

Administrative Units Program Review Year Five Update - Office of Student Services/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 Johnson Maxwell, Tanisha on 01/25/2022 22:31

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

Student Services continues to experience turnover and gaps in staffing that strain the bandwidth of the division's operations. Although the division has managed to do more with less, challenges to consistently provide effective programs and services compounded by adjustments of living and working in the era of the COVID epidemic and projected budget constraints have had a negative impact on employee morale. Since 2019, there have been 3 FTE vacancies in Student Services Management:

Financial Aid Supervisor which has now been elevated to a Director of Financial Aid position with board approval in fall 2021
Sr. Academic/Student Services Manager (SSRP)
Academic/Student Services Manager (EOPS/CARE)

There are also 8.5 FTE in vacancies for Student Services classified staff positions:

Admissions and Records Assistant Sr. (2-FTE)
Admissions and Records Assistant I-Brentwood
Financial Aid Lead (pending retirement spring 2022)
Program Coordinator Sr. (Student Life)
Program Coordinator Sr. (Outreach)
Program Coordinator (Outreach-2 FTE)
Program Coordinator (Transfer and Career-.5 FTE)

Student Services has been working to identify alignment of staffing and operations with LMC Pathways, the institution's Guided pathways initiative. Significant analysis and evaluation have been conducted to determine the loss and momentum points along the student lifecycle impacted by interventions of various departments. Further, a professional development Canvas course was developed as an onboarding e-tool and information repository to bolster the one-stop knowledge base of the Student Services division. This aligns with the Student Services Guiding Principle: *Empowering Student Services Professionals*. The modules are organized by the Guided Pathways pillars: Clarify the Path, Get on the Path, Stay on the Path, and Ensure Learning. Each of the modules includes assessment checks and has been vetted by the Student Services division at all levels for feedback. The next step is to add this Student Services Canvas Course to 4CD Grow as a professional development training module.

Three new categorical grant allocations were awarded by the CCCCCO in fall of 2021 for the 21-22 FY. The allocations, overview of legislation, and spending guidelines are outlined below:

Basic Need Centers and Staffing Support \$218,183

This allocation is tied to SB129 which requires "each California Community College campus to establish and/or expand a Basic Need Center and designate at least one staff person as the Basic Needs Coordinator to provide holistic, comprehensive basic needs services and resources to students to support their successful matriculation through the California Community Colleges system and beyond." (CCCCO 2021-22 Categorical Programs Allocation Report, Vol. 2)

Mental Health Services Support \$221,266

This allocation is tied to SB 129 which includes "\$30M in ongoing local assistance funds to support expanding the availability of mental health services available to California Community College students. Colleges should leverage Guided Pathways framework to use these funds to design service delivery models that are student-centered and evidence-based so that students have equitable access to quality and affordable mental health continuum of services." (CCCCO 2021-22 Categorical Programs Allocation Report, Vol. 2)

Student Retention and Enrollment Outreach \$684,097

This allocation of funds should be used "primarily to engage former community college students that may have withdrawn from college due to the impacts of COVID-19, as well as with current community college students that may be hesitant to remain in college and prospective students that may be hesitant to enroll in a community college due to COVID-19." (CCCCO 2021-22 Categorical Programs Allocation Report, Vol. 2)

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: Increase the effectiveness of the intake and onboarding experience of new students via the Guided Pathways framework

1a: Formalize a first year experience (FYE) for new students. Utilize interdisciplinary (Outreach, Assessment, Counseling, Tutoring, SSRP) participation in the Guided Pathways Lab initiative to fully develop, implement and evaluate a FYE

Action step 1a continues to be IN PROGRESS as LMC Pathways get institutionalized. This action step, originally championed by the Guided Pathways Lab (renamed Design Lab) has now been incorporated into the Integrated Student Support and Retention goals and objectives of LMC's 2020-2023 Strategic Enrollment Management (SEM) Plan.

TIMELINE/RESPONSIBLE PARTIES: 1a: Spring 2020- Fall 2022/ SEM ISSR Work Group (Outreach, Assessment, Counseling, Tutoring, SSRP)

Goal 2: Develop infrastructure to support expanded success and retention programs and services for new and continuing students

2a: Develop an operational/strategic enrollment management plan for the new Brentwood Center location. (IN PROGRESS)

TIMELINE/RESPONSIBLE PARTIES: 2a: Spring 2020- Fall 2022/ SEM Strategic Scheduling Work Group, SSRP and VPSS

2b: Redesign a college-wide retention plan aligned with SEM priorities and the Guided Pathways framework (IN PROGRESS)

TIMELINE/RESPONSIBLE PARTIES: 2b: Spring 2020- Fall 2022/ SSRP, SSLT, SEM ISSR Work Group

2c: Create a strategic plan to phase-in comprehensive student support services available to students in the online environment. Analysis and evaluation of implementation is ongoing while prioritizing access, equity, and safety of our students and employees in all operational decisions that allow us to remain nimble and responsive to students needs and maintain the quality assurance of our hybrid service strategy. (COMPLETE)

TIMELINE/RESPONSIBLE PARTIES: 2c: Spring 2020- Fall 2021/ SSLT

Goal 3: Improve mental health services/support on campus

3a: Research, cultivate, and maintain potential community mental health partnerships to support students on and off campus. (IN PROGRESS)
 TIMELINE/RESPONSIBLE PARTIES: 3a: Spring 2020- Fall 2022/ Counseling

3b: Continue to nurture partnerships with JFK and John Muir Health to provide students with Wellness Counseling and Mobile Health services respectively. The partnership with JFK (now National University) continues. The John Muir Health partnership for the mobile health clinic was not able to move forward. The mobile clinic program is designed for uninsured patients and, after surveying LMC student, it was determined that the majority of our LMC students have medical insurance. LMC is currently discussing a promising partnership to contract with Timely MD, a student-focused telehealth program that can offer counseling, basic needs resources, peer talk support, and medical services online. The goal is to establish the partnership during the spring 2022 term and collaborate with CCC and DVC so that we are offering similar services through this e-tool and are on the same contract cycle. (IN PROGRESS)
 TIMELINE/RESPONSIBLE PARTIES: 3b: Spring 2020- Fall 2022/Counseling and Student Life

Goal 4: Realign programs and services in support of student/college priorities

4a: Transform the program review and assessment processes within Student Services. Implement a 3-year assessment cycle pilot. On-going in 3rd year and assessing effectiveness (IN PROGRESS)
 TIMELINE/RESPONSIBLE PARTIES: 4a: Fall 2019- Fall 2022/ SSLT

4b: Align newly developed Student Services Guiding Principles with Strategic Enrollment Management (SEM) priorities, Guided Pathways framework, and Vision for Success (VFS) indicators (COMPLETE)
 TIMELINE/RESPONSIBLE PARTIES: 4b: Fall 2019- Fall 2021/VPSS

4c: Collaborate with Planning and Institutional Effectiveness (PIE) to develop a Student Services Tableau-Data Dashboard for Student Services Areas (IN PROGRESS)
 TIMELINE/RESPONSIBLE PARTIES: 4c: Spring 2020- Fall 2022/PIE and VPSS

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	VFS Goal 5 (Equity): Reduce equity achievement gap by increasing the F2F course success rate of African American students from 64% to 68% and low income students from 75% to 79% by 2022.	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)					
Recommended Actions	Goal 2: Develop infrastructure to support expanded success and retention programs and services for new and continuing students.	0 linked SLOs 0 resource requests			
Recommended Actions	Goal 1: Increase effectiveness of the intake and onboarding experience of new students via the Guided Pathways framework.	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)					
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	Goal 3: Improve mental health services/support on campus.	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	Goal 4: Realign programs and services in support of student/college priorities	0 linked SLOs 0 resource requests			

2. Vision for Success Goals Update : Version by Johnson Maxwell, Tanisha on 01/25/2022 22:31

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					
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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	Implement holistic and integrated student support strategies to: A: Increase first-time students enrolled in transfer-level math and English courses within the first year of college by 3%. B: Increase successful transfer-level math and English course completion within the first year of college by 3%. C: Increase successful retention of students in online courses by 3%	A: In-Progress B: In-Progress C: In-Progress	A: Spring 2020-Fall2022 B: Spring 2020-Fall2022 C: Spring 2020-Fall2022	A: SSLT, SEM ISSR Work Group B: SSRP, SSLT, VPSS C: SSLT, VPSS	A: Formalize a First Year Experience for new-college, degree and/or transfer-seeking students. B: Redesign a college-wide retention plan aligned with SEM priorities and the Guided Pathways framework. C: Create a strategic plan to phase-in comprehensive student support services available to students in the online environment.
Degrees (AA, AS, ADT)	Increase degree completion rate by 20%.	In-Progress	Spring 2020-Fall 2022	Transfer & Career Services/Counseling	Develop an outreach plan for increasing degree completion with students who have 60+ credits completed.
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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 disadvantage 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	Reduce equity achievement gap by increasing the F2F course success rate of African American students from 64% to 68% by 2022.	In-Progress	Spring 2020-Fall 2022	SSRP, SSLT, VPSS	Redesign a college-wide retention plan aligned with SEM priorities and the Guided Pathways. framework with targeted interventions conducive to positive outcomes for African American students.
Low Income	Reduce equity achievement gap by increasing the F2F course success rate of low income students from 75% to 79% by 2022.	In-Progress	Spring 2020-Fall 2022	SSRP, SSLT, VPSS	Redesign a college-wide retention plan aligned with SEM priorities and the Guided Pathways. framework with targeted interventions conducive to positive outcomes for low income students.
Foster Youth					

Impact of Resource Allocation