Administrative Unit Program Review

Theme Report—Program Update

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LMC Program Review Year 3 Update 2019-2020
Administrative Units

Bookstore/Central Services

1. Program Update (Oct 1 – Oct 31)

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

Ellen Ellsworth, part-time Bookstore Service Clerk, retired on April 1st, 2019. The position will not be filled until the Brentwood Center Bookstore is open in June 2020.

The LMC Bookstore staff have spent considerable time and effort planning and preparing to close operations in our current location and move the Bookstore into the new Student Building in January 2020.

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: Develop an Inclusive Access program on campus	Modified	The LMC Bookstore Manager found an Inclusive Access partner and approached District Office IT with the suggestion of piloting an Inclusive Access program to save students money and give them access to course materials on the first day of class. Mojdeh consulted with Academic Senate and responded that they are not interested in pursuing Inclusive Access at this time. We are attempting to educate faculty on IA and suspect that if faculty ask for it, the response from D.O. may be different.	LMC Bookstore Manager LMC Bookstore Bookbuyer Faculty

Goal 2: Develop additional revenue streams	In Progress	As textbook revenue declines, we are looking at additional revenue streams and have added new products such as sandwiches, yogurt, cheese, pasta and other food items that we have not previously carried. This has been a successful strategy and we have seen a revenue increase in this category. We continue to consider other merchandise options.	LMC Bookstore Staff
Goal 3: Conduct an annual customer service survey	In Progress	The Bookstore Manager has researched survey methods and the Bookstore staff are in the final stages of determining which survey questions are needed to obtain the relevant information to improve Bookstore services and merchandise offerings. We anticipate sending the survey in late Spring 2020.	LMC Bookstore Manager LMC Bookstore Staff

LMC Program Review Year 3 Update 2019-2020
Administrative Units

Brentwood Center

1. Program Update (Oct 1 – Oct 31)

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

Significant efforts have been made to identify the most effective staffing structure for the Brentwood Center. In spring 2020, the work location of a Senior Academic/Student Services manager was changed from the Pittsburg location to the Brentwood location in order to provide ongoing administrative oversight and to support the transition to the new Brentwood Center. This interim role will be evaluated as we move forward in determining the needs of the center. Many of the full-time positions identified in the Comprehensive Program Review have since been filled (e.g. DSPS, Program Assistant and the Science Lab Coordinator). However, there are some vacancies that are currently under evaluation.

As the center prepares to transition to the new location, there are many requests that have been submitted through the Resource Allocation Process. Staffing continues to be a priority for the college as we work towards an intentional aligning of assignments with job descriptions. Professional development in terms of having a clear understanding of the concept of a one-stop and how to implement it in the new space is critical. The role of the student ambassador will also be key in the new space.

A matter of concern is the decrease in student enrollment at Brentwood as well as marketing and communication regarding the new center location and what it has to offer to the community. For this reason, the VP of Student Services has convened a group to begin the process of creating a work group that will be inclusive of relevant stakeholders and shared governance constituencies with the goal of developing an operational strategic enrollment management plan for the new center. Additionally, this group will be conducive to identifying current and future needs of the new center that may require targeted attention.

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.

The goals listed below have been modified in an effort to align with LMC's strategic goals. Many of the goals previously listed are now action steps in accomplishing the overarching CPR goals. The first goal is critical for Brentwood as we relocate to the new location and identify the data needed to best evaluate new and current practices for success, retention, and the sustainability of programs and practices.

The second goal for retention of students at the Brentwood Center will support an intentional expansion of services provided at Pittsburg. Due to limitations in our current space, providing support at

Brentwood was reduced to a few hours a week. The new center will offer the opportunity to be intentional in providing the type of support needed with the frequency and effectiveness required and desired by our Brentwood Center students.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Develop a SEM plan for Brentwood.	Modified	1. Strategic Scheduling 2. Marketing 3. Community Engagement 4. Developing a Master Calendar	Spring 2020-Fall 2020

Goal 2: Develop a Retention Strategy for Brentwood.	Modified	1. Ensure services are offered across the two campuses. Develop and implement a plan to support a one-stop concept at Brentwood. Strategies include the following:
		   a. Cross-Training
		   b. Early Alert/LMC Connect implementation at Brentwood.
		   c. Utilize Brentwood as a space in which to incubate practices that can then be enhanced to include the Pittsburg campus.
			Spring 2020-Fall 2020

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Building and Grounds/Custodial Service

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (Staffing changes, etc.) Hired custodial manager, filled vacant facilities positions, expanded campus recycling, achieved 100% green waste diversion, improved exterior and interior lighting, Added a second shift in Maintenance department to respond to evening emergency's promptly.

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	
Goal 1: Increase security for Grounds Department	In progress
Goal 2: Update Vehicles for Grounds staff	In progress
Goal 3: Bring Sustainability to the entire campus	**In progress**

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Administrative Units

Business Office

1. Program Update (Oct 1 – Oct 31)

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

Over the past year, there has been significant changes in the Business Services Office staff and leadership. The following positions have experienced a change in personnel:

Staffing Changed since last CPR:
Vice President, Business and Administrative Services
Business Service Supervisor
Accountant
Payroll
Human Resources

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: Business Services information distribution (webpage)	Completed / Ongoing	Completed design and content. Yearly update links and other information on business services webpage are ongoing.	December 2019 Update by September 2020 Jinpa Tharchin
Goal 2: Business process improvement and documentation	In progress	Training provided for all Personnel processing through DO Purchasing and Accounting Department on business process and documentation.	Business Office & DO Purchasing / Accounting
Goal 3: Refine resource allocation process to improve efficiency and effectiveness	Completed / Ongoing	FY 2019-20 Resource Allocation Process (RAP) was done in Dec 2019. Yearly Fall RAP process completed through Shared Governing Council- SGC.	Business Office
Goal 4: Improve budget reporting and analysis	In Progress	Nov 2019 training provided for college cabinet and management council for leadership and managers on tools to monitoring Budget and Expense analysis.	Bi-annually Jinpa Tharchin Melissa Inzunza

Goal 5: Streamline/align college human resource and payroll functions	In Progress	Continuous iterative improvements have been made in HR and Payroll. Can be seen in recruitment efforts and paying employees in a timely manner.	Ongoing HR and Payroll Dept.

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Information Technology and Services

1. Program Update (Oct 1 – Oct 31)

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

A new LMC IT Manager was hired in November of 2018 and in mid-2019 two staff members retired prompting the need to recruit for one Specialist and one Technician to fill the vacancies. In addition, the campus restructured and placed the direct IT support of 4 student labs consisting of 200 lab systems within the responsibility of the department. The Pittsburg campus is opening two new buildings and a new Brentwood campus is past 50% completion of construction. The entire college is near completion of an upgrade to Windows10 and Server2012\2016 and Sierra and High Sierra on Apple systems.

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.

Campus Communication/Update: The Technology Advisory Group (TAG) was restarted in fall 2019 to improve campus communication and planning. Improvements to the main LMC IT site web pages are ongoing.

Internal Procedural Improvements: This work is still ongoing and experienced a setback with vacancy of the LMC IT Manager.

Staffing Needs at Pittsburg and Brentwood Campuses: LMC IT continues to leverage organizing daily support through District's Sysaid reporting system and the LMC IT Service Desk. There are two active recruitments to fill existing vacancies. Staffing will continue to be evaluated with the need to support two additional buildings and remotely supporting the new Brentwood Center. Technological advances continue to increase demand for ongoing professional development.

Smart Classrooms (improvement & expansions): Classrooms indicated in the 2017 CPR for improvements were completed by end of 2018. New smart classrooms have been created out of Bond projects in new construction projects. Upgrades to the remaining classrooms in Pittsburg are subject to the identification of further funding.

Staff Training Program: Has not been completed. Future training has been scheduled to coincide with plans to migrate to VMware infrastructure at the new Brentwood campus. Currently there is no dedicated budget in IT for training. Not having a regular real budget for training staff has presented a challenge in maintaining technology standards and delivering an efficient instructional environment.

Infrastructure Improvements: Since 2017, some PC labs underwent upgrades. However overall, LMC is in need of improvement. Years of deferred maintenance and low flexibility have relied on staying on aging infrastructure. Currently we lack a comprehensive plan to refresh desktop PC system infrastructure. Student labs, faculty, and administrative systems have no allocated funding plan for this. AV classroom technology also is in need of graduated planning for refresh and improvements. There are ongoing efforts to identify appropriate cloud-based solutions to efficiently support system lifecycles to save costs, deployment resources, and software management. The Core Infrastructure Assessment was approved by cabinet and reviewed by TAG. The report identifies the state of LMC's core IT systems which are 10-14 years old and outlines a project plan for a new infrastructure to move the campus toward a virtual server and storage environment. A similar infrastructure will be completed for the new Brentwood Center as part of initial construction of the center.

Inventory and Purchase Strategy Improvements for Software: This goal from 2017 has been modified to remove inventory, as this applies to procedural improvements and deployment methods from Goal 3's infrastructure improvements. Regarding purchase strategy improvements, we will need to identify outcomes for departments.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Internal Procedure Improvements	In Progress	Using Project communication tool : Asana Weekly IT Scrum style meetings. Bi-weekly one on one staff meeting. Reorganized internal documentation structure and emphasized documenting. Endpoint management reporting suite purchased: LanSweeper. Knowledge base repository.	Ongoing and end of 2020 / IT
Goal 2: Staff Training Program	In Progress	Never launched. No training development for staff in +4 years. Significant impact to College by lack of ongoing training in the areas the college needs. Needs to be included in annual budget. New: setup VMware training in partnership with District for 2/2020	TBD / Administration and IT.
Goal 3: Infrastructure Improvements	In Progress	Not yet launched. Core infrastructure project identified 2/2019, funding identified yet remains to be finalized and scheduled. Ongoing funding for scheduled and regular refreshing of college workstations not identified.	End of 2020. PC system refreshes are TBD on funding / Administration and IT
Goal 4: Inventory/Purchase Strategy for Software	Modified	Change title to "Purchase Strategy for Software". "Inventory" to be accommodated and done through Goal 3, Infrastructure improvements.	End of 2020 / IT

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Marketing

1. Program Update (Oct 1 – Oct 31)

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

Marketing doesn't have data/performance measurement in an isolated way. We have sought to support other areas of work to improve college-wide performance overall. Because we are intimately connected/entangled in some way to the visual presence/communications of all departments, we are as in "a rising tide raises all boats". We seek continuous improvement in equity/inclusion in all of our work and have made great strides in this area.

The website is always being updated as a responsive, accessible tool for student success. We hope to roll out a new search engine, searchable catalog and schedule in 2021.

The large format pole banner project that was installed in 2017 is being replaced with a new fresh look in spring of 2020.

Professional Development
- Flex workshops on Guided Pathways and social media trends in the classroom – attended by Eloine Chapman: These workshops provided education and awareness for catalog program mapping and the transfer experience.
- Flex workshops and ongoing one-on-one variable flex sessions on how to create accessible content for the web, use the software, best practices and upcoming trends in design – Presented by Eloine Chapman: Eloine continues ongoing training in the content management system and website. Eloine continues to offer consultation on how the different web-based tools can help the various units from creating a nursing application forms, ordering materials for a workshops, advertising information sessions on social media or newsletters, to advertising the next TEDx, etc.
- Flex workshop on Cooperative Work Experience Education – attended by John Schall: This workshop provided further insight into the management and supervision for departmental student workers and interns who closely with the Marketing team.
- OmniUpdate – attended by Eloine Chapman: Last year for our content management system, Eloine attended an intense conference focused on the new system and how to administrate it as an education-based website.
- NCMPR (National Council for Marketing and Public Relations) – attended by John Schall: John attended the national conferences with this group. This is a national group specifically focusing on community colleges and is by far and away the most worthwhile organization of its kind to affiliate with and utilize as a resource. Conferences include presentations and sharing about a wide variety of marketing and public relations challenges, however new trends & new best practices are often easily adaptable to the LMC environment. Quality vendors have been found

at these conferences also, along with an opportunity to reconnect and problem-solve with existing vendors on various projects. Concepts covered have included writing for marketing, marketing for Diversity and Inclusion and the use of online marketing. Follow up included a magazine campaign in English and Spanish for every household in East Contra Costa County with 11-19 year-olds.

<u>**Collaboration**</u>

The majority of the Marketing Department's work is collaborative. We market the College globally, and also support the efforts of every area of work and learning institution-wide. We enable and support graphic and digital communications via print materials, digital e-newsletters, the college website, emergency communications. This is integrally connected to ALL of the institution's student success.

Particular examples:

- Every LMC webpage is a collaboration. They include every LMC department/program/initiative/facility, with training for content managers/editors, continuous support, content and graphic creation, architectural/navigation development and policy, and exceptions – institution-wide.
- College Catalog and Schedules: intensive connection with Office of Instruction and Student Services, production of an annual catalog and 3 class schedules a year. The information of all publications is critical for students to select classes and make decisions about their academic path and beyond. We all insure that the information is accurate and clearly presented and easily to understand.
- CTE Career booklet: Marketing worked with the CTE departments as well as Workforce Development to create a booklet that lists CTE departments and includes a program description and job outlooks. The booklet contains useful information on career expectations, academic completion requirements and valuable department facts. These booklets are crucial for students to explore career path option. The departments use them as an important part of recruitment efforts in high schools as well as in the community.
- DSPS Videos: marketing worked with DESPS to create a series of three videos describing and explaining learning disabilities. After watching the videos, students will have a greater understanding of what learning disabilities are and how to assess and evaluate student success programs.
- KAC and Student Union graphics: Marketing worked with athletics, student life, LMC administration, construction management companies, the architect and faculty and staff to create large format graphics for the the student union and KAC buildings. The graphics instill a sense of campus pride, branding and excitement for the students, staff and faculty.

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/	Impact/	Timeline/

	Abandoned/ In Progress/ Modified	Explain/ Action Steps	Responsible Parties
Goal 1: Eliminate implicit bias in marketing communications	In Progress	The marketing staff has attended PD workshops on eliminating unconscious bias and the staff has used what they have learned to evaluate and produce materials in print and digital media that communicate to a diverse population. This process is listed as on going because the marketing department believes this should always be in forefront of our minds and we should continually self-analyze our marketing message in our materials.	On going
Goal 2: Evaluate existing web content and adjust as needed for accuracy, usability, & accessibility	In Progress	As in the action steps for goal 1, goal 2 also requires ongoing self-evaluation in terms of accuracy, usability and accessibility with digital marketing. This form of communication is an ever evolving platform and requires knowledge refreshers as new technologies, fads and legal requirements change.	On going
Goal 3: Explore, evaluate and update social media platforms.	**In progress**	This is a new goal that is just being explored as new channels for social media platforms have emerged. We are partnering with different departments to disseminate messaging and exploring media distribution options	On going
Goal 4: New Search engine, integrated online catalog and schedule	**In progress**	This is a new goal. The search engine is expected to be in place first and the catalog development is expected to come after.	Late 2020 – early 2021
Goal 5: Pilot a CTE video series for each department highlighting the student's interests and skills	**In progress**	This is a new goal that is just starting with a pilot video highlighting the PTEC program.	Late 2020 – early 2021

LMC Program Review Year 3 Update 2019-2020
Administrative Units

Office of Instruction

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
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		**Fully Online Courses**	**Hybrid Courses**	**Total Online Courses**	LMC Distance Education Committee in partnership with the Office of Instruction and District Distance Education Committee
		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**	
Goal 4: Explore and implement Guided Pathways to the extent recommended by the Guided Pathways Advisory Committee	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 structure at the college, and the ongoing development of a program mapping tool. 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. 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. 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.			Feb. 2020 – Establish focus areas for SEM plan and define the activities in 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. 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.
Goal 5: Continue to increase collaboration among and between Student Services & Instruction		Collaboration with Student Services is robust across many programs and contexts. **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.

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.

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.

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.

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 the students may encounter. Also, the Office of Instruction notify students when changes occur in their classes, e.g., cancellations.	

New Goals

Goal	Status	Impact/Action Steps	Timeline/responsible parties
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.	New	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 are meet the current CID standards and can be completed efficiently by our students.	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.
New Goal #2: Increase office efficiency, communication, and cross-departmental collaboration in order to support instructional units more effectively.	New	Activities will include the establishment of a regular meeting and communication schedule both within the OOI and	Timeline: Spring 2020 Responsible Parties: All OOI Members

		with other pertinent units and individuals on campus, a comprehensive review of our office processes surrounding items such as absence reporting and the collection of required faculty documents, and a selection of criteria by which we as an office measure our success as a support unit.	
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.	New	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.	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.

LMC Program Review Year 3 Update 2019-2020
Administrative Units

Office of Student Services

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 students with Wellness Counseling and Mobile Health services respectively.	3b: Spring 2020-Spring 2021/ 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

LMC Program Review Year 3 Update 2019-2020
Administrative Units

Planning and Institutional Effectiveness

1. Program Update (Oct 1 – Oct 31)

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

- 1.0 FTE Senior Administrative Assistant (permanent position) starting July 2019.
- 0.5 FTE release time faculty research coordinator starting fall 2018 and ends June 2020.

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	
Goal 1: Lead institutional accreditation processes	In progress
Goal 2: Lead and coordinate college-wide planning process including program review and assessment	In progress
Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement	In progress
Goal 4: lead and facilitate the enterprise technology tool process and implementation	In progress

LMC Program Review Year 3 Update 2019-2020
Administrative Units

President's Office

1. Program Update (Oct 1 – Oct 31)

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

President's Office staffing remains the same, but the President now has additional direct reports:
- *At the time of 2017-18 Comprehensive Program Review = 6*
  - *1 SEA*
  - *2 VPs*
  - *1 Senior Dean of PIE*
  - *1 Dean of Equity & Inclusion*
  - *1 Director of Marketing & Media Design*
- *Current = 9*
  - *1 SEA*
  - *3 VPs (with Senior Dean of Student Services changed to VP)*
  - *1 Senior Dean of PIE*
  - *1 Dean of Equity & Inclusion*
  - *2 classified professionals in Marketing & Media Design (with Director vacancy)*
  - *1 Foundation Development Officer (w/restructuring of District Foundation Svcs.)*

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: Communication, Campus Climate & Community Engagement *The President's Office will respond to the need for better communication within the College, enhanced efforts to link the community with the College, and to ensure a safe and pleasing environment for students and employees.*	In Progress	Communication • Continued coordination of College-wide "College Assembly," including simulcast with Brentwood Center to facilitate engagement from staff and classified professionals working there • Work with Marketing & Media Design team to evaluate marketing efforts develop marketing strategies/activities • With Director of Marketing & Media Design vacancy, SEA has taken on Public Information responsibilities (e.g. press releases, editing publications, etc.)	Ongoing

		- Supported/worked with Web Administrator to establish Web Advisory Group of key internal web users/stakeholders Community Engagement - Members of community invited to attend State-of-the-District Community Meetings at Pittsburg Campus & Brentwood Center - Community members invited to participate in Mission Statement survey and EMP Forum Safe & Welcoming/Inclusive Environment - Opening of new Kinesiology & Athletics Complex - New Student Union near completion and progress on new Brentwood Center - Safety presentations and emergency preparedness trainings (e.g. by Chief Carney at Fall 2019 Opening Day, President's Council, etc.) "Mamava" lactation pod at Pittsburg Campus "Reflection Room" created in new Student Union	
Goal 2: Governance, Planning & Institutional Effectiveness *As key components of leadership for the College, the President's Office will ensure that effective mechanisms are in place related to participatory governance, effective planning, and an environment of continuous improvement.*	In Progress	Shared Governance - Via SGC, providing leadership for review and revision of Mission Statement - Review of SGC sub-committees' charges, websites, memberships, etc. - Regular meetings with leadership of 3 Senates - Progress developing: 1) Master Calendar of governance/committee/standing college meetings; and 2) governance handbook Planning - Working with ALO/PIE Office to provide leadership for Educational Master Plan process Continuous Improvement - With ALO/PIE Office, providing leadership for Accreditation/ISER; lead for Standard IV	Ongoing
Goal 3: Student Success & Engagement *The President's Office will: direct efforts and resources toward activities that increase student success rates and improve student outcomes; reinforce the importance of completion to students, employees, and the community; and promote the enhancement of student engagement.*	In Progress	↑ Student Success & Outcomes - Creation of SEM Committee - Support of GP work, including Opening Day presentations - Pursue participation in "Caring Campus" initiative Promote Student Engagement - Support for/attendance at student-focused activities (e.g. Student Life, BHM, athletics, etc.) - Student rep(s) on VPI interview committee - Student participation in Mission Statement survey	Ongoing
Goal 4: Resource Development & Allocation *The President's Office will provide appropriate leadership and stewardship in formulating a comprehensive and stable resource development and allocation strategy for the College.*	In Progress	- Via SGC, implementation of revised Resource Allocation Process (with BRD) - Since 2017-18 Comprehensive Program Review: - Box 2A: hired 19 new FT faculty - RAP: approved allocation of approx. $125K (with focus on health/safety and accreditation/licensure); 2019-20 pending - Since Fall 2012, have added 20 FT faculty positions	Ongoing
Goal 5: Unit Assessment: Service and Support, Sustainable	In Progress	Utilize results from Employee Engagement Survey, CCSSE Survey, and SOAR Survey	Ongoing

Operations & Continuous Improvement *With a focus on continuous improvement and meeting institutional needs, the President's Office will conduct an informal "self-evaluation" to determine opportunities for enhancing/streamlining operations.*			

LMC Program Review Year 3 Update 2019-2020
Administrative Units

Workforce Development

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	
Goal 1: Grow existing LMC programs or assist with developing new programs that support workforce needs.	Completed/In progress.
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.	In progress

Goal 3: Promote high wage, high demand jobs through the rebranding of Career Education and jobs for all majors.	**In progress.**

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Equity and Inclusion/Professional Development

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	Kwist Gage Rosas Phase 1 completed 3-year plan in progress

		48 female self-identified students 12 male self-identified students 25 students enrolled at LMC in Fall 2019 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 culture of equitable and	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
		
		Corner Stone Implementation:
			Kwist
			PDAC
			LPG
			NEXUS
			TLC
			Management Council
			Constituency Leadership

innovative student, employee and college success.		- 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 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%