

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Name: Office of Instruction

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 <i>Vision for Success</i> 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.)

In reviewing the Comprehensive Program Review from 2017-2018, there has been substantial activity in the areas of Office of Instruction Technology, Classroom Instructional Technology, Distance Education, and Enrollment Management.

Technology

eLumen

In Fall 2018, the District reviewed and selected eLumen, as the enterprise vendor for the their Curriculum Management System. The elumen modules will streamline the submission, review, and tracking of curriculum proposals, assessment reporting, and Program Review. This platform will allow us to focus on content and save valuable time for everyone involved. An interdisciplinary team of faculty, classified professionals, and managers were assigned to each of the eLumen modules in January 2019. The curriculum module is currently being designed and implemented. All curriculum and program proposals will transition to the eLumen system in Fall 2020. Work on the assessment module will begin in Summer 2020 with an anticipated “go live” date of Spring 2021 and the Program Review module will begin its work in Spring/Summer 2021 with an anticipated “go live” date of Fall 2021. This timeline aligns with the District’s goal of full implementation of the eLumen system by each of the colleges of Fall 2021.

25Live

In 2017, the Office of Instruction initiated efforts for the selection of a district wide solution for facilities reservations including instruction, meetings and rentals. 25Live is a web-based event calendaring, scheduling, and publishing system. This tool has become very valuable as it relates to campus facilities. Our Campus utilizes it to fully reserve classroom and conference space for our internal and external community. 25live can be used to request classrooms and space(s) on campus for academic or non-academic events. Due to difficulties with importing complete and accurate data from Colleague, we do not currently use 25Live to schedule classrooms for semester length instruction; our course maintenance (classroom requests for courses) continues to be processed through paper schedule revision forms. Otherwise, 25 Live is a useful web based platform that can be used by faculty, staff, and students to request rooms, and it is available anywhere with an internet connection.

Wi-Fi Upgrade

District IT is currently in the process of upgrading Wi-Fi capacity on all three campus sites. There are three components to the upgrade: updates to the technology “backbone “of network switches, UPS battery replacement, and installation of additional access points. Work at LMC will begin in Spring 2020,

and will start in our Core Complex building and our Music building. Additional buildings on campus will have all three component upgrades by the end of Spring 2022. There are no plans to update our current Brentwood site as we anticipate the opening of our new Center in Fall 2020, which will open with the latest, fully operational Wi-Fi.

Distance Education

Since our last Comprehensive Program Review, much has occurred to advance the quantity and quality of distance education offerings at LMC. Faculty at LMC are leaders, not only at the college, but also within the District, working on both our college Distance Education Committee, and on our District-wide Distance Education Committee (DDEC) in partnership with JoAnna Miller, Dean of Distance Education for the District. We are currently working very hard on achieving the goals of a \$500,000 grant awarded to all three colleges in the district by the California Virtual College-Online Education Initiative (CVC-OEI). The grant is “Improving Online CTE Pathways” and it aims to align LMC online courses with the CVC Course Design Rubric, a high standard for quality in online education. The grant focuses on Career and Technical Education courses, but also includes General Education courses that students must complete to receive an Associate’s Degree. Redesigned online courses must be submitted for review to the CVC-OEI. Two courses are completely ready for submission at this point in time, and we are close to having 11 more ready soon. The goal is to submit at least 20 courses for review and approval by the end of Spring 2020. Approved courses are “badged” by the CVC- OEI, which is a quality assurance that students can trust in, and that we can be proud of. In addition, we are currently in the process of applying for membership in the CVC-OEI Consortium, which now includes 58 California Community Colleges. Membership will allow us to offer free student services to our online students including Cranium Café and Net Tutor.

A new tentative agreement with United Faculty was ratified in December 2019, and takes effect in Spring 2020. This agreement includes a new article, Article 27, on Distance Education. This agreement mandates that all faculty teaching online must have DDEC approved training by January 2021, and requires that faculty teaching online, fully or hybrid, must be evaluated in their first semester of online teaching. There are several ways for faculty to meet this training requirement, including taking an online course offered throughout the district by the 4CD Institute for Online Teaching six times each year: Becoming an Effective Online Instructor. Evaluation processes have also been modified to more effectively provide feedback to faculty teaching online.

Student & Program Learning Outcomes

We are currently in Year 3 of our second 5 year cycle for course level student learning outcomes assessment. Cycle 2 has been impeded by the closing – due to the retirement of the one staff member who managed it- of a local management system (PRST) which previously contained all course cohorts and their assessment status. Faculty and deans were accustomed to uploading assessments to this system, and having ready access to the status of assessment of all courses in their departments. For all of Cycle 2, beginning in Fall 2017, faculty have needed to submit assessment reports to the Office of Institutional Planning and to rely on that office or their dean for status reports on which courses needed to be assessed in a particular year. Although this information was readily provided on request, feedback was frequently given to department chairs about the status of course assessments, and tracking spreadsheets were made available in 2018-2019 to assist department chairs with tracking this information on their own, it appears that the initial confusion resulted in a lack of clarity and

momentum from which we are still trying to recover. Faculty leadership from our Teaching and Learning Committee has steadfastly offered information, support and workshops to assist faculty in assessing all their courses. Still, we are not yet where we need to be. We continue to make departments aware of the need to assess all of their courses and offer resources to assist them in successfully completing this work. We anticipate this will improve greatly with the implementation of the Assessment module in eLumen, which will once again give faculty ready access to the status of their course assessment cohorts, and will hopefully simplify the assessment process itself.

Professional Development

We continue to value and participate in professional development opportunities both within the college and at the statewide level. Our two newest deans are currently participating in the ACCCA's Great Deans Seminar, and two of our classified professionals attended the Classified Leadership Institute. Other staff members in the Office of Instruction attend ASCCC trainings such as the annual Curriculum Institute, Articulation trainings and conferences, eLumen trainings, Guided Pathways trainings, and conferences offered by the Association for Occupational Education. We are also currently a member of this year's IEPI Strategic Enrollment Management Academy, and have ongoing meetings with other colleges in the Academy, as well as regular contact with our coaches.

Collaboration

Our task as part of the IEPI Strategic Enrollment Management Academy requires us to produce a Strategic Enrollment Management Plan by June 2020. This, along with the formation of a Strategic Enrollment Management Committee charged by our Shared Governance Council with the design and implementation of such a plan, has required extensive collaboration across the college. We have several meetings each month involving faculty, managers, classified professionals and students to work through the various components of the plan, consider data necessary, identify target student populations for focused consideration, and formulate goals, objectives and activities needed over the next 3 years to achieve our college strategic goals in alignment with our Educational Master Plan – still in development- and the state's Vision for Success.

New Division & Program Alignment

In July 2017, an additional academic division was created to add capacity to the Office of Instruction to keep pace with Workforce Initiatives that were being mandated by the State Chancellor's office. The Workforce and Economic Development Division was formed and included one dean, one manager, two program coordinators, one administrative assistant and numerous part-time adjunct faculty and professional experts. The focus of the new unit is to provide leadership and support for categorical funds such as Strong Workforce, Perkins, Apprenticeship and Transitions grants, as well as to build capacity for new program incubation, existing program growth, non-credit, community and contract education. The unit oversees the internship development, work-based learning industry/business engagement, California Adult Education Program (CAEP), Instructional Services Agreements, and has added additional categorical funds and projects such as the Online Education Initiative (OEI) California Virtual College (CVC) Career and Technical Education Grant.

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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Goal 1: On-Board two new permanent Instructional Deans | Completed | In July 2018, two new permanent Instructional Deans were on-boarded. Dean Ryan Pedersen oversees Math & Sciences and Dean Nikki Moultrie oversees Career Education & Social Sciences. This aligned with the College’s strategic direction of fortifying infrastructure which led to the enhancement of support provided to faculty, staff, and administration. | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal 2: Establish an on-going budget allocation for Instructional Technology Training & Development | Modified | It appears that funding for this purpose is now provided by the discretionary budget for the Vice President of Instruction. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | On-going | <table border="1"> <thead> <tr> <th></th> <th>Fully Online Courses</th> <th>Hybrid Courses</th> <th>Total Online Courses</th> </tr> </thead> <tbody> <tr> <td>SU17</td> <td>26</td> <td>7</td> <td>33</td> </tr> <tr> <td>FA17</td> <td>60</td> <td>19</td> <td>79</td> </tr> <tr> <td>SP18</td> <td>64</td> <td>18</td> <td>82</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SU18</td> <td>33</td> <td>10</td> <td>43</td> </tr> <tr> <td>FA18</td> <td>71</td> <td>21</td> <td>92</td> </tr> <tr> <td>SP19</td> <td>86</td> <td>21</td> <td>107</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SU19</td> <td>46</td> <td>7</td> <td>53</td> </tr> <tr> <td>FA19</td> <td>85</td> <td>18</td> <td>103</td> </tr> <tr> <td>SP20</td> <td>106</td> <td>27</td> <td>133</td> </tr> </tbody> </table> | | Fully Online Courses | Hybrid Courses | Total Online Courses | SU17 | 26 | 7 | 33 | FA17 | 60 | 19 | 79 | SP18 | 64 | 18 | 82 | | | | | SU18 | 33 | 10 | 43 | FA18 | 71 | 21 | 92 | SP19 | 86 | 21 | 107 | | | | | SU19 | 46 | 7 | 53 | FA19 | 85 | 18 | 103 | SP20 | 106 | 27 | 133 | LMC Distance Education Committee in partnership with the Office of Instruction and District Distance Education Committee |
| | Fully Online Courses | Hybrid Courses | Total Online Courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SU17 | 26 | 7 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA17 | 60 | 19 | 79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP18 | 64 | 18 | 82 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SU18 | 33 | 10 | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA18 | 71 | 21 | 92 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP19 | 86 | 21 | 107 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SU19 | 46 | 7 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA19 | 85 | 18 | 103 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP20 | 106 | 27 | 133 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>recommended by the Guided Pathways Advisory Committee</p> | | <p>structure at the college, and the ongoing development of a program mapping tool.</p> <p>In late Spring 2019, the guided pathways advisory committee was assimilated into the emerging structure of new Strategic Enrollment Management (SEM) work that was beginning at the college. The SEM framework included a component titled “Student Experience” that was to be the new organizational home for the Guided Pathways framework and associated activities.</p> <p>In Fall 2019, cross-constituent pillar leads were established and activities around each pillar were conducted. Additionally, in coordination with the SEM committee, meetings that investigated and focused on specific aspects of the GP/SEM initiative were conducted with the campus community.</p> <p>In Spring 2020, the SEM committee is writing a comprehensive plan that will include establishing the long-term structure of the guided pathways initiative and corresponding activities as a part of the “student experience” component of the SEM plan.</p> | <p>these areas of focus around the pillars of the guided pathways framework. Responsible Parties: Various members of the OOI who are involved in the SEM committee.</p> <p>May 2020 – Complete writing of SEM plan that includes structure and format for guided pathways activities in the next 3 years. Responsible Parties: Members of the OOI who are involved in the SEM committee, specifically the VPI as one of the co-chairs of that committee.</p> |
| <p>Goal 5: Continue to increase collaboration among and between Student Services & Instruction</p> | | <p>Collaboration with Student Services is robust across many programs and contexts.</p> <p>Strategic Enrollment management: Our task as part of the IEPI Strategic Enrollment Management Academy requires us to produce a Strategic Enrollment Management Plan by June 2020. This, along with the formation of a Strategic Enrollment Management Committee charged by our Shared Governance Council with the design and implementation of such a plan, has required extensive collaboration across the college. We have several meetings each month involving faculty, managers, classified professionals and students to work through the various components of the plan, consider data necessary, identify target student populations for focused consideration, and formulate goals, objectives and activities needed over the next 3 years to achieve our college strategic goals in alignment with our Educational Master Plan – still in development- and the state’s Vision for Success.</p> | |

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| | | <p>Dual Enrollment & Articulation: Collaboration with Student Services K-12 team is strong around course articulation and dual enrollment. The K-12 team and Office of Instruction deans meet once per month to discuss status of dual enrollment, articulation and onsite events such as Career Focus Fridays that bring K-12 students to campus. Equally, Office of Instruction staff participate in Super Saturday Events and regional counselor collaborations whereby all feeder high school counselors visit LMC. Workforce Development funds the K-12 team through Strong Workforce, Perkins and Transitions funds, and as such, helps right the workplans and deliverables for the K-12 positions funded under these funding streams.</p> <p>Career Service & Workforce Development: Career Services works closely on internships and employment as the “student facing” arm of internship and student employment, whereas Workforce and Economic Development serve as the industry or “external facing” arm of internships and employment. The units meet once per month, if not more, to refine workflows, process and procedure to ensure that students are matched to jobs and internships that are cultivated by Workforce Development. Both units jointly participate in writing each other’s workplans, and Workforce Development fund one position (1 FTE) through Strong Workforce Funds. Both units also participate in the Contra Costa County Workforce Collaborative, which provides career services to LMC in collaboration with Opportunity Junction as part of the Workforce Investment Board’s workforce collaborative.</p> <p>Law Enforcement Academy: OI continues to increase its collaboration with Student Services in the realm of outreach with the Law Enforcement Training Center (LETC), such that a representative from both departments assist with onboarding LETC students into Los Medanos College Administrative Justice Basic Law Enforcement Academy. The outreach representatives are responsible for explaining the enrollment process and offering administrative support services to encourage student success in the program.</p> <p>Course Scheduling: In collaboration with the Student Services and Office of Instruction, Academic Scheduling assures the data entered in the institution's operating system has proper coding of units, billing, course descriptions, and faculty information for student success with registration. With the customary coding of the courses, the operating system guarantees the accuracy in which students qualify to register for classes via the Student Services department. This partnership helps both departments support the success of students to achieve their goals. The Office of Instruction alongside the admissions office maintains a relationship as it pertains to student success to remove scheduling conflicts</p> | |
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| | | the students may encounter. Also, the Office of Instruction notify students when changes occur in their classes, e.g., cancellations. | |
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New Goals

| Goal | Status | Impact/Action Steps | Timeline/responsible parties |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> | <p>New</p> | <p>Activities in support of this goal will include the implementation of the Elumen software tool on campus, an analysis and improvement of our articulation status and processes, the revision and review of our course codes to ensure alignment, and a comprehensive review of our ADTs to ensure that they meet the current CID standards and can be completed efficiently by our students.</p> | <p>For Elumen – Timeline: Curriculum Module in Spring 2020, Assessment and Program Review Modules in 2020-2021 academic year. Responsible Parties: Nikki Moultrie as lead with support from Deans and Office of Instruction Supervisor and Staff. For Articulation – Timeline: Initial Review in Spring/Summer 2020. Responsible Parties: Deans and Articulation Officer in collaboration with Transfer Center and Counseling department. For Code Alignment – Timeline: Spring 2020. Responsible Parties: OOI Supervisor with Deans. For ADT Review – Spring 2020. Responsible Parties: OOI Supervisor with Deans.</p> |
| <p>New Goal #2: Increase office efficiency, communication, and cross-departmental collaboration in order to support instructional units more effectively.</p> | <p>New</p> | <p>Activities will include the establishment of a regular meeting and communication schedule both within the OOI and with other pertinent units and individuals on campus, a comprehensive review of our office processes surrounding items such as absence reporting and the</p> | <p>Timeline: Spring 2020 Responsible Parties: All OOI Members</p> |

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| | | collection of required faculty documents, and a selection of criteria by which we as an office measure our success as a support unit. | |
| <p>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.</p> | <p>New</p> | <p>Activities will include a series of retreats/meetings where the mission/vision/strategic plan will be developed with a particular emphasis on receiving feedback from student service departments and leadership of key initiatives on campus. More specifically, in order to ensure that the OOI is working toward the equity goals of the college, these retreats/meetings must include as participants the Office of Equity and Inclusion along with other college programs such as Umoja, EOPS, etc. that specifically work to meet the needs of the students targeted in our student equity plan.</p> | <p>Timeline: Retreats/Meetings held in Spring 2020 with the finalization of mission/vision/strategic plan in Summer 2020. Responsible Parties: All members of the OOI under the leadership of the VPI.</p> |

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. Please pick one or more indicator(s) that are most relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

| Vision for Success Indicators and ACCJC Indicator | Program Set Goals for 2021-2022 | Action Steps | Timeline | Responsible Parties | Notes |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------|-------|
| Course Success | 75.40% | Work with instructional departments to support their efforts in meeting their Vision for Success goals | Ongoing | Instructional Deans with support from Office of Instruction and VPI | |
| Degrees (AA, AS, ADT) <ul style="list-style-type: none"> Transfer Goal – ADT Awarded | 1254 <ul style="list-style-type: none"> 419 | Review and align ADT’s to current template. | February-March 2020 | Eileen Valenzuela with support from Instructional Deans | |
| Certificates of Achievement | 739 | Work with instructional departments to support their efforts in meeting their Vision for Success goals | Ongoing | Instructional Deans with support from Office of Instruction and VPI | |
| Unit Reduction | 79 | Implementation of AB 705 | Ongoing | Work with English, Math and ESL in collaboration with | |

| | | | | | |
|-----------------|-----|--------------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------|--|
| | | | | Outreach and Assessment | |
| CTE Jobs | 76% | Work with instructional departments to support their efforts in meeting their Vision for Success goals | Ongoing | Instructional Deans with support from Office of Instruction and VPI | |

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 | 66.20% | <p>Assist instructional units with interpreting programmatic data that show equity gaps and assist with identifying college-wide strategies that support student success. Ensure this information is communicated through the Guided Pathways and SEM structures so it is reflected in policy, practice and fiscal allocations.</p> <p>Continue to work with Student Services to provide direct outreach, counseling and transition support directed at Special Populations (as defined by</p> | February-September, 2020 | <p>Instructional Deans</p> <p>Workforce Development/CAEP Transition Specialist</p> | |

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| | | 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. | | | |
| Low Income | | Same as above | | | |
| Foster Youth | | Same as above | | | |

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 |
| <input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student | <input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time | <input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/> | |
| Justification: | | | |

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| <u>Operating Resource Request</u> | |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Department/Unit Goal - Reference # | Strategic Goal and/or Objective - Reference # |
| | |
| Department/Unit Name | Resource Type |
| | <input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other |
| General Description | Est. Expense |
| | |
| Justification: | |
| | |

| <u>Professional Development Resource Request</u> | |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Department/Unit Goal - Reference # | Strategic Goal and/or Objective - Reference # |
| | |
| Department/Unit Name | Resource Type |
| | <input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other |
| General Description | Est. Expense |
| | |

| | |
|-----------------------|--|
| | |
| Justification: | |
| | |