandising Certificates of Achievement. Students must have a Student Educational Plan to register for the class. Students meet with the Work Experience professor to determine goals for their education and job experience.

3.e. Is there a system established in your discipline to meet with your discipline's student majors?

Yes, Fashion faculty do their best to meet with as many students as possible each semester to advise them in the order of classes to take to best expedite the degrees and certificates. We have a coupon system in which students can earn extra credit points for meeting with a fashion program advisor.
We also conduct a fall orientation during which we describe the programs and classes and try to answer as many questions as possible about program options and career options and to set individual appointments with students.

4. Based on your experience as faculty teaching in this program, what supports might be needed to increase completions and/or transfers?

The fashion program is revising the fashion curriculum to have smaller, career specific and lower unit degrees and certificates so that we will have more completers. We need support with all of the paperwork and employment data analysis required to get the proposals approved by the curriculum committee. We also need software and equipment (mentioned previously in the plan) to update and support our programs.

5. In addition to analyzing the Tableau data provided, please review your unit counts for your local Associate Degrees (not ADTs). If the degree requires more than 18 units for the major requirements for a given award, use the space below to reflect on why the degree has more than 18 units.

All of our AA's require more than 18 units. This is due to the nature of knowledge that is required to enter the workforce at an entry-level position. We have worked with our Advisory Committee for recommendations on courses that can be removed however they recommended we do not remove any courses. 52% of fashion students declare their Edgoal is to transfer however only an average of 6 students transfer a year.

Since no ADT exists for fashion we have considered an AA degree with only articulated classes and facilitates transfer to Cal State Long Beach and Cal Poly Pomona. However, if a student doesn't transfer or does transfer and doesn't complete a Bachelors they will have an AA that doesn't give them the skills to enter the fashion industry at an entry level position.

6. For ADTs offered by your discipline, are the units commensurate with the recommended Transfer Model Curriculum? If a Transfer Model Curriculum exists and your discipline does not offer this ADT, what prevents your discipline from creating this award?

No ADT for our degree.

7. Might the total number of units for any of the awards be impacting program completions? Why or why not?

Yes it could be which is why the fashion program is revising the fashion curriculum to have smaller, career specific and lower unit degrees and certificates so that we will have more completers.

Look at last year's Plan, reflect on your responses and provide updates for Goal 5:

A. List the activity(ies) from last year related to this goal (write out the activity for readers who may not have your past plan in front of them):

Activities from last year: Create ADT degrees for fashion. Revise curriculum for the AA degrees to focus on students that don't plan on earning a BA and instead will enter the fashion industry. To create smaller career certificates specific to various career paths.

Create a resource list to ensure that our students have supplies and equipment necessary to receive a relevant education in fashion technical skills and fashion technologies. Request subscriptions to fashion publications to ensure that instructors are relaying current information on fashion and business trends.

Create a resource list to ensure that the program reflects a creative and positive learning environment.

B. What progress was made on the activity(ies)? If none, describe why (Refer to: [Reflection and Progress Updates Examples](#)): We looked into creating an AA that would facilitate transfer since an ADT in fashion doesn't exist. However, if a student doesn't transfer or does transfer and doesn't complete a Bachelors they will have an AA that doesn't give them the skills to enter the fashion industry at an entry level position.

We worked on articulation agreements with CSULB and Cal Poly Pomona fashion programs.

We have created smaller unit more career specific degrees and certificates, pending curriculum committee's approval.

We have made these revisions based on the job trends in the fashion industry creating a greater demand for Technical Designers (rather than patternmakers) and Product Developers.

We couldn't put the Certificate of Achievement in Fashion Styling through curriculum because we need to write a new course which requires hiring a new adjunct to develop the curriculum.

These are the changes we have been working on:

i. We have Discontinued:

1. **Associate of Arts:** Assistant Designer
2. **Certificate of Achievement:** Assistant Designer
3. **Certificate of Achievement:** Patternmaker
4. **Certificate of Achievement:** Samplemaker
5. We have proposed the following new curriculums:
6. **New: Associate of Arts:**
 - A. Fashion Design to Facilitate Transfer to CSULB
 - B. Fashion Merchandising to Facilitate Transfer to CSULB
 - C. Fashion to Facilitate Transfer to Cal Poly Pomona
7. **Revised: Fashion Design**
 - A. Program Type: Associate in Arts
 - B. Program Type: Certificate of Achievement
8. **Revised: Fashion Buying and Merchandising**
 - A. Program Type: Associate in Arts
 - B. Program Type: Certificate of Achievement
9. **New: Fashion Product Development**
 - A. Program Type: Associate in Arts
 - B. Program Type: Certificate of Achievement
10. **New: Technical Design for Fashion**
 - A. Program Type: Associate in Arts
 - B. Program Type: Certificate of Achievement
11. **New: Fashion Stylist**
 - A. Program Type: Certificate of Achievement
12. **New: Custom Apparel Design**
 - A. Program Type: Certificate of Achievement

C. If activity(ies) were implemented, examine trends in the last two years of completions and majors data. If notable trends exist, describe them. Might the trend(s) be a result of the activity(ies) implemented? Why or why not? If not, might the activity be adjusted to make it more meaningful?
Activities from last year have not yet been approved through curriculum so we don't have any data yet.

D. Will you continue the activity(ies)? Why or why not? Yes we will continue to work on strengthening our new lower unit career specific awards because it will help increase completions.

We are starting the interview process to hire an adjunct to help us write the curriculum for a new styling class so that we can put the Certificate of Achievement through curriculum.

Based on your analyses and reflections above, please write at least 1 activity your program will do to increase completions and/or transfers:

Activity 9:

- Is this activity new or continuing from the previous year(s)? New
- The fashion program is revising the fashion curriculum to have smaller, career specific and lower unit degrees and certificates so that we will have more completers. We need support with all of the paperwork and employment data analysis required to get the proposals approved by the curriculum committee. We need to hire an adjunct with expertise in the area of fashion styling so that we can finish the curriculum for the Certificate of Achievement in Fashion Styling.

Activity 10 (Optional):

- Is this activity new or continuing from the previous year(s)? New
The fashion program is revising the fashion curriculum to have smaller, career specific and lower unit degrees and certificates so that we will have more completers. We need support in advertising the new programs from the marketing area and we need to provide promotional materials when representing our programs at the CSULB career exploration night, CTE night and other events.

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 5 Example: Administration of Justice Program Plan/Review Responses

1. [Click here for Completions Data \(Tableau Online\)](#). Find the bar graph in the dashboard. Which awards have the most completers over the past three years? Which awards have the least? Describe the total number of awards that have been awarded over the past three years for these programs. Note the specific names of the awards and the numbers of completions for each in response to this question, as you will be referring back to this to answer question 3. Why might some programs have more graduates than others?

Over the past three (3) years, the Administration of Justice Program has had the most completers of awards for the Associate in Science for Transfer Degree (197). Over the past three (3) years, the Administration of Justice Program has had the least number of completers of awards for the Certificate of Achievement (33). The increase in awards for the Associate in Science for Transfer Degree has steadily increased since it was instituted in academic year 2017. This most likely is due to the fact that the AS-T award satisfies requirements for the CSU system and guarantees transfer as a

junior. The AS-T completions have increased year over year while the Associate in Arts degree awards have decreased during this same time frame.

1.a. While in many cases the numbers may be too small to display, use the **Equity Filters Tab** to explore differences in completions among student groups. Describe the differences found below. Which groups have the highest number of completers? Which groups have the lowest?

The highest number of completers of awards (AD-T/A.A./Certificate of Achievement) in the Administration of Justice Program is the Hispanic demographic, with 234 awards (159/53/22) since academic year 2017. The lowest number of completers of awards (AD-T/A.A./Certificate of Achievement) in the Administration of Justice Program is the Asian demographic, with 8 awards (8/0/0) since academic year 2017. Hispanic students earned 77.5% of the stated awards; white students earned 12.9% of the stated awards; Black/African American students earned 7% of the stated awards; and Asian students earned 2.6% of the stated awards.

2. [Click here for Transfers Data \(Tableau Online\)](#). The most recent data displayed for this dashboard is for the 2017-18 academic year since the college does not have the official transfer counts for students who transferred during the 2018-19 year. Note that transfers may or may not have completed an award at the college. Look at the bar graph in the dashboard. What are the notable patterns in the total number of transfers displayed on the right? Is the number of transfers increasing or decreasing? What types of four-year colleges and universities do the majority of your discipline's students transfer to and how many students have transferred to them over the past three years? Reflect on the numbers of students, why might this be?

The numbers of transfer students in majors for the AS-T, A.A., and Certificate of Achievement has increased from academic year 2016 through 2018. The number of transfers almost doubled from academic 2017 to 2018, 34 to 60. The primary beneficiary of transfers from Long Beach City College to four (4) year colleges/universities is the California State University System. This has been consistent for the years for which data is available. Transfer students appear to prefer the California State Universities at Long Beach and Dominguez Hills due to proximity, and, more than likely, the influence of the Long Beach Promise Program that exists between the California State University at Long Beach and Long Beach City College. One hundred students have transferred to the California State Universities in the past three (3) years.

2.a. While in many cases the numbers may be too small to display, use the **Equity Filters** to explore differences in completions among student groups. Describe the differences you find below. Which groups have the highest number of transfers? Which groups have the lowest?

Hispanic students have, by far and away, the most transfers at 66 (AS-T/A.A.) since 2016. The lowest number of transfers are Asian students, with 5 (1-AS-T/3-A.A./1-Certificate of Achievement). Black/African American students follow the Hispanic demographic group, with the second most transfers since 2016, at 7 (1-AS-T/5-A.A./1-Certificate of Achievement). White student had only four (4) transfers, with 3 AS-T and 1 A.A.

2.b. . If you utilized the Equity Filters, make sure the filters are no longer in use for this question. Use the **Breakouts drop-down** located right above the bar chart on the right and select "Transfers by Award." What awards are students transferring with from your discipline? How many students majored in your discipline and transferred without an award? Was this information surprising? Why or why not?

Students in the Administration of Justice major are transferring predominantly with AS-T awards. The data shows twenty-four (24) students in the major transferred from 2016 to 2018 without achieving a degree or certificate. In the last three (3) semesters, many administration of justice majors are looking to enter the field of law enforcement. Due to minimum qualifications for a career and the availability of positions currently, it is not surprising that students in the major may leave college to pursue their law enforcement career. However, the relatively small number of students transferring without any award from the college over the past three (3) years, would indicate that, perhaps, these students are seeking positions in administration of justice fields that may require four (4) year degrees. It is difficult to speculate about the motivation of an administration of justice student who does not wish to seek an award before transferring to another college or university.

3. [Click here for Majors Data \(Tableau Online\)](#). Examine the number of students who have declared your discipline's majors and compare this data to the number of students who have earned those certificates, degrees, and/or transferred in your responses to questions 1 and 2. Reflect on the differences in the number of students who are majoring in your discipline's awards versus the number of students who have earned these certificates, degrees, and/or transferred (*Note that the latest transfer data is from the 2017-18 academic year, since the college does not yet have official transfer counts for 2018-19 transfers*). If differences exist between these numbers, why might this be?

In 2016, 6.35% (58/914) of administration of justice majors received one of the awards being analyzed in this plan, (AS-T/A.A./Certificate of Achievement). In 2017, 9.2% (93/1006) of administration of justice majors received one of the awards being analyzed in this plan, (AS-T/A.A./Certificate of Achievement). In 2018, 9.5% (109/1150) of administration of justice majors received one of the awards being analyzed in this plan, (AS-T/A.A./Certificate of Achievement). In 2019, 9.4% (110/1175) of administration of justice majors received one of the awards being analyzed in this plan, (AS-T/A.A./Certificate of Achievement). Administration of justice students who transferred without an award during the years for which we have data, 2016 through 2018, totaled 31. The percentage of students transferring without awards has decreased from 24.1% in 2016, to 9% in 2018. This would indicate that most administration of justice majors receive awards before transferring, and, these students seem to becoming more persistent in the pursuit of awards before they transfer.

3.a. For the degrees and certificates where completions and transfers are low, but the number of students who have declared these awards are high, what might be the biggest hurdles to increasing completions? For degrees that are intended for students to transfer, what might be the biggest hurdles to increasing transfers?

Based on the data, the numbers for the students in the administration of justice major are moving from A.A. degrees to the AS-T degree. The AS-T degree requires fewer units to qualify for the degree than the A.A. degree. The AS-T degree is also designed to streamline the transfer process to CSU campuses and guarantee that general education requirements are met with the completion of the AS-T degree. Transfers without awards in the Administration of Justice Program is not a significant number and has reduced from 14 in 2016, to 10 in 2018.

3.b. Which milestones are provided to the students as they work toward completion of their degree or certificate? Do faculty currently notify students at specific points in time (either in person or through Starfish Early Alert) to support them in ways such as scheduling a counseling

appointment, visiting the transfer center (if interested in transferring), or coordinating with counseling to have a counselor visit your discipline's classrooms? If your discipline does not currently do this, do you plan to? Are there other support mechanisms used by the faculty?

Faculty consistently encourage students to seek the assistance of counselors at the college to build their educational plans so as to ensure that they move timely through their classes, obtain an award and transfer to a four (4) year college or university. Having a counselor do a short presentation in class is an idea that faculty would like to exploit in future semesters.

3.c. How are students informed of career options related to their major?

Faculty in the Administration of Justice Program have had significant experience in the field of law enforcement and government. This makes faculty eminently qualified to teach as well as to advise students about the careers that many seek. In addition, every semester, faculty invites recruiters from law enforcement agencies at the local, state, and federal to speak to administration of justice classes about the many career opportunities, both sworn and non-sworn, available to students and graduates of our Program here at Long Beach City College.

3.d. How are students encouraged to keep their Student Educational Plans (SEPs) up-to-date to ensure that each student's declared major is accurate?

Faculty remind students regularly about the importance of establishing, maintaining, and keeping their SEP's current.

3.e. Is there a system established in your discipline to meet with your discipline's student majors?

Faculty have student hours that they make available every semester for meeting with and advising students in the administration of justice major. Faculty also meets at times outside of these hours to assist students.

4. Based on your experience as faculty teaching in this program, what supports might be needed to increase completions and/or transfers?

Having roadmaps to provide students, coupled with the availability of individual counselling, would support faculty efforts to increase completions/transfers.

5. In addition to analyzing the Tableau data provided, please review your unit counts for your local Associate Degrees (not ADTs**). If the degree requires more than 18 units for the major requirements for a given award, use the space below to reflect on why the degree has more than 18 units.**

The Associate in Arts Degree for Administration of Justice has 18 required core course units for the award of the degree. It also requires six (6) additional elective units which brings the total administration of justice course units for an A.A. award to 24 units. The Administration of Justice Associate in Science for Transfer Degree requires only 12 core and elective required course units in administration of justice courses. The A.A. degree requirements were established well before the 2012 initiative at the community college chancellor's office began to develop policies emphasizing student success and educational award completions. The Administration of Justice Program is focusing students more on the AD-T degree, as it encourages students to complete sooner due to the fewer required units than those required for the A.A. degree. The AD-T also facilitates the process of transfer to a four (4) year institution in the CSU system.

6. For ADTs offered by your discipline, are the units commensurate with the recommended Transfer Model Curriculum? If a Transfer Model Curriculum exists and your discipline does not offer this ADT, what prevents your discipline from creating this award?

Yes. The Administration of Justice Program has an AD-T degree that facilitates transfer to the CSU system.

7. Might the total number of units for any of the awards be impacting program completions? Why or why not?

With the numbers of award completions increasing over the past four (4) academic years, faculty does not believe that units required for awards is having a measurable negative effect on program completions.

Look at last year's Plan, reflect on your responses and provide updates for Goal 5:

A. List the activity(ies) from last year related to this goal (write out the activity for readers who may not have your past plan in front of them):

Planned activities addressing this goal from last year's plan included the following;

- 1.) Focus students entering the Administration of Justice Program at LBCC on the Associate Degree for Transfer (AD-T), as the Associate Degree Program will be deactivated, and ensure that all students in the major have a copy of the appropriate roadmap to complete their degree/certificate.
- 2.) Discourage student drops/withdrawals by assisting students in the core classes with LAR-designed mini workshops to be offered during class time. Also, to continue to provide extra credit opportunities when students use the educational resources at the LAR to improve their study skills, thereby increasing student opportunities for success in class.

B. What progress was made on the activity(ies)? If none, describe why (Refer to: [Reflection and Progress Updates Examples](#)):

With regard to the first activity, the numbers of students who graduated with the AS-T degree in June 2019, were four times greater than those graduating with the A.A. degree, 84 to 21. Faculty in the Administration of Justice Program expect this trend to continue into academic year 2020 and beyond.

Insofar as the second activity is concerned, faculty partnered with the LAR in preparing and presenting a mini-workshop on note-taking in five (5) ADJUS classes in the Spring 2019 semester. Extra credit opportunities were given to students in these same ADJUS classes and many students availed themselves of these LAR workshops designed to improve test-taking and study skills. Student success was enhanced for those who took advantage of these opportunities. With respect to the mini-workshop on note-taking, students responded very positively to this addition to the lesson plan in the stated five (5) ADJUS classes.

C. If activity(ies) were implemented, examine trends in the last two years of completions and majors data. If notable trends exist, describe them. Might the trend(s) be a result of the

activity(ies) implemented? Why or why not? If not, might the activity be adjusted to make it more meaningful?

Comparing the analysis from last year to this year (in this plan, Question #1-3), are there notable changes or trends of interest (e.g., completions greatly increased for a certain award, more or less students are majoring in certain awards)? If so, describe the notable changes and/or trends:

Trends that appear to be consistent with data from last year are that the majority of completers are Hispanic students and the AD-T degree appears to be the award most sought by those in the Administration of Justice major. Completers of the Certificate of Achievement has decreased from previous years. This is a trend that can be reversed as faculty continue to advise students in the major regarding the availability of this certificate award and the fact that they may already qualify, or are close to qualify, as they work to complete their degree program. Additionally, students declaring Administration of Justice as their major has continually been increasing since academic year 2016 and has reached 1,181 students.

Completions have been modestly increased from academic year 2016 through 2019. As stated above, declared majors have also been increasing during this time as well. Faculty work in the area of advising and encouraging relative to the awards available and the creation of roadmaps for students in the major, most likely has had a positive effect on the noted completion trends. The availability of career opportunities in the Administration of Justice fields has most probably contributed to the trend of increasing numbers of students declaring the Administration of Justice major.

D. Will you continue the activity(ies)? Why or why not?

Yes. These activities, in combination with the additional activity stated below, will continue to assist in improving on the trends noted in this analysis.

Based on your analyses and reflections above, what adjustments do you plan to make to your awards to increase completions? Please write at least 1 activity your program will do to increase completions and/or transfers:

Activity 9:

Create a uniform system of advising students relative to SEP's and contact counseling at the college to create a short workshop to present in classes that is focused on the importance of selecting a major, establishing an SEP, and persisting in the completion of a timely award. This is a new activity.

- Is this activity new or continuing from the previous year(s)? Continuing

****Use the Excel spreadsheet template provided to list the resource requests related to these activities that support this goal.**

Goal 6 Example: Music Program Plan/Review Responses

1. Describe 3-5 noteworthy course SLO results and why they were so meaningful.

- During the 2018-19 year, the Music program continued to assess every Music course that was offered to the Canvas LMS SLO assessment method. If a course was taught last year (not all were), then it was assessed.
- Even though the Coronavirus pandemic affected so many of our students in ensembles, these courses continued to have a large success and completion rates on average 90% completion in 2019-2020. Our music students in ensembles are performing more online than most colleges.
- The Music Major Applied Course also shows a higher level of success than the 2018-2019 year. In 2018-2019, MUSIC 92 had a success rate of 82% and in the 2019-2020 school year, the success rate jumped to 95%. Students are well prepared to transfer to a four year university with great success. Faculty continue to do an excellent job at preparing their students to succeed and transfer to the university of their choice.
- Our GE courses Music 32, 40, and 89 - History of Jazz, Music Appreciation, and History of Rock, respectively, have mixed results on their SLO's 1 and 2:
 - 32 - 18-18 - 71% and 77% 19-20 - 71% and 81%: an increase of success in both SLOs
 - 40 - 51% and 49% 19-20 63% and 63%
 - 89 - 65% and 68% 19-20 - 68% and 73% - Modifications to SLOs have been made Fall 2020.
- SLOs for courses that were found to be less effective in assessments have been modified in the Fall 2020 semester to better assess each student. Continued efforts to update assessment methods have also been made to refine each students' success in a particular SLO.

2. Describe 3-5 meaningful actions that have improved student learning outcomes. If there are no actions in the dashboard, meet with your SLO Facilitator to analyze results and determine meaningful actions.

- Course modification in the Theory curriculum courses are improving the success of our students, but there is more to be done. OER Projects in MUSIC 5 and 6 have been completed and are in use this Fall 2020.
 - Music 6 (Introduction to Music Theory) - the course success rate has improved 8% in 2019-2020. It is the first semester of the Major Theory sequence, but also is a GE course, so it has a large population of non-majors. While there is no pre-req. for this course, it is a fairly technical course, and therefore challenging, like a math or foreign language course would be. In addition, we have several online sections, and are working to transition those sections to an OER format. An 8% increase in one year is significant and we anticipate that there will be a continued growth in success in the coming semesters.
 - Music 5 (1st semester Musicianship) - this course is the first in the major sequence for Musicianship (ear training), and represents one of the most difficult sequences for music majors (unlike Music 6, this is **not** a GE course - it is intended for majors only). This course is historically difficult for certain students wanting to begin the serious study of music, particularly for those without extensive music reading background. Although the success rate from 2018-2019 to 2019-2020 remained the same at 65%, the average SLO score jumped up 15% average between the two SLOs. Students are

becoming more successful in the class. We feel the coronavirus pandemic could be a reason for the retained success rate and are happy that the success rate did not fall last year. In order to continue to improve the outcomes and success rates, we have taken the following steps:

- Completed OER two-volume textbook that is zero-cost, and custom tailored to our approach in Fall 2020.
- In FA20, Music 92AD became a co-requisite, along with Music 6. Music 92AD is **the** gate-keeper course for Music majors, as it requires an in-depth audition and assessment process (per the requirements of the ADT and C-ID). This will insure that students attempting Music 5 are music majors, or have been clearly vetted by the instructor. In previous years, Music 6 was a pre-req. for Music 5, but with the advent of the ADT, we had to compress the curriculum, due to unit caps. Adding Music 92AD will mitigate those changes, and bring a more rigorous screening back to the Music 5 enrollment process.
- Music 9, 10, and 16 are also part of this OER project, and we are continuing this new set of materials this Fall 2020.
- Music 1A, 1B, and 2A are also a part of the new OER project to better tie together the pedagogical efforts with the Music 6 and Music 5-16 projects. All theory and musicianship courses have no cost textbooks for Fall 2020. We are now working on introducing an OER Textbook for other music courses. MUSIC 40 is in the works this year.
- Each music major has a full-time faculty member to serve as a mentor during their time at LBCC. These faculty members meet with music major students every semester to make sure that they have completed an Ed Plan with a counselor (or are in-process), and that each student is continuing to succeed in their coursework and are on the path to completing their degree. These mentors also help students clarify their career path and give support and ideas to help them achieve their goals.
- The 2nd semester courses in piano, guitar, and voice show significantly high success rates in SLOs. Students who continue their study in an instrument tend to have a higher success rate than the first semester courses. These students also tend to enroll in the Applied Program and are well prepared for private instruction on their instrument.
- SLO's have improved for the 2nd-4th semester theory courses. The improvement as the courses become more advanced shows the dedication of our music majors as mostly music majors will continue in theory and musicianship for four semesters.

3. How have you leveraged SLO assessment to inform discussions on addressing equity gaps in your courses?

In MUSIC 92 Applied Music, each student has a full time faculty member that serves as a mentor to them. All students meet with their faculty mentor every semester to make sure they are reaching their educational goals and continuing to have success as a music major. Faculty can offer help and support to those students who may be struggling and find solutions to problems that may be keeping students from completing their courses. Individual attention is key to the success of each student. We feel that this is one of the reasons that the success rate for MUSIC 92 is so high. We will continue this project in future semesters as we continue to see our success rates grow.

In the Fall 2020 semester, we added in Multicultural Music History MUSIC 35 to add in more music education of different cultures and ethnicities.

Ensemble directors are constantly choosing music from all ethnicities and genders. We feel that we must choose music that represents the diverse student population at LBCC and teach music from all cultures around the world. Students can relate to a variety of music that represents their own cultures.

Music 5 is seeing a steady success rate these past two years. It has not increased or decreased from 2018 to 2020 from our changes to the OER textbook. We feel not having an increase in success rates can be related to the coronavirus pandemic. An online music ear training class is difficult to instruct for students that need more individual attention. We are happy that the success rate did not drop. We did see a big increase on SLO assessment scores up 15% in 2019-2020. The significant efforts we made to prep students on the rigors of the course are showing greater strength in their progress than last year (and previous years).

Look at last year's Plan, reflect on your responses and provide updates for Goal 6:

A. List the activities from last year (not the number) related to this goal:

Due to the fact that we implemented a full-press application of assessment through Canvas for the 2018-2019 year, our analysis from last year was minimal, and making a clear comparison is difficult. We can make the following observations, though. For 2019-2020, we have a better comparison for success rates and are seeing a steady increase in successful SLOs and completion rates.

B. What progress was made on the activity(ies)? If none, describe why (Refer to Reflection and Progress Updates Examples):

Although students are doing well with their SLO's, we still need to increase the amount of students who complete their degrees. By meeting with each student throughout the semester, faculty can help students stay on the path to completion. We can also insure that they complete the graduation application and on time. In the case of MUS 5, we are including a co-requisite to MUS 92 for music majors. This will greatly increase the success rate for this course.

We are also in the process of editing the SLOs in some classes to better serve our students. In the Fall 2020, the piano courses modified their SLOs to have just two for each course. Also, MUSIC 89, 35, 13, 43, and 38 all had SLO modifications to better serve our students and will help to improve success rates.

These could also all be improved by hiring an instructional assistant to assist in managing the many music libraries, rehearsal spaces, and instrument check out. Students need quick and effective access to all materials, and rooms to rehearse as well. The instruments are also in need of regular maintenance and repair, and the budget needs to be increased.

C. If an activity(ies) were implemented, do notable trends exist in the most recent SLO data? Might the trend(s) be a result of the activity(ies) implemented? Why or why not? If not, are there ways to adjust the activity to make it more meaningful?

As we continue to analyze data, we are seeing a trend of increased success rates in SLOs. As we

continue to assess each SLO and find ways to help improve student success, we will continue to modify our assessments and SLOs.

D. Will you continue the activity(ies)? Why or why not?

Yes, of course! As semesters continue and success rates slowly increase, we need to constantly be re-evaluating our methods of assessment and SLOs to better serve our students and help increase student success.

Faculty are also meeting with every student in each class at the beginning of the semester to learn their names, understand their challenges, and to help them stay on track during the semester. Information gathered includes: Do you have the textbook? Are you waiting for Financial Aid? Do you have a good schedule and balance between work and school? Do you have a clear expectation for this class?

By spending a few minutes with each student, each individual has a better understanding that faculty care about their success and want to help any way they can. Using the starfish program has also helped to alert students if they are falling behind or missing assignments. Faculty have received some good responses from students about the starfish program.

Reflection and Progress Update on 2018-19 Program Plan Activities for Goal 6: Refer to your discipline's 2018-19 program plan to respond to the following questions:

- A. Examine the program plan analysis of student learning outcomes from last year (refer to the responses in the data analysis section of this goal in last year's program plan, Question #1-3). Comparing your analysis from last year to this year (in this plan, Question #1-2), are there notable changes or trends of interest (e.g., learning outcomes results have improved for a specific course)? If so, describe the changes and/or trends:**

In MUS 92, the outcomes are at a 94% success rate for 2018-2019 and are at a 96% success rate for the 2019-2020 year. That is a 2% increase of an already high success rate. This is an excellent outcome overall, meaning that students are better prepared for an audition to transfer as an upper-division music major.

To that end, we have been continuing to refine the audition testing process (assessing their theoretical and reading background), as well as introducing a Pre-Audition Interview. This assures us that student are prepared for this program when they enter and are aware of the requirements for a music degree. We have continued to require students to meet with one of the FT Music faculty before their audition to get a better sense of their background, goals, and preparation. This is in addition to an online application that requests details of their academic and musical background. We are continuing to refine this application and the interview process to better advise them. While we are eager to expand the program, we are mindful of admitting students that are not prepared adequately, and are advising more to take preparatory performance courses before attempting the Applied Major program.

- B. Describe the planned activities in relation to this goal and this assessment data last year:**

Although students are doing well with their SLO's, we are still working on increasing the amount of students who complete their degrees and transfer. By meeting with each student throughout the semester, faculty can help students stay on the path to completion. We can also insure that they complete the graduation application and on time.

- C. Describe progress made on the activities noted in last year's plan for this goal. If there were activities where progress could not be made, please describe why (Refer to Reflection and Progress Updates Examples):
- Faculty successfully implemented the Canvas LMS SLO assessment for all current Music courses.
 - We reduced SLO's for several courses, and this semester will have completed updates for all courses.
 - Our consistency in Mentoring majors has increased, and we are eager to fully implement the Roadmap we created in Spring 17.
 - In an effort to improve the intake of interested majors, we have broken the online application into the four main performance areas of the Applied program:
 - Classical Instrumental
 - Classical Vocal
 - Jazz Instrumental
 - Jazz Vocal
 - This continues to allow for a more direct, faster contact with the student from the related faculty. All of these changes are reflected on our website. Faculty are able to contact the student faster and can help them with the audition process and getting started in the program.
 - We began the process of consulting with ACIT about developing an online database to better capture interested students, and - very importantly - track their progress throughout the two-year program. This continues to be a challenge and is more time consuming than we expected, but we have not given up on it. We are continuing to look at the list of students who claim to be music majors and to work with our current music majors to keep them on the path to graduating and transferring.
- D. If there are notable changes or trends in student learning outcomes assessment results in response to Question A and one or more of the activities related to this goal was implemented, might these changes be a result of the activities you implemented? Why or why not? If not, are there ways to adjust the activity to make it more meaningful?

As already noted, the Fall/Spring differences are the most notable ones, and we will address that in the ways noted above.

- E. Does your discipline intend to continue these same activities for this goal? Why or why not?

Yes, we will continue OER projects, mentoring, improved audition and assessments will all prove - we are confident - to be the key elements needed to improve overall course and program outcomes, success, and completion.

Based on your student learning outcomes work and anticipated work for the coming year, please write at least 1 activity you plan to engage in pertaining to SLOs in the coming year:

Activity 11:

- Is this activity new or continuing from the previous year(s)? Continuing

Update Courses

- Reduce outcomes for remaining courses that need it. Piano courses are now going through the process to reduce the SLOs from 4 to 2.
- Inactivate courses that are no longer being taught. This will continue when these courses that are not offered are up for routine review.
- We have scheduled the course, Music 35 (Multi-cultural American Music) this Fall 2020 and will continue to add in more Multi-cultural courses such as Music 33B (Latin American Music), which have not been taught in several years, due to a faculty departure.
- Update Music 19 to offer an Introductory Instrumental Ensemble experience for new majors needing additional preparation for Music 92AD. This course will be added when classes are able to resume in person.

Activity 12 (Optional):

- Is this activity new or continuing from the previous year(s)? Continuing

Faculty members (full and part time) will occasionally visit MUS 92 on Friday mornings to offer extra help and comments to performing students. Faculty donate their time outside of class to the student to help them succeed.

***Use the Excel spreadsheet for activity-related resource requests. Reference the Guidance on Resource Requests Document**

Goal 6 Example: Vocational Nursing

Goal 6: Improve Student Learning Outcomes (SLOs). [Click for COURSE SLO Data](#)

*Context: **SLO assessment** stimulates meaningful dialogue on how to improve student learning and close equity gaps. Complete this section with your SLO Facilitator(s). Questions? Contact [Trisha Wilging](#), SLO Coordinator.*

1. Describe 3-5 noteworthy course SLO results and why they were so meaningful.

1. VN 230 (entry level course) 84% of students successfully met SLO. This is encouraging as it is the first medical-surgical course that requires students to transfer learned theory into practice. This demonstrates that this new cohort met minimum qualifications to enter program, and were able to transfer previously learned theory and newly acquired theory into practice competently.

2. VN 245/250 (Nursing care of Women and Children) both SLOs in the 75% range. These courses are 4 weeks in length. This data demonstrates that students are not as competent in this area as required. We initiated simulation training to assist students in transfer of knowledge to practice.

3. VN 265 (last course of program) 90% demonstrates that students have competently completed the program and will likely attain licensure as a VN.

2. Describe 3-5 meaningful actions that have improved student learning outcomes. If there are no actions in the dashboard, meet with your SLO Facilitator to analyze results and determine meaningful actions.

1. All courses are reporting increased success with theory transfer with addition of ATI and VSIM software learning platforms. These platforms consist of interactive lessons that have built in pre and post assessments and remediation plans.

2. In our 245/250 class we added additional face to face simulation as well as virtual learning.

3. Use of ATI software for NCLEX-PN style questions to assimilate students to online test format of state licensure. This software allows students to take tests in alternative formats such as select all that apply, fill in the blank, prioritize, listen and respond, interactive case studies that are used on their state test. Test format also predicts student competency on content and licensure. Provides student with rationales as well as individualized remediation for success.

3. How have you leveraged SLO assessment to inform discussions on addressing equity gaps in your courses?

Yes, SLO assessment provides us with data on what works and what does not work. Example: Many students in VN Program are from underserved populations and unfamiliar with technology. Noting this equity gap geared discussion to attain ATI and VSIM to enhance technology skills that are required for success in nursing licensure as well as employment.

Look at last year's Plan, reflect on your responses and provide updates for Goal 6:

A. List the activities from last year (not the number) related to this goal:

Activities included having all VN related courses utilize CANVAS for SLO data collection and to create a mentor/training program for new faculty.

B. What progress was made on the activity(ies)? If none, describe why (Refer to Reflection and Progress Updates Examples):

Little to no progress was made in either activity due to pandemic changes to education in Spring 2020. Shift to strictly online education was a hardship for nursing due to nature of face to face clinical training that is required by state nursing boards. Instructor priority was to learn online education and new learning platforms such as ATI and VSIM. New curriculum had to be written and approved by the state timely without interruption to student learning.

C. If an activity(ies) were implemented, do notable trends exist in the most recent SLO data? Might the trend(s) be a result of the activity(ies) implemented? Why or why not? If not, are there ways to adjust the activity to make it more meaningful?

Some courses were successful in getting SLO assessment on line. We were not successful in analyzing and acting on the data officially on Tableau.

D. Will you continue the activity(ies)? Why or why not?

Yes, we will continue both activities. We understand importance of both in ensuring overall student success.

Based on your student learning outcomes work and anticipated work for the coming year, please write at least 1 activity you plan to engage in pertaining to SLOs in the coming year:

Activity 11: All VN courses will utilize CANVAS shell for SLO data collection. Minimum of 50% of courses will demonstrate analysis and action.

- Is this activity new or continuing from the previous year(s)?
Continuing

Activity 12 (Optional): Develop new hire training/mentorship program

- Is this activity new or continuing from the previous year(s)?
Continuing.

If you have more than 2 activities for this goal, please write the additional activities below and indicate whether they are new or continuing:

Click or tap here to enter text.

***Use the Excel spreadsheet for activity-related resource requests. Reference the Guidance on Resource Requests Document**