**LMC Program Review Year 3 Update**

**2019-2020**

Student Services Units

**CARE**

**Introduction**

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State’s [*Vision for Success*](https://vision.foundationccc.org/) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [*Contra Costa Community College District Strategic Plan*](https://go.boarddocs.com/ca/ccccd/Board.nsf/files/BDHJKF4CF292/$file/0619-ET-20A-2020-25%20CCCCD%20Strategic%20Plan.pdf) (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

**GOAL #1** Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**GOAL #2** Increase by 35 percent the number of CCC students’ system-wide transferring annually to a UC or CSU.

**GOAL #3** Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

**GOAL #4** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

**GOAL #5** Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

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| Date | Program Review Update Component |
| June-August | Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review |
| November 15 | First draft due.Engage in a peer review process with SSLT. |
| December 15 | Second draft due to direct supervisors. |
| January 15 | Finalize program review with direct supervisor. |
| February 1 | Submit to VPSS |
| February 13 | Final Submission to Planning Committee |

**1. Overview**

1. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.
2. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.
3. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.
4. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.
5. How does your department ensure that students are aware of learning support outcomes?

**2. Engagement**

1. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.
2. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
3. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.
4. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

**3. Setting Vision for Success Goals for 2021-22**

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: [**https://www.losmedanos.edu/equity/plan.aspx**](https://www.losmedanos.edu/equity/plan.aspx)

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| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME | MEASURE | STATUS | ACTION STEPS | TIMELINE | RESPONSIBLE PARTIES |
| Accreditation: Course Success |  |  |  | * Abandoned * In Progress * Completed * New Goal |  |  |  |
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. |  |  |  | * Abandoned * In Progress * Completed * New Goal |  |  |  |
| VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. |  |  |  | * Abandoned * In Progress * Completed * New Goal |  |  |  |
| VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. |  |  |  | * Abandoned * In Progress * Completed * New Goal |  |  |  |
| VSF4:  Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey. |  |  |  | * Abandoned * In Progress * Completed * New Goal |  |  |  |
| VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college. |  |  |  | * Abandoned * In Progress * Completed * New Goal |  |  |  |

**4. Assessment Update and Effectiveness**

**Learning Support Outcomes (all Student Services Areas)**

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

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| LEARNING SUPPORT OUTCOMES UPDATE | | | | | |
| LEARNING SUPPORT OUTCOME |  |  |  |  | ***Example:***  Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible). |
| TARGET | * Student * Employee * Service | * Student * Employee * Service | * Student * Employee * Service | * Student * Employee * Service | * Student * Employee * Service |
| MEASURE |  |  |  |  | ***Example:***  Will gather the following data:  # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid. |
| STATUS | * Abandoned * In Progress * Completed * New Outcome | * Abandoned * In Progress * Completed * New Outcome | * Abandoned * In Progress * Completed * New Outcome | * Abandoned * In Progress * Completed * New Outcome | * Abandoned * In Progress * Completed * New Outcome |
| INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT |  |  |  |  |  |
| NEXT STEPS |  |  |  |  | ***Example:***  *Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.* |
| RESPONSIBLE PARTIES |  |  |  |  | ***Example:***  *Jennifer Ma, Financial Aid Office* |
| ALIGNED STUDENT SERVICES THEME |  |  |  |  | ***Example:***  *SS Theme #1: Demonstrate proficiency in the use of college online services.* |
| ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS |  |  |  |  | ***Example:***  *Increase the FAFSA filing and completion rate for currently enrolled students.* |

**5. Impact of Resource Allocation**

**If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.**

**6. Resource Needs**

## **Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.**

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| **Faculty/Staff Resource Request** | | | | |
| Department/Unit Goal - Reference # | | Strategic Goal and/or Objective - Reference # | | |
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| Department/Unit Name | | Position Name/Classification | | FTE |
|  | |  | |  |
| Position Type | Funding Duration | Funding Source | Est. Salary & Benefits | |
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| Justification: | | | | |
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| **Operating Resource Request** | | | |
| Department/Unit Goal - Reference # | Strategic Goal and/or Objective - Reference # | | |
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| Department/Unit Name | Resource Type | |  |
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| General Description | | Est. Expense | |
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| Justification: | | | |
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| **Professional Development Resource Request** | | | |
| Department/Unit Goal - Reference # | Strategic Goal and/or Objective - Reference # | | |
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| Department/Unit Name | Resource Type | |  |
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| General Description | | Est. Expense | |
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| Justification: | | | |
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