

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Name: **Workforce 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 <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.).

Workforce and Economic Development has had a complete staff turnover between fall 2018 and fall of 2019 due to promotion and retirements. The net number of positions and classification remained the same during this period.

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
<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, Transitions, Strong Workforce and other funds to support programmatic growth of existing programs and the development of new programs. This includes adding an additional local certificate and adding an additional Fire Academy to the Fire Technology Program; growing the catalog of classes in Auto Technology and expanding and improving lab space; and developing non-credit programs in UAS/Drone Technology, Construction Pre-Apprentice and Forklift logistics. Significant investments for technology were made in ETEC and Graphic Communication, as well as new equipment and courses in welding. Infrastructure improvements to existing vocational labs will provide space for future programs. As part of a healthy college, future programs will continue to emerge; 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. 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. • CAEP TS • WED Counselors

<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 an amalgam of initiatives, but yet have workforce goals, and specifically, Workforce Innovation and Opportunities Act 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), California Apprenticeship Program, and other categorical funds and initiatives such as Perkins and Transitions, 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. This 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 students on 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. Other positions include and WED Manager and Coordinator that 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. • CAEP TS • 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 has begun revising marketing materials that prioritizes the knowledge, skills and abilities (KSA’s) that align to the PSLO’s of the program. Previously program marketing materials led with program titles; however, this format did not adequately convey the skills acquired by students. “Skills are the currency of the workforce”, so therefore KSA’s should lead in</p>	<p>Spring 2020</p> <ul style="list-style-type: none"> • WED Dean • WED Manager • P/T Prof. Expert

		<p>marketing narratives. The first proto type has been developed. If this is a successful format, the remaining materials will be converted to this format in spring 2020. WED partnered with LMC's marketing department in fall 2019 to use social media to promote programs. Again, leading with employability skills and not titles of programs, social media will continue to be utilized for promoting the value of Career Education (CE) and all LMC programs.</p>	
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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	<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 2020	<ul style="list-style-type: none"> WED Counselors CAEP Transition Specialist WED Program Coordinator WED Dean & Manager 	
Degrees (AA, AS, ADT)	1254 419 ADT's	<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 2020	<ul style="list-style-type: none"> WED Counselors CAEP Transition Specialist WED Program Coordinator WED Dean & Manager WED Counselors	

Certificates of Achievement	739	<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 2020	<ul style="list-style-type: none"> WED Program Coordinator WED program coordinator 	
Unit Reduction	87 to 79 total units.	<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 2020		
CTE Jobs	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.	<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. 	Aug. 2021- June 2020	<ul style="list-style-type: none"> WED Manager WED Program Coordinator WED Dean 	

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
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African American	66.2%	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	WED Transition Specialist WED Counselors	
Low Income	n/a	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	WED Transition Specialist WED Counselors	
Foster Youth	n/a	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	WED Transition Specialist WED Counselors	

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.

n/a

3. Resource Needs (Feb 1 – Feb 28)

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

<u>Faculty/Staff Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name		Position Name/Classification	FTE
Position Type		Funding Duration	Funding Source
<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"/>	Est. Salary & Benefits
Justification:			
n/a			

<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:	
n/a	

<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:			
n/a			