

Administrative Units Program Review Year Five Update - Workforce Development 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 **Bankhead, Bill** on **02/04/2022 01:22**

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

Workforce Development had changeover in its dean twice in 2021 due to promotion and resignation. The department also had understaffing in administrative support during an out-of-class assignment. Two student-facing positions (Adult Transition Specialist & CTE Outreach Counselor) also re-aligned out of Workforce Development and into Outreach. Our department has also contributed roughly 0.3 FTE in ongoing staffing to the Guided Pathways project and is deeply involved in developing the Program Revitalization process and supporting the three Task Forces for programs On Watch.

COVID-19 impacts were significant. Initially, the entire unit redeployed to support students and faculty in converting to online learning, and all personnel converted to working remotely. Upon resuming normal duties, many employers pulled back from engaging but after a few months, they began to re-engage, often more easily because of the convenience of virtual meetings. The department also managed to launch several new initiatives during since the Year 3 Update. Three noncredit programs (Drone Piloting; Construction Pre-Apprenticeship; and Forklift, Logistics, Operations, and Warehousing-FLOW) had their pilot semesters delayed by COVID-19 but were inaugurated in Fall 2021. The department contracted with Jewish Vocational Services (JVS) to provide academic services for both a civil service pre-apprenticeship (Fall 2020 and Fall 2021 cohorts) and a pending Instrumentation registered apprenticeship; this relationship is ongoing and expanding. The department also developed an outreach marketing campaign as part of a new, long-term workforce development effort with the City of Pittsburg to increase the percentage of residents indicating "Some College" in their 2030 Census response for Education Level. The Workforce Development unit also incubated the development and launch of a Community & Contract Education program, including fee-based adult lectures, fee-based online professional enrichment courses, and contracting with private entities for customized education.

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.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties

<p>Goal 1: Grow existing LMC programs or assist with developing new programs that support workforce needs.</p>	<p>Completed/In progress.</p>	<p>LMC's Workforce and Economic Development (WED) Unit has shepherded investments of Perkins, Strong Workforce, and other funds to support programmatic growth of existing programs and the development of new programs. This includes funding major projects in personnel as well as equipment. Personnel projects include launching the three new noncredit certificate programs; dedicated curriculum development for hard-to-convert vocational classes to adapt to online instruction following COVID-19 protocols; bridge funding for the mentorship practicum in Child Development; and supporting a new focus in Child Development to serve as a pathway to K-12 teaching careers; incubating the Community & Contract Education program; and staffing support for campus-wide Guided Pathways planning and student outreach. Equipment projects include a new SOTA simulation lab for the Nursing department; all new vehicle lifts in Auto Technology, addressing a safety and capacity issue; refurbishment of the master mixing board in Recording Arts; major upgrades to the Process Technology lab and piloting new online simulator software; upgrades to Electrical & Instrumentation Technology; upgrades to teaching equipment in the Law Enforcement Academy; and the almost-complete remodeling of the new Vocational Technology multi-purpose lab that will provide space for future programs.</p> <p>As part of a healthy college, future programs will continue to emerge and existing programs will continue to require support to remain relevant and productive; therefore, this project is categorized as both complete for the gains that were made over the past two years, but also as ongoing to be prepared to grow and be prepared for future opportunities.</p> <p>WED has developed a systematic method for harvesting labor market information and data and provides that data directly to instructional units, Pillars 1 and 4 of the guided pathways groups, and college administration via Shared Governance Council.</p>	<p>Timeline: continuous</p> <ul style="list-style-type: none"> • Dean of WED • WED Manager • WED Program Coordinator • WED Program Admin. •
<p>Goal 2: Work with intentionality toward breaking down bureaucratic obstacles that are barriers to student access, retention and completion to ensure students are qualified and able to meet the workforce needs of the local, regional and state economies.</p>	<p>In progress</p>	<p>LMC's Workforce Development Unit is a mix of initiatives that all have workforce goals as their central point of connectivity. The unit incorporates institutional priorities along with priorities put forth by the California Adult Ed Program (CAEP), Strong Workforce Program (SWP), Perkins, California Apprenticeship Program, and other initiatives such as Vision for Success and Guided Pathways to make a cohesive unit of workforce and bureaucratic "ninjas" whose roles and responsibilities are to cut through the barriers and red tape that inhibit students from success as well as advocate for reductions to such barriers.</p> <p>This effort includes funding positions that support the K-14 team, which includes a Sr. Program Coordinator and part-time program assistant to facilitate and scale K-14 articulation and dual enrollment programs. Funding a SSISC position in career services to facilitate and scale work-based learning via Cooperative Work Experience. WED funds a counselor position for the purpose of working with existing CTE students on academic plans and retention strategies. Through the CAEP and Perkins initiatives, a part-time counselor and full-time Transition Specialist are meeting students where they are, physically and academically. These professionals help students identify an educational goal and provide services for them to complete their goal whether it be a certificate, transfer, etc. To reflect the outreach nature of this work, those two positions have re-aligned to the Outreach department but retain support from WED. Other positions include a WED Manager and Coordinator who facilitate and scale industry engagement. Their work is focused on supporting students and programs to increase industry engagement on campus, inform academic programs of external environment and how this might impact their programs, and develop internships with employers that help students' employability skills. The Workforce and Economic Development Dean, in partnership with the Workforce and Economic Development Admin, support all of these efforts by providing fiscal support and accountability to ensure fiscal resources are allocated equitably to meet student needs.</p>	<p>Timeline: continuous</p> <ul style="list-style-type: none"> • Dean of WED • WED Manager • WED Program Coordinator • WED Program Admin. • WED Counselors • Collaborate with Faculty

<p>Goal 3: Promote high wage, high demand jobs through the rebranding of Career Education and jobs for all majors.</p>	<p>In progress.</p>	<p>LMC's WED team continues to revise marketing materials that prioritize the knowledge, skills, and abilities (KSA's) that align to the PSLO's of each program. Previously, program marketing materials focused on program and class titles; however, this format did not adequately convey the skills acquired by students. "Skills are the currency of the workforce," so KSA's should lead in marketing narratives; KSAs are also more active, intuitive, and therefore appealing to potential students.</p> <p>Marketing materials are also leaning more heavily into potential wages and depicting more gender- and ethnically diverse participation. The first prototype flier was developed and launched, as were two audio and video ads. While early anecdotal feedback has been positive, success is difficult to assess due to enrollment impacts from COVID-19. Likewise, major changes in curriculum and an institutional review of program design and sequencing has delayed development of new fliers for all CTE programs; that work is expected to resume during 2022. Social media will continue to be utilized for promoting the value of Career Education (CE) and all LMC programs.</p> <p>As referenced above, one specific project was a partnership with the City of Pittsburg to increase college participation by people who have not enrolled previously. The new "Show Up, Skill Up, Move Up" marketing campaign was co-developed with the City and with LMC Outreach and Marketing departments to promote job retention, rapid employment, and a career advancement pathway by emphasizing skill-builder courses and one-semester certificates that have immediate impact and serve as an on-ramp to higher credentials.</p> <p>The department is also working on internal system infrastructure to support intentional growth of apprenticeship enrollments</p>	<p>Spring/Summer 2022 and Ongoing</p> <ul style="list-style-type: none"> • WED Dean • WED Manager • P/T Prof. Expert
---	---------------------	--	---

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
<p>Recommended Actions</p>	<p>Goal 2: Work with intentionality toward breaking down bureaucratic obstacles that are barriers to student access, retention and completion to ensure students are qualified and able to meet the workforce needs of the local, regional and state economies. Continuous timeline. Responsible parties include: * Dean of WED • WED Manager • WED Program Coordinator • WED Program Admin. • WED Counselors • Collaborate with Faculty. Anticipated Outcome: Students successfully complete their programs of study on time with the skills and connections necessary to pursue viable careers.</p>	<p>0 linked SLOs 0 resource requests</p>		
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
<p>Recommended Actions</p>	<p>Goal 3: Promote high wage, high demand jobs through the rebranding of Career Education and jobs for all majors. Continuous timeline. Responsible parties include: • WED Dean • WED Manager • P/T Prof. Expert. Anticipated Outcome: Increased enrollment in CTE programs</p>	<p>0 linked SLOs 0 resource requests</p>		

Goals and Objectives		Modified	In Progress	Abandoned	Completed
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)					
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
Recommended Actions	Goal 1: Grow existing LMC programs or assist with developing new programs that support workforce needs.. Continuous timeline. Responsible parties include: • Dean of WED • WED Manager • WED Program Coordinator • WED Program Admin. Anticipated Outcome: LMC produces graduates who are the preferred candidates for in-demand jobs.	0 linked SLOs 0 resource requests			

2. Vision for Success Goals Update : Version by **Bankhead, Bill** on **02/04/2022 01:22**

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 for 2021-2022	Status (Modified, Completed, or Abandoned)	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.40	In Progress	<ul style="list-style-type: none"> Provide fiscal resources and develop work plans that support counselors to perform retention support activities with existing students. 	Aug. 2021-June 2022	<ul style="list-style-type: none"> WED Counselors WED Program Coordinator WED Dean & Manager 	Despite COVID impacts, student success rose in FY2021, and while it fell in FY2022, it remained above the Yr3 (FY2020) mark. We continue to strive to improve success rates to reach the target.
Degrees (AA, AS, ADT)	1254 419 ADT's	In Progress	<ul style="list-style-type: none"> Provide fiscal resources that provide an infrastructure for additional counseling that outreaches to existing programs and their students to support retention and program completion. Inform Pillar 3 of programmatic obstacles that existing in existing programs that need amelioration in ensure students are successful 	Aug. 2021-June 2022	<ul style="list-style-type: none"> WED Counselors WED Program Coordinator WED Dean & Manager 	FY2021 degree awards fell roughly 10% relative to FY2020. However, FY2022 is on track to match FY2020 and exceed FY2019 based on Summer 2021 completions.
Certificates of Achievement	739	In Progress	<ul style="list-style-type: none"> Develop program-specific cohorts for new non-credit programs that supports recruitment, retention and employment of successful students. 	Aug. 2021-June 2022	<ul style="list-style-type: none"> WED Counselors WED Program Coordinator WED Dean & Manager 	Again, FY2021 certificate awards fell roughly 11% relative to FY2020. However, FY2022 is on track to match FY2020 and exceed FY2019 based on Summer 2021 completions. 2 cohorts were formed with nonprofit partner to feed noncredit programs.
Unit Reduction	87 to 79 total units.	In Progress	<ul style="list-style-type: none"> Provide fiscal resources that provide an infrastructure for additional counseling that outreaches to existing programs and their students to support retention and program completion. 	Aug. 2021-June 2022	<ul style="list-style-type: none"> WED Counselors WED Program Coordinator WED Dean & Manager 	Tableau data not accessible to update.

<p>CTE Jobs</p>	<p>50% This baseline is derived from the 2019 CTE Outcomes survey whereby 48.7% identified that they have secured jobs that were closely related to their program of study.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • Work with Career Services to connect job opportunities to students. • Increase paid internships that prepare students for employment. • Develop more accurate tracking tool that can show a student's employment related to field of study. • Establish sustainable college systems to support apprenticeships 	<p>Aug. 2021- June 2022</p>	<ul style="list-style-type: none"> • WED Manager • WED Program Coordinator • WED Dean 	<p>2021 CTEOS results were delayed by COVID-19 and are not yet available. 2020 CTEOS report indicates a slight decline (46.2%); however, most other metrics are improved: student satisfaction (+2.6pp) and % working FT (+1.7pp) the number needing more than 6 months to find employment is down 12pp, average wage gain is \$1.50/hr higher than 2019 .</p>
------------------------	---	--------------------	---	-----------------------------	--	--

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 for 2021- or 2022	Status (Modified, Completed, Abandoned)	Action Steps	Timeline	Responsible Parties	Notes
African American	66.2%	In Progress	Provide direct outreach, counseling and transition support directed at Special Populations (as defined by Perkins and CAEP), which include targeted outreach to court and community schools, detention facilities, adult education sites, and collaboration with community-based organizations, all of which have high African-American populations.	July 2021- June 2022	<ul style="list-style-type: none"> • WED Counselors • WED Program Coordinator • WED Dean & Manager 	Despite COVID impacts, student success rose in FY2021, and while it fell in FY2022, it remained above the Yr3 (FY2020) mark. We continue to strive to improve success rates to reach the target.

Low Income	n/a	In Progress	Provide direct outreach, counseling and transition support directed at Special Populations (as defined by Perkins and CAEP), which include targeted outreach to court and community schools, detention facilities, adult education sites, and collaboration with community based organizations, all of which have high low-income populations.	July 2021- June 2022	<ul style="list-style-type: none"> • WED Counselors • WED Program Coordinator • WED Dean & Manager 	Student success rate rose in FY2021 and again for FY2022 (Summer/Fall) to 73.3%.
Foster Youth	n/a	In Progress	Provide direct outreach, counseling and transition support directed at Special Populations (as defined by Perkins and CAEP), which include targeted outreach to court and community schools, detention facilities, adult education sites, and collaboration with community based organizations, all of which have high foster youth populations.	July 2021- June 2022	<ul style="list-style-type: none"> • WED Counselors • WED Program Coordinator • WED Dean & Manager 	Student success rate declined in FY2021 and again for FY2022 (Summer/Fall) to 58.8%. Headcount is also trending downward YOY.

Impact of Resource Allocation