

Administrative Unit Program Review
Theme Report—
Vision for Success/Goal Setting/Program-Set
Standard

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LMC Program Review Year 3 Update 2019-2020

Administrative Units

Bookstore/Central Services

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

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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	Explore additional textbook affordability strategies	Attend April 2020 Textbook Affordability Conference	Attend conference - April 2020 Implement strategies 2020-2022	LMC Bookstore Manager & Staff	
Degrees (AA, AS, ADT)					
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					
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Brentwood Center

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

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Please refer to section 2b.				
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase overall student course success by 2%.	<ul style="list-style-type: none"> - Develop and implement a retention strategy for Brentwood. - Assess current support services offered at Brentwood (e.g. satisfaction, utilization, and gaps). - Increase student awareness of resources available at the Brentwood Center. 	Spring 2020-Fall 2020		
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Building and Grounds/Custodial Service

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

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success/indirectly impact	Provide a clean, comfortable and safe environment for staff, students, and the community.	Use preventative and scheduled maintenance guidelines	Ongoing	Russell Holt, Frank Ichigaya	
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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African American					
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Business Office

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

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	To provide seamless business process and HR process in hiring and retaining quality personnel in achieving overall student success.	Use best practices to improve effectiveness.	Ongoing	LMC VP of Business and Admin Services, Business Services Supervisor & Staff	
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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African American					
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Information Technology and Services

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

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	I. Refresh aged computer student labs / AV classrooms.	I. Organize, spend, and deploy upgraded PC to student labs and AV classrooms.	I. TBD on funding. Multi-year.	I. IT / College District Operations	
	II. Fast and improved core infrastructure.	II. Fund IT Core Infrastructure project to launch and begin upgrades for core platform services and virtual server hosting.	II. Goal 2020.	II. IT / College District Operations	
	III. Digital signage.	III. Continue to deploy and improve Digital Signage infrastructure to expand communication to student body	III. Ongoing through 2020.	III. IT / Marketing / Student Services / Instruction	

		strategic multimedia broadcasts.			
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Marketing

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

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.4%				
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	65%				
Low Income					
Foster Youth					

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.

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Office of Instruction

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

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

		Vision for Success goals			
Unit Reduction	79	Implementation of AB 705	Ongoing	Work with English, Math and ESL in collaboration with Outreach and Assessment	
CTE Jobs	76%	Work with instructional departments to support their efforts in meeting their Vision for Success goals	Ongoing	Instructional Deans with support from Office of Instruction and VPI	

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	66.20%	Assist instructional units with interpreting programmatic data that show equity gaps and assist with identifying college-wide strategies that support student success. Ensure this information is communicated through the Guided Pathways and SEM structures so it is reflected in policy, practice and	February-September, 2020	Instructional Deans	

		<p>fiscal allocations.</p> <p>Continue to work with Student Services to provide direct outreach, counseling and transition support directed at Special Populations (as defined by 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.</p>		<p>Workforce Development/CAEP Transition Specialist</p>	
Low Income		Same as above			
Foster Youth		Same as above			

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Office of Student Services

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

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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>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>Spring 2020-Spring 2022</p> <p>Spring 2020-Spring 2022</p>	<p>SSLT</p> <p>SSRP</p> <p>SSLT</p>	

	C: Increase successful retention of students in online courses by 3%.	Create a strategic plan to phase-in comprehensive student support services available to students in the online environment.	Spring 2020- Spring 2022		
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					

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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	Redesign a college-wide retention plan aligned with SEM priorities and the	Spring 2020-	SSRP	

	gap by increasing the F2F course success rate of low income students from 75% to 79% by 2022.	Guided Pathways framework with targeted interventions conducive to positive outcomes for low income students.	Spring 2022		
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Planning and Institutional Effectiveness

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	English 100--67% Math 34—68%	To support the completion of gateway English and math in the first year for first time new students who are transferring/degree seeking.	2022-2023	English/Math/Student Services/PIE	
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	English 100—57% Math 34—64%	To support the completion of gateway English and math in the first year for first time new students who are transferring/degree seeking.	2022-2023	English/Math/Student Services/PIE	
Low Income					
Foster Youth					

LMC Program Review Year 3 Update 2019-2020

Administrative Units

President’s Office

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	<ul style="list-style-type: none"> College Goal (ACCJC Institution-Set Standard): Increase overall course success rate by 2% 	<ul style="list-style-type: none"> Continue to promote tools and resources that support course success (directly and indirectly) Provide support and resources (financial, human, facilities, technology) – e.g., SEM/GP, professional learning, support services, etc. Support efforts related to QFE Projects 1 & 2: Completion of transfer-level English/math courses and effective outreach and scheduling for Gateway English/ Transfer-level math courses 	Ongoing		
Degrees (AA, AS, ADT)	<ul style="list-style-type: none"> College Goal (Vision for Success): Increase # of students earning a degree (AA, AS, or ADT) by 20% 	<ul style="list-style-type: none"> Based on relevant data and SEM principles/priorities, support creation of new degrees being offered to students Via SGC, approve new degrees (ADT, AA, and AS) 	Ongoing		
Certificates of Achievement	<ul style="list-style-type: none"> College Goal (Vision for Success): Increase # of students earning a certificate by 20% 	<ul style="list-style-type: none"> Based on relevant data and SEM principles/priorities, support creation of new certificates being offered to students Via SGC, approve new certificates 	Ongoing		

Unit Reduction	<ul style="list-style-type: none"> College Goal (Vision for Success): Decrease average # of units accumulated by 10% [from 88 to 79] 				
CTE Jobs	<ul style="list-style-type: none"> College Goal (Vision for Success): Increase # of students working in their field of study 				

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	<ul style="list-style-type: none"> College Goal (based on Institution-Set Standard): Increase course success rate among African American students by approx. 12% 	<ul style="list-style-type: none"> Promote/support activities serving and improving success outcomes for African American students (e.g. Umoja Scholars, BOEP, Equity in Action/All in Equity workshops, equity-focused/inclusive practices and pedagogy, Equity & Inclusion Office, etc.) Support efforts related to QFE Projects 1 & 2 (see Goals 1b): Completion of transfer-level English/math courses and effective outreach and scheduling for Gateway English/ Transfer-level math courses 	Ongoing		
Low Income	<ul style="list-style-type: none"> College Goal (based on Institution-Set Standard): Increase course success rate among Low Income students by approx. 4% 	<ul style="list-style-type: none"> Promote/support activities serving and improving success outcomes for low income students (e.g. EOPS, Food Pantry, Financial Aid, Dreamers: Cash for College, public transportation, community partnerships for external resources/services, Equity & Inclusion Office, etc.) 	Ongoing		
Foster Youth	<ul style="list-style-type: none"> College Goal (based on Institution-Set Standard): Increase course success rate among Foster Youth students by approx. 11% 	<ul style="list-style-type: none"> Promote/support activities serving and improving success outcomes for Foster Youth (e.g. BRAVO Scholars, community partnerships for 	Ongoing		

		external resources/services, Equity & Inclusion Office, etc.)			
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LMC Program Review Year 3 Update 2019-2020

Administrative Units

Workforce Development

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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 	Aug. 2021- June 2020	<ul style="list-style-type: none"> WED Counselors CAEP Transition Specialist WED Program Coordinator WED Dean & Manager 	

		obstacles that existing in existing programs that need amelioration in ensure students are successful		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 	

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Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
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	

LMC Program Review Year 3 Update 2019-2020

Administrative Units

Equity and Inclusion/Professional Development

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

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Improve Course Success for all including disproportionately impacted students.	Utilizing equity Centered Practices and Guided Pathways Frameworks we will support Course Success through enhancing effective program of Core Supports for Course Success such as: <u>Tutoring</u> both in-person and virtual tutoring, equity office hours, and student support services delivered in-person and virtually support	Spring 2022	Kwist CAS NEXUS PIP PDAC LPG DE SEM	

		<p><u>Bolster the Brain Food with Ease Program to increase engagement by 5%</u> Expand program to the learning center in Brentwood Center for Academic Support.</p> <p><u>Net Tutor</u> Expand the usage of NET TUTOR, a 24-hour online platform for tutoring in core courses of Math and English through a) awareness building, b) professional development, c) expanding the services offered to meet demand</p> <p><u>Inclusive Pedagogy and Inclusive Service Model for all faculty, managers, and classified professionals</u> Expanding professional development for adjunct faculty through FAM with a goal of 40% of Adjunct being trained Pedagogy Innovation Project Caring Campus Project</p> <p>Professional Development on Trauma Informed Care, Universal Design for Learning, and Six Success Factors.</p> <p>Grow @4CD learning communities to support Course Success</p>	<p>Spring 2021</p> <p>Spring 2020-2022</p>		
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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	<i>SEA GOAL Increase African American Student Retention: Fall to Spring</i>	<u>SEA PROJECTS</u> <ul style="list-style-type: none"> • Tutoring • Counseling • LMC-connect and retention case management • zero cost textbooks • professional development for instructional faculty • growing learning communities. • AA Male Engagement Programming regarding Mental Health, Positive Masculinities, and Scholar Identity development. • Addressing food insecurity and other basic needs. • Inquiry Spaces with Black/ African American Students 	2022	KWIST UMOJA RETENTION ZTC Committee TLC PDAC	Increase Black/African American Male by 12.04% Female by 9.6%. * Note gender binary based on State Measurement Criteria and Data constraints.
Low Income	ADDITIONAL INFORMATION CAN BE FOUND IN SEA 2019-2022 PLAN				
Foster Youth	To collaboratively implement	<u>SEA PROJECTS</u> <ul style="list-style-type: none"> • Partner with local 4-year colleges with Guardian Scholars Program to 	2022	Kwist Gage Rosas	<u>Equity Intersections:</u>

	<p>year 2 and 3 of the plan for Foster Youth to enhance retention.</p>	<p>create pipeline from LMC to East Bay, Sf State, UC Berkeley, and UC Davis</p> <ul style="list-style-type: none"> • Address institutional barriers • Positively impact retention through case management and culturally responsive student support model • Implement culturally relevant events that promote independent living skills, personal growth, empowerment, resilience, leadership, and authentic friendships • Enhance Marketing Materials and grow participation of FY in BRAVO Scholars Program • Address financial hardship/crisis points through development of referral and support resources • Collaboratively Develop criteria for Emergency Grant 		<p>3-year plan in progress</p>	<ul style="list-style-type: none"> • 30 % of Foster Youth Nationally identify as LGBTQ+, • Nationally, within 18 months of emancipation 40-50% of foster youth become housing insecure • Justice system involvement disproportionately increases for foster youth <p>The Office of Equity will continue to engage this goal as a central part of our work.</p>
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