LMC Program Review Year 3 Update 2019-2020
Administrative Units

Name: Equity and Inclusion/Professional Development

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* 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* (*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 associates 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's 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.

The *Program Review Year 3* Update includes six components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

A list of the above components in date order. The intent is to complete sections of Program Review by date to better assess and inform the process.

Date	Program Review Update Component
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 3.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (Staffing changes, etc.)

The Office of Equity has been unable to remain fully staffed during this review period due to retirements, VTR, etc. Nevertheless, the Office of Equity continues to expand its work through intentional collaboration across the campus and in the greater community. The Office is in active recruitment to fill their coordinator roles.

1b. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022.   Please include action steps, timeline, and responsible parties.

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

Goal 1: To collaboratively develop a comprehensive campus wide plan of support for Foster Youth	In Progress/ Modified	• Hired full-time Coordinator in Retention with emphasis on Foster Youth population, T'Sedenia Gage
		• BRAVO student engagement model piloted with increased participation in Orientation and year-one supports from 28 students Fall 18 to 60 students in Fall 19.
		
		  60 total students in the program
		
		  48 female self-identified students
		
		  12 male self-identified students
		
		  25 students enrolled at LMC in Fall 2019
			Kwist
			
			Gage
			
			Rosas
			
			Phase 1 completed
			
			3-year plan in progress

| | | 10 students taking 12 units or more. (full-time)

32 Students completed FAFSA before 03/02

• MOU created and enhanced with the CCCOE to support Middle School to High School to College pipeline.
• Programming includes: College Tour to UCB, CSUEB, LMC; Summit, Orientation, Study Hall, and Individual appointments.
• Local Data Challenge: Identifying students through Colleague continues to be difficult, currently engaging community partner support such as ILSP and. CCCOE. | |
| **Goal 2: Continue to expand and enhance the LMC Professional Development Program through a) offering new and innovative professional learning opportunities, which are inclusive, equitable, and meet the diverse needs of all LMC employees. The ultimate purpose of PD is to strengthen**

and supporting a dynamic learning environment. Our goal is to promote a | In Progress

Phase 1 of Key Program Completed

Grow@4CD in Beta

Student Engagement will expand and continue with new Student Union Opening | LMC Professional Development partnered across the campus to provide inclusive and innovative professional learning opportunities such as:

• Classified Nexus Program
• KEY Professional Development Series from June-August
    ○ Average attendance 20
• Focused Flex on topics such as Universal Design for Learning, Inclusive Pedagogies, Sense of Belonging.
    ○ Average attendance 65
• 160+ Flex Workshops and Department Meetings annually through our FLEX Professional Learning Program | Kwist

PDAC

LPG

NEXUS

TLC

Management Council

Constituency Leadership |

culture of equitable and innovative student, employee and college success.		Corner Stone Implementation: • As an office we have collaboratively worked across constituencies to engage and develop the GROW @ 4CD platform powered by Cornerstone. • Participation in a district-wide workgroup • Meetings with Student Engagement: • 80 Students Participated in annual IMPACT Leadership Conference for Social Justice • "All in Equity Friday's" Series piloted a student, faculty, and classified professional workshop regarding Active Allyship • Equity Speaker Series engaged 1500 individuals annually	

Goal	Status						
Goal 3: Enhance institutional effectiveness and collaboration in meeting LMC's identified equitable success goals, as evidenced through increases in Student Equity Plan indicators, increasing equity centered and pedagogy focused professional development, and through surveying student needs to positively influence student learning.	Completed 2014-2019 Student Equity Plan 2019-2022 Student Equity and Achievement Plan developed and in Progress						

2014-2019 Student Equity Plan DI Goal (Data Source	2014-2015	2016-2017	2017-2018	Impact	Plan Progress
ACCESS: ESL - Decrease gap to -2%	-5%	-6%	Unavailable	-	Unavailable
ACCESS: Veterans - Decrease gap to -1%	-3%	-2%	-2%	➕	Decrease of gap by 1%
COURSE COMPLETION: Black or African American - Decrease gap to -7%	-11%	-10%	-11%	🚫	No change
COURSE COMPLETION: Current or former foster youth – Decrease gap to -7%	-10%	-18%	-17%	➖	Increase of gap by 7%
COURSE COMPLETION: Low-income students - Decrease gap to -.75%	-1%	-2%	-1%	🚫	No change
ESL: Hispanic or Latinx - Decrease gap to -8%	-16%	-3%	-15%	➕	Decrease of gap by 1%
ESL: Low-income students - Decrease gap to -5%	-11%	4%	6%	➕	Decrease of gap by 17%
BASIC SKILLS ENGLISH: Current or former foster youth – Decrease gap to -10%	-20%	-11%	-6%	➕	Decrease of gap by 14%
BASIC SKILLS ENGLISH: ESL - Decrease gap to -8%	-16%	-7%	Unavailable	-	Unavailable
BASIC SKILLS ENGLISH: Black or African American - Decrease gap to -7%	-15%	-15%	-12%	➕	Decrease of gap by 3%
BASIC SKILLS ENGLISH: Individuals with disabilities - Decrease gap to -6%	-13%	-4%	-13%	🚫	No change
BASIC SKILLS ENGLISH: Low-income students - Decrease gap to -3%	-5%	-2%	-2%	➕	Decrease of gap by 3%
BASIC SKILLS MATH: Black or African American - Decrease gap to -5%	-11%	-8%	-11%	🚫	No change
BASIC SKILLS MATH: Individuals with disabilities - Decrease gap to – 4%	-8%	-5%	-10%	➖	Increase of gap by 2%
BASIC SKILLS MATH: Low-income students - Decrease gap to -2%	-3%	0%	-3%	🚫	No change
DEGREE & CERTFICATE: ESL - Decrease gap to -6%	-12%	0%	Unavailable	-	Unavailable
DEGREE & CERTFICATE: Current or former foster youth – Decrease gap to -5%	-10%	+18%	-15%	➖	Increase of gap by 5%
DEGREE & CERTFICATE: Black or African American - Decrease gap to -3%	-6%	+8%	-6%	🚫	No change
TRANSFER: Individuals with disabilities - Decrease gap to -7%	-15%	-1%	-13%	➕	Decrease of gap by 2%
TRANSFER: Black or African American - Decrease gap to -2%	-5%	+7%	-15%	➖	Increase of gap by 10%
TRANSFER: Low-income students - Decrease gap to -3%	-4%	-1%	-1%	➕	Decrease of gap by 3%

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

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. 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.

2a. The following table lists the *Vision for Success* indicator that we must align to as a college and as a district. Please look at your program set goals (Tableau) for each of the following *Vision for Success* indicator. or more indicator(s) that are most relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to **Please pick one** achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Improve Course Success for all including disproportionately impacted students.	Utilizing equity Centered Practices and Guided Pathways Frameworks we will support Course Success through enhancing effective program of Core Supports for Course Success such as: Tutoring both in-person and virtual tutoring, equity office hours, and student support services delivered in-person and virtually support Bolster the Brain Food with Ease Program to increase engagement by 5% Expand program to the learning center in Brentwood Center for Academic Support.	Spring 2022	Kwist CAS NEXUS PIP PDAC LPG DE SEM	

		<u>Net Tutor</u> Expand the usage of NET TUTOR, a 24-hour online platform for tutoring in core courses of Math and English through a) awareness building, b) professional development, c) expanding the services offered to meet demand <u>Inclusive Pedagogy and Inclusive Service Model for all faculty, managers, and classified professionals</u> Expanding professional development for adjunct faculty through FAM with a goal of 40% of Adjunct being trained Pedagogy Innovation Project Caring Campus Project Professional Development on Trauma Informed Care, Universal Design for Learning, and Six Success Factors. Grow @4CD learning communities to support Course Success	Spring 2021 Spring 2020-2022		

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program set goals (Tableau) for each of the following DI population. Please pick one or more DI population that are most relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	*SEA GOAL Increase African American Student Retention: Fall to Spring*	SEA PROJECTS • Tutoring • Counseling • LMC-connect and retention case management • zero cost textbooks • professional development for instructional faculty • growing learning communities. • AA Male Engagement Programming regarding Mental Health, Positive Masculinities, and Scholar Identity development. • Addressing food insecurity and other basic needs.	2022	KWIST UMOJA RETENTION ZTC Committee TLC PDAC	Increase Black/African American Male by 12.04% Female by 9.6%. * Note gender binary based on State Measurement Criteria and Data constraints.

		• Inquiry Spaces with Black/ African American Students			
Low Income	ADDITIONAL INFORMATION CAN BE FOUND IN SEA 2019-2022 PLAN				
Foster Youth	To collaboratively implement year 2 and 3 of the plan for Foster Youth to enhance retention.	SEA PROJECTS • Partner with local 4-year colleges with Guardian Scholars Program to create pipeline from LMC to East Bay, Sf State, UC Berkeley, and UC Davis • Address institutional barriers • Positively impact retention through case management and culturally responsive student support model • Implement culturally relevant events that promote independent living skills, personal growth, empowerment, resilience, leadership, and authentic friendships • Enhance Marketing Materials and grow participation of FY in BRAVO Scholars Program • Address financial hardship/crisis points through development of referral and support resources • Collaboratively Develop criteria for Emergency Grant	2022	Kwist Gage Rosas 3-year plan in progress	Equity Intersections: • 30 % of Foster Youth Nationally identify as LGBTQ+, • Nationally, within 18 months of emancipation 40-50% of foster youth become housing insecure • Justice system involvement disproportionately increases for foster youth The Office of Equity will continue to engage this goal as a central part of our work.

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

3. Resource Needs (Feb 1 – Feb 28)

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

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
#2	Vision for Success Goal #5

Department/Unit Name	Resource Type
VPI/ EQUITY	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☑ Other

General Description	Est. Expense
NEXUS LMC has reinstated the Nexus Program for new full-time faculty hires. In 2014-2015, we instituted the latest version of the Nexus Program. The Nexus experience for first year full-time faculty hires includes a Fall semester welcome social sponsored by the President's Office and 32 hours of facilitated curriculum that takes place during the Fall & Spring semesters-of the first year of employment. Funding for the Nexus program is required to meet the additional 30 hours of additional FLEX hours required by first year full-time faculty. All new first year full-time faculty that complete the Nexus program are then provided with	FACULTY OAS + BENEFITS x 2= $7,500. BOOKS, FOOD, MATERIALS for 2 Semesters = $2,000 $1,000 Stipend for Year 2 Participants x 14=$14,000 =$23,500

a $1,000 professional development stipend to use to attend a professional development conference of their choosing during their second year of employment. We are expanding the Nexus program to include a 2nd year mentor program. The mentor program will provide a faculty mentor to all full-time faculty in their second year of employment. The hours required by the second year faculty mentor program will meet the additional 20 hours of additional flex that is also required. The position responsible for facilitating the Nexus program has varied dramatically in the history of LMC. There have been full-time positions, hourly positions, and faculty reassigned time positions. We have found success recently with the creation of the Nexus Faculty Facilitator. We utilize an hourly rate on the Other Academic Services pay schedule and proportional match the hours to the amount of direct "instruction" and related preparation. This cari be scaled to the number of anticipated participants. The Nexus Faculty Facilitator is responsible for the planning and facilitation of the 32 hour 1st year faculty curriculum (direct contact). This position is also responsible for the facilitation of the 20 hour 2nd year mentor program.	

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type	
	☐ Conference/Meeting ☐ Materials/Supplies	
	☐ Online Learning ☐ IT Hardware/Software	
	☐ Other	

General Description	Est. Expense

Justification: