

Administrative Units Program Review Year Five Update - Office of Instruction/V.P. Latest Version

This cycle is for Administrative Units to complete the Year Five Update of the Program Review cycle.

Administrative Units Program Review Year Five Update

1. Program Update : Version by Hannum, Natalie on 02/07/2022 23:45

1a. Describe any important changes or updates within your program since the 2019-2020 Program Review Year 3 Update. (staffing changes, program changes, etc.)

The Office of Instruction quickly adapted to new business practices in response to the COVID-19 pandemic. This includes providing all faculty orientations online, making all business tasks electronic, and supporting instructional programs that were converted to fully online or hybrid in spring 2020. The Office of Instruction staffing remained unchanged since 2019/2020 with one Office of Instruction Supervisor, one Academic Scheduling Specialist, two Senior Administrative Assistant IV's, three Instructional Deans and one Vice President of Instruction. Over the past two years, the two Senior Administrative Assistant IV's have been aligned from the Office of Instruction Supervisor to report directly to instructional deans or Vice President of Instruction. This move was to strengthen the support to these positions and make the reporting structure more efficient.

1b. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update. If your program's goals are in progress or modified, please be sure to include action steps and responsible parties.

Goal 1: On-Board two new permanent Instructional Deans

Status: On going. The dean positions have turned over three times since 2019. Currently two of the three dean positions are interim. One position, Dean of Instruction for Liberal Arts, is out for recruitment. The second position, Dean of Instruction- CTE, will be interim until June 2023.

Goal 2: Establish an on-going budget allocation for Instructional Technology Training & Development

Status: No completed. Due to the COVID-19 pandemic, funding has been provided through CARE's or HEERF funding. On-going institutional funds need to be identified when these funds end.

Goal 3: Increase the number of courses offered in both fully online classes and a coordinated hybrid distance education offering of existing degrees and certificates

Status: Goal achieved. The question going forward will be the mix of modalities to serve our students in a post-pandemic environment.

Goal 4: Explore and implement Guided Pathways to the extent In Progress Over the past two years, the Guided Pathways Advisory Committee has been working to implement elements of Pillar 1 of the guided pathways framework. Much of this work is now being implemented with the adoption of a Meta-Major Feb. 2020 – Establish focus areas for SEM plan and define the activities in Administrative Program Review Year 3 Update 2019-2020 Original Draft by Cabinet 8.16.2019; Template approved 10.3.2019 Page 7 of 15 recommended by the Guided Pathways Advisory Committee

Status: In process. The past two years have been productive for Guided Pathways. The Learning, Major and Career Pathways (meta majors) were established and cross collaboration between Student Service, Instruction and Business Services was established through a tri-chair model (the college vice presidents) of leadership under overall college Strategic Enrollment Management. A workbook of key tasks and positions was established by utilizing a professional expert contractor from November 2020 through December 2021. In spring 2021, a Pathway Pilot model was developed, along with corresponding data and messaging recommendations for the purpose of improving course retention and supporting enrollment boost.

Goal 5: Continue to increase collaboration among and between Student Services & Instruction

Status: On-going. The is much improvement in the collaboration between Student Services and Instruction, including twice monthly operations meetings that coalesce around the three of Guided Pathways and SEM: scheduling, enrollments, student outreach, messaging, efficiencies, etc. are mutually discussed and each part of the college doing their part to maximize enrollments, cut down student barriers, and create a schedule that meets student needs. There is much more work to be done as LMC decentralizes some of the services and implements cohort-based success teams based upon the Learning, Major and Career Pathways, which are our Guided Pathway meta majors.

New Goals that were added in last review cycle:

New Goal 1: Ensure that curriculum is up to date, properly coded with the state, and aligned with transfer institutions in order to guarantee that students' coursework is identified with state initiatives appropriately and transfers seamlessly to 4-year institutions.

Status: On going. This project is 85% complete with the remainder to be completed by June 2022.

New Goal #2: Increase office efficiency, communication, and cross-departmental collaboration in order to support instructional units more effectively.

Status: On going. The Office of Instruction adopted the 3E's! in July 2020, which are: effective, efficient and excellent! The result has been a shift of some administrative personnel, implementation of technology such as Adobe sign and Dynamics forms, revised website to be more user friendly and audience directed, and the change or discontinuance of certain practices that are no longer necessary. The Ool will continue to monitor its practices to look for efficiencies.

New Goal #3: Develop a mission/vision/strategic plan for the OOI that clearly defines objectives aligned with the work of other units, the various initiatives on campus, and the college's mission. The plan will include an analysis of the structure of the office and a clear articulation of the roles of each member of the OOI in achieving its mission.

Status: Not started

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Recommended Actions	On-Board two new permanent Instructional Deans	0 linked SLOs 0 resource requests			
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Recommended Actions	Establish an on-going budget allocation for Instructional Technology Training & Development	0 linked SLOs 0 resource requests			
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
Recommended Actions	Increase the number of courses offered in both fully online classes and a coordinated hybrid distance education offering of existing degrees and certificates	0 linked SLOs 0 resource requests			
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					
Recommended Actions	Explore and implement Guided Pathways to the extent In Progress Over the past two years, the Guided Pathways Advisory Committee has been working to implement elements of Pillar 1 of the guided pathways framework. Much of this work is now being implemented with the adoption of a Meta-Major Feb. 2020 – Establish focus areas for SEM plan and define the activities in Administrative Program Review Year 3 Update 2019-2020 Original Draft by Cabinet 8.16.2019; Template approved 10.3.2019 Page 7 of 15 recommended by the Guided Pathways Advisory Committee	0 linked SLOs 0 resource requests			
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
Recommended Actions	Increase office efficiency, communication, and cross-departmental collaboration in order to support instructional units more effectively.	0 linked SLOs 0 resource requests			

2. Vision for Success Goals Update : Version by Hannum, Natalie on 02/07/2022 23:45

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

***NOTE - Please copy and paste the table below in your response and complete accordingly.**

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	75.4	Completed but working toward stretch goal of 75.5%	2022/2023	VPI & Instructional deans	Continue to implement AB 705 and GP success strategies.
Degrees (AA, AS, ADT)	1254 w/ 419 as ADT's	Completed, but working toward Stretch goals: 1490 awards/1640 Stretch 521 AAT/AST/439 Stretch	June 2024	VPI and Instructional deans	Implement GP success teams and cohort models.
Certificates of Achievement	739	Completed but working toward stretch goal 773 completed/841 stretch	June 2023	VPI and Instructional Deans	Implement GP success teams and cohort models.
Unit Reduction	79	Completed but working toward stretch. 94 units accum./79 Stretch Goal	June 2023	VPI and instructional dean	Concise two-year predictable schedule, success team models and continued implementation of AB705.
CTE Jobs	76%				

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantaged students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	66.20	Modified 63.1 which is the college goal.	June 2024	VPI and Instructional Deans	Implement guided pathway cohorts with wrap around services.
Low Income	66.20	Modified to 73.5% which is college stretch goal.	June 2023	VPI and Instructional Deans	Implement guided pathway cohorts with wrap around services.
Foster Youth	66.20	Modify to 64.7% to align to stretch goal	Ongoing	VPI and Instructional Deans	Implement guided pathways cohorts and wrap around services.

Impact of Resource Allocation