

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Name: Office of Student Services

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.)

Student Services has had some organizational and staffing changes since 2017. Shifts in senior leadership at LMC and state allocated categorical funding for Student Support and Success Program (3SP), Basic Skills Initiative (BSI), and Student Equity Plan (SEP) (now Student Equity and Achievement Program-SEAP) over the past few years have allowed for opportunities to review the growing staffing and organizational needs of the institution. Consequently, when the Vice President of Instruction and Student Services and Senior Dean of Student Services positions became vacant within months of each other, a decision was made to reorganize the leadership structure of the college resulting in 3 vice president positions- Vice President of Instruction, Vice President of Business Services, and the first Vice President of Student Services at LMC.

Funding from 3SP, BSI, and SEP initiatives - now collectively known as SEAP- has been utilized to enhance the staffing capacity in Student Services to support equitable outcomes in student access, retention and success for disproportionately impacted students at LMC (e.g., African American, foster youth, and low income students). Allocations for hourly staffing support as well as twenty full-time positions in Student Services were budgeted to be funded through SEAP for the 2019-2020FY:

Position	Number
Senior Academic Student Services Manager	1
Program Coordinator	7
Assessment Center Coordinator	1
Program Assistant	4
Counselor (Faculty)	7

Student Services has transformed its program review and assessment processes to align more readily with the strategic needs of the division. The term “learning support outcomes” (LSO’s) - formerly PSLO- was modified to align with accreditation standard IIC2 and allow for more flexibility with learning outcomes and expand options for the identified target population to be students, employees and/or service area depending on the priorities of the department. Each Student Services program review update will be required to have at least one learning support outcome focused on students to meet accreditation standards with flexibility for any additional learning support outcomes to focus on students, employees and/or service area. All LSO’s must align with at least one comprehensive program review goal (CPRG) and at least one Student Services Theme.

The Student Services Themes were reviewed by the Student Services Student Learning Outcomes (now Learning Support Outcomes-LSO) committee in 2019 and it was determined that there was a need for revision of these themes to align with future directions of the division. The Student Services Themes were revised and renamed the following Student Services Guiding Principles: Equity and Inclusion; Student Engagement and Success; Empowering Student Services Professionals; and, Commitment to Innovation and Creativity.

Student Services is piloting a new assessment cycle for these LSO's. A three-year cycle (2019-2022) where each learning support outcome is assessed annually over the next three years (this does not include Course-level Student Learning Outcomes-CSLO's). A comprehensive program review (CPR) will be completed at the end of this pilot cycle. This three-year assessment cycle pilot will not disrupt the five-year assessment cycle currently in place for Instruction because both the three and five-year CPR cycles will still be synced to occur simultaneously in 2022.

The Retention department in Student Services has continued to evolve and expand its programs and services beyond academic probation and dismissal to include early alert and holistic supports designed to foster increased retention and persistence of LMC students. The department name has been revised to reflect its broader focus and is now called Student Success and Retention Programs (SSRP). Staffing and resources have also been allocated to implement intentional interventions and best practices conducive to increasing success and closing equity gaps for identified disproportionately impacted populations (e.g., African American, low income, and foster youth students) and other special populations including homeless, justice system impacted, and veteran students.

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: Increase the effectiveness of the intake and onboarding experience of new students via the Guided Pathways framework	In Progress	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	1a: Spring 2020- Spring 2022/ GP Lab participants (Outreach, Assessment, Counseling, Tutoring, SSRP)
Goal 2: Develop infrastructure to support expanded success and retention programs and services for new and continuing students	In Progress	2a: Develop an operational/strategic enrollment management plan for the new Brentwood Center location.	2a: Spring 2020- Fall 2020/ SSRP and VPSS
	In Progress	2b: Redesign a college-wide retention plan aligned with SEM priorities and the Guided Pathways framework	2b: Spring 2020- Fall 2020/ SSRP
	In Progress	2c: Create a strategic plan to phase-in comprehensive student support services available to students in the online environment.	2c: Spring 2020- Fall 2020/ SSLT
Goal 3: Improve mental health services/support on campus	In Progress	3a: Research, cultivate, and maintain potential community mental health partnerships to support students on and off campus	3a: Spring 2020- Spring 2021/ Counseling
	In Progress	3b: Continue to nurture partnerships with JFK and John Muir Health to provide	3b: Spring 2020- Spring 2021/

		students with Wellness Counseling and Mobile Health services respectively.	Counseling and Student Life
Goal 4: Realign programs and services in support of student/college priorities	In Progress	4a: Transform the program review and assessment processes within Student Services. Implement a 3-year assessment cycle pilot	4a: Fall 2019-Spring 2022/SSLT
	In Progress	4b: Align newly developed Student Services Guiding Principles with Strategic Enrollment Management (SEM) priorities, Guided Pathways framework, and Vision for Success (VFS) indicators	4b: Fall 2019-Spring 2022/VPSS
	In Progress	4c: Collaborate with Planning and Institutional Effectiveness (PIE) to develop a Student Services Tableau-Data Dashboard for Student Services Areas	4c: Spring 2020-Fall 2021/PIE and VPSS

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	<p>Implement holistic and integrated student support strategies to:</p> <p>A: Increase first-time students enrolled in transfer-level math and English courses within the first year of college by 3%.</p> <p>B: Increase successful transfer-level math and English course completion within the first year of college by 3%.</p> <p>C: Increase successful retention of students in online courses by 3%.</p>	<p>Formalize a First Year Experience for new-to-college, degree and/or transfer-seeking students.</p> <p>Redesign a college-wide retention plan aligned with SEM priorities and the Guided Pathways framework</p> <p>Create a strategic plan to phase-in comprehensive student support services available to students in the</p>	<p>Spring 2020-Spring 2022</p> <p>Spring 2020-Spring 2022</p> <p>Spring 2020-Spring 2022</p>	<p>SSLT</p> <p>SSRP</p> <p>SSLT</p>	

		online environment.			
Degrees (AA, AS, ADT)	Increase degree completion rate by 20%.	Develop an outreach plan for increasing degree completion with students who have 60+ credits completed.	Spring 2020- Spring 2022	Transfer & Career Services/Counseling	
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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	Reduce equity achievement gap by increasing the F2F course success rate of African American students from 64% to 68% by 2022.	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.	Spring 2020- Spring 2022	SSRP	
Low Income	Reduce equity achievement gap by increasing the F2F course success rate of low income students from 75% to 79% by 2022.	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.	Spring 2020- Spring 2022	SSRP	

Foster Youth					
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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:			

Operating Resource Request	
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:	

Professional Development Resource Request	
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:	