BRT Administrative (Brentwd)

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Brentwood Center Administration

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					

CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	Please refer to section 2b.				
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	Increase overall student course success by 2%	- 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	Spring 2021-Fall 2022	Student Services Division faculty, staff, and management, SEM Integrated Student Support and Retention (ISSR) Work Group, Student Facing Communication Committee, Outreach Department.	-Support SSRP in their efforts to implement a college-wide retention strategic plan. -Continue to assess student preferences at Brentwood for programs, services and instruction. Student Survey was created in collaboration between Student Services and LMCAS that

| | | Center. | | | was distributed to students in spring of 2021. Additional Surveys have been distributed by the Distance Education committee and the District Research Office to gather vital information regarding student needs and preferences for programs services and instruction. Data is used to make responsive decisions on quality assurance and service strategy improvements.

-Support the efforts of the Student Facing Communication Committee to plan, implement, monitor, assess, and evaluate student-facing communication strategies and marketing collateral for conversion rates to | |

					recruitment, enrollment, retention, and completion outcomes.
Low Income	Increase overall student course success by 2%	- 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 2021-Fall 2022	Student Services Division faculty, staff, and management, SEM Integrated Student Support and Retention (ISSR) Work Group, Student Facing Communication Committee, Outreach Department.	-Support SSRP in their efforts to implement a college-wide retention strategic plan. -Continue to assess student preferences at Brentwood for programs, services and instruction. Student Survey was created in collaboration between Student Services and LMCAS that was distributed to students in spring of 2021. Additional Surveys have been distributed by the Distance Education committee and the District Research Office to gather vital information regarding student needs and preferences for programs services and instruction. Data is used to make responsive

					decisions on quality assurance and service strategy improvements.

-Support the efforts of the Student Facing Communication Committee to plan, implement, monitor, assess, and evaluate student-facing communication strategies and marketing collateral for conversion rates to recruitment, enrollment, retention, and completion outcomes. |
| **Foster Youth** | Increase overall student course success by 2% | - 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 2021-Fall 2022 | SSRP | -Support SSRP in their efforts to implement a college-wide retention strategic plan.

-Continue to assess student preferences at Brentwood for programs, services and instruction. St udent Survey was created in collaboration between Student Services and LMCAS that was |

					distributed to students in spring of 2021. Additional Surveys have been distributed by the Distance Education committee and the District Research Office to gather vital information regarding student needs and preferences for programs services and instruction. Data is used to make responsive decisions on quality assurance and service strategy improvements. -Support the efforts of the Student Facing Communication Committee to plan, implement, monitor, assess, and evaluate student-facing communication strategies and marketing collateral for conversion rates to recruitment,	

					enrollment, retention, and completion outcomes.

LMC Bookstore

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Bookstore

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal (s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					

Unit Reduction				
CTE Jobs				

The LMC Bookstore provides support for the entire college including all students. As such, much of the work indirectly supports the goals in this section.

Therefore, it is proposed that that during the next program review the form is revised to exclude section 2a. and 2b. for Admin units and either replaced or expanded to include a method for allowing operational units to describe their work that supports the overall college goals.

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

African American					
Low Income					
Foster Youth					

The LMC Bookstore provides support for the entire college including all students. As such, much of the work indirectly supports the goals in this section.

Therefore, it is proposed that that during the next program review the form is revised to exclude section 2a. and 2b. for Admin units and either replaced or expanded to include a method for allowing operational units to describe their work that supports the overall college goals.

LMC Buildings & Grounds

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Buildings & Grounds/Custodial Services

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal (s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

Course Success				
Degrees (AA, AS, ADT)				
Certificates of Achievement				
Unit Reduction				
CTE Jobs				

hello

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	75.5	In process and ongoing	Continuous	Maintenance, Grounds, and Custodial Departments	Continue to provide a clean, safe and operational facility along with supporting college staff so that college and educational goals can be achieved
Degrees (AA, AS, ADT)	1640				NA
Certificates of Achievement	841				NA

Unit Reduction	439				NA
CTE Jobs	97				NA

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

The Maintenance, Grounds, and Custodial department support the facility and everyone that uses the facility. The diversity section does not apply to the Building & Grounds / Custodial Department.

LMC Business Services Office

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Business Services Office

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal (s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit					

Reduction				
CTE Jobs				

Same response as VP BAS would give as a standard one.

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

LMC Business Services Office support and serve all students from any ethnicity, gender and social- economic backgrounds. This section doesn't apply to Business Services office.

LMC Central Services

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Central Services

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					

Unit Reduction					
CTE Jobs					

The LMC Central Services department provides support for the entire college including all students. As such, much of the work indirectly supports the goals in this section.

Therefore, it is proposed that that during the next program review the form is revised to exclude section 2a. and 2b. for Admin units and either replaced or expanded to include a method for allowing operational units to describe their work that supports the overall college goals.

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

African American					
Low Income					
Foster Youth					

The LMC Central Services department provides support for the entire college including all students. As such, much of the work indirectly supports the goals in this section.

Therefore, it is proposed that that during the next program review the form is revised to exclude section 2a. and 2b. for Admin units and either replaced or expanded to include a method for allowing operational units to describe their work that supports the overall college goals.

LMC Computer Services

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Information Technology & Services/IT

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal (s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	I. Refresh aged computer student labs / AV classrooms. II. Fast and improved core infrastructure. III. Digital signage.	I. Status = Ongoing II. Status = Completed III. Status = Completed		I. IT / College District Operations II. IT / College District Operations III.IT / Marketing / Student Services / Instruction	I. Continued review of need and funding sources for student labs and AV for classrooms. Ongoing.
Degrees (AA, AS, ADT)					
Certificates of Achievement					

Unit Reduction					
CTE Jobs					

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

LMC IT provides and coordinates operational support for the entire college including all facilities, students, and employees. As such, much of the work indirectly supports the goals in this section.

Therefore, it is proposed that that during the next program review the form is revised to exclude section 2a. and 2b. for Admin units and either replaced or expanded to include a method for allowing operational units to describe their work that supports the overall college goals.

LMC Custodial Services

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Custodial Services

This section has no content

LMC Equity & Inclusn/Prof Dev

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Office of Equity & Inclusion

This section has no content

LMC Foundation

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Foundation Office

This section has no content

LMC Maintenance/Planning

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Maintenance

This section has no content

LMC Office of Business & Administrative Services

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Office of Business & Administrative Services

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal (s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					

CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	75.5% Goal 3: Develop and implement budget, technology, and facilities planning processes.	Completed/On going	June 2022	VP of Business & Admin Svc	Still need to complete the Technology Master Plan. In addition, will need to start the Facilities Master Plan process. The development of quarterly budget reporting has been completed and will continue to be refined.
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	75.5% Goal 3: Develop and implement budget, technology, and facilities planning processes.	Completed/On going	June 2022	VP of Business & Admin Svc	Still need to complete the Technology Master Plan. In addition, will need to start the Facilities Master Plan process. The development of quarterly budget reporting has been completed and will continue to be refined.
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

African American	NA				
Low Income	NA				
Foster Youth	NA				

The Office of Business and Administrative Services provides and coordinates operational support for the entire college including all facilities, students, and employees. As such, much of the work indirectly supports the goals in this section.

Therefore, it is proposed that that during the next program review the form is revised to exclude section 2a. and 2b. for Admin units and either replaced or expanded to include a method for allowing operational units to describe their work that supports the overall college goals.

LMC Office of Instruction-VP

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Office of Instruction/V.P.

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	75.4	Completed but working toward stretch goal of 75.5%	2022/2023	VPI & Instructional deans	Continue to implement AB 705 and GP success strategies.
Degrees (AA, AS, ADT)	1254 w/ 419 as ADT's	Completed, but working toward Stretch goals: 1490 awards/1640 Stretch 521 AAT/AST/439 Stretch	June 2024	VPI and Instructional deans	Implement GP success teams and cohort models.
Certificates of Achievement	739	Completed but working toward stretch goal 773 completed/84	June 2023	VPI and Instructional Deans	Implement GP success teams and cohort models.

		1 stretch			
Unit Reduction	79	Completed but working toward stretch. 94 units accum./79 Stretch Goal	June 2023	VPI and instructional dean	Concise two-year predictable schedule, success team models and continued implementation of AB705.
CTE Jobs	76%				

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

*NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					

Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	66.20	Modified 63.1 which is the college goal.	June 2024	VPI and Instructional Deans	Implement guided pathway cohorts with wrap around services.
Low Income	66.20	Modified to 73.5% which is college stretch goal.	June 2023	VPI and Instructional Deans	Implement guided pathway cohorts with wrap around services.
Foster Youth	66.20	Modify to 64.7% to align to stretch goal	Ongoing	VPI and Instructional Deans	Implement guided pathways cohorts and wrap around services.

LMC Planning/Inst Effectivene

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Planning & Institutional Effectiveness Office

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status

update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

*NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	English 100--67%	In progress	2022-2023	English/Math/ Student	To support the completion of

	Math 34—68%			Services/PIE	gateway English and math in the first year for first-time new students who are transferring/degree-seeking.
Degrees (AA, AS, ADT)	1640	1367. Ongoing/In progress			Continue monitoring the progress as a college and support departments/programs to document their success strategies.
Certificates of Achievement	841	701. Ongoing/In progress			Continue monitoring the progress as a college and support departments/programs to document their success strategies.
Unit Reduction	79	97. Ongoing/In progress			Continue monitoring the progress as a college and support departments/programs to document their success strategies.
CTE Jobs	NA	NA			
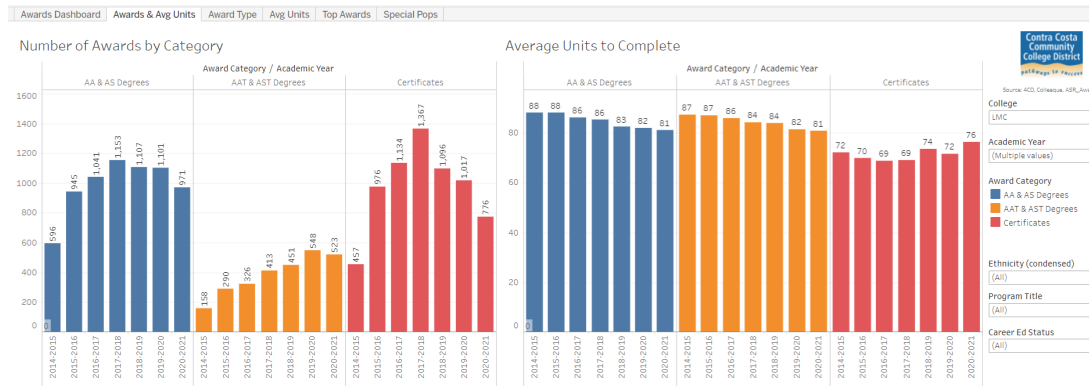
Los Medanos College

LMC Institution Set Standard
Vision for Success

	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Set Standard Baseline 2016-17	Stretch Goal
1. Course Success	73.5%	73.1%	73.4%	71.3%	72.8%	73.5%	75.5%
2. Degree: AA/AS/AAT/AST	1367	1566	1558	1649	1490	1367	1640
3. Certificate of Achievement	701	904	879	864	773	701	841
4. Transfer: AAT/AST	325	413	451	548	521	325	439
5. Number of Units Accumulated by AA/AS Earners	97	97	93	92	94	97	79

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

***NOTE - Please copy and paste the table below in your**

response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	English 100—57% Math 34—64% 65%	In Progress 63%	2022-2023	English/Math/ Student Services/PIE	To support the completion of gateway English and math in the first year for first-time new students who are transferring/degree-seeking.
Low Income	73%	71%			Continue monitoring the progress as a college and support departments/programs to document their success strategies.

Foster Youth	64%	62%			Continue monitoring the progress as a college and support departments/p rograms to document their success strategies.

LMC President's Office

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - President's Office

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal (s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					

Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	College Goal (ACCJC Institution-Set Standard): Increase overall course success rate by 2%	In Progress	Ongoing	President's Cabinet, SEM Com., Deans, Academic Senate, program faculty, instructional support and student services teams	• 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
Degrees (AA, AS, ADT)	College Goal (Vision for Success): Increase # of students earning a degree (AA, AS, or ADT) by 20%	In Progress	Ongoing	President's Cabinet, SEM Com., Curriculum Com., SGC, Academic Senate	• 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)
Certificates of Achievement	College Goal (Vision for Success): Increase # of students earning a certificate by 20%	In Progress	Ongoing	President's Cabinet, SEM Com., Curriculum Com., SGC, Academic Senate	• Based on relevant data and SEM principles/priorities, support creation of new certificates being offered to students • Via SGC, approve new certificates
Unit Reduction	College Goal (Vision for Success): Decrease average # of units accumulated by 10% [from 88 to 79]				
CTE Jobs	College Goal (Vision for Success): Increase # of students working in				

their field of study					

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

*NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI	Program Set Goals (PR Year 3	Status	Timeline	Responsible Parties	Action Steps/ Explanation

Population	Update)				
African American	College Goal (based on Institution-Set Standard): Increase course success rate among African American students by approx. 12%	In Progress	Ongoing	President's Cabinet, Office of Instruction, instructional faculty, student support services, learning communities, Student Life, Library and instructional support services	• Promote/supp ort activities serving and improving success outcomes for African American students (e.g. Umoja Scholars, BOEP, Equity in Action/All in Equity workshops, equity-focused/inclusi ve 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
Low Income	College Goal (based on Institution-Set Standard): Increase course success rate among Low Income students by	In Progress	Ongoing	President's Cabinet, Office of Instruction, instructional faculty, student support services, learning communities,	• Promote/supp ort activities serving and improving success outcomes for low income students (e.g.

	approx. 4%			Student Life, Library and instructional support services	EOPS, LMC Marketplace, Financial Aid, Dreamers: Cash for College, public transportation, community partnerships for external resources/services, Equity & Inclusion Office, etc.)
Foster Youth	College Goal (based on Institution-Set Standard): Increase course success rate among Foster Youth students by approx. 11%	In Progress	Ongoing	President's Cabinet, Office of Instruction, instructional faculty, student support services, learning communities, Student Life, Library and instructional support services	• Promote/support activities serving and improving success outcomes for Foster Youth (e.g. BRAVO Scholars, community partnerships for external resources/services, Equity & Inclusion Office, etc.)

LMC Public Information Office

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Media & Marketing Department/PIO

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal

(s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course	75.5%	72.8%			Creating

Success					awareness for students, using marketing resources for student services
Degrees (AA, AS, ADT)	1640	1490			Marketing publications that highlight degrees and job opportunities
Certificates of Achievement	841	773			Marketing publications that highlight certificates and job opportunities
Unit Reduction	79	94			
CTE Jobs					Marketing publications that job opportunities

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

***NOTE - Please copy and paste the table below in your**

response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	65.1%	62.1%			Marketing publications that have a diverse image selection and targets the African American communities using different channels
Low Income	73.5%	72.5%			
Foster Youth	64.7%	58.4%			

LMC Student Services

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Office of Student Services/V.P.

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

*NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					

CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	Implement holistic and integrated student support strategies to: A: Increase first-time students enrolled in transfer-level math and English courses within the first year of college by 3%. B: Increase successful transfer-level math and English course completion within the first year of college by 3%. C: Increase successful retention of students in online courses by 3%	A: In-Progress B: In-Progress C: In-Progress	A: Spring 2020-Fall2022 B: Spring 2020-Fall2022 C:Spring 2020-Fall2022	A: SSLT, SEM ISSR Work Group B:SSRP, SSLT, VPSS C:SSLT, VPSS	A: Formalize a First Year Experience for new-ot-college, degree and/or transfer-seeking students. B: Redesign a college-wide retention plan aligned with SEM priorities and the Guided Pathways framework. C: Create a strategic plan to phase-in comprehensive student support services available to students in the online environment.
Degrees (AA, AS, ADT)	Increase degree completion rate by 20%.	In-Progress	Spring 2020-Fall 2022	Transfer & Career Services/Counseling	Develop an outreach plan for increasing degree completion

				with students who have 60+ credits completed.
Certificates of Achievement				
Unit Reduction				
CTE Jobs				

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

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Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	Reduce equity achievement gap by increasing the F2F course success rate of African American students from 64% to 68% by 2022.	In-Progress	Spring 2020-Fall 2022	SSRP, SSLT, VPSS	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.
Low Income	Reduce equity achievement gap by increasing the F2F course success rate of low income students from 75% to 79% by 2022.	In-Progress	Spring 2020-Fall 2022	SSRP, SSLT, VPSS	Redesign a college-wide retention plan aligned with SEM priorities and the Guided Pathways. framework with targeted interventions conducive to positive outcomes for low income students.
Foster Youth					

LMC Workforce Development

2. Vision for Success Goals Update

Administrative Units Program Review Year Five Update - Workforce Development

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

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Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					

CTE Jobs							

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Status (Modified, Completed, or Abandoned)	Action Steps	Timeline	Responsible Parties		Notes
Course Success	75.40	In Progress	• Provide fiscal resources and develop work plans that support counselors to perform retention support activities with existing students.	Aug. 2021-June 2022	• WED Counselors • WED Program Coordinator • WED Dean & Manager	Despite COVID impacts, student success rose in FY2021, and while it fell in FY2022, it remained above the Yr3 (FY2020) mark. We continue to strive to improve success rates to reach the target.	
Degrees (AA, AS, ADT)	1254 419 ADT's	In Progress	• Provide fiscal resources that provide an infrastructure for additional counseling that outreaches to existing programs and their students to support	Aug. 2021-June 2022	• WED Counselors • WED Program Coordinator • WED Dean & Manager	FY2021 degree awards fell roughly 10% relative to FY2020. However, FY2022 is on track to match FY2020 and exceed FY2019 based on Summer 2021 completions.	

			retention and program completion. • Inform Pillar 3 of programmatic obstacles that existing in existing programs that need amelioration in ensure students are successful				
Certificates of Achievement	739	In Progress	• Develop program-specific cohorts for new non-credit programs that supports recruitment, retention and employment of successful students.	Aug. 2021-June 2022	• WED Counselors • WED Program Coordinator • WED Dean & Manager	Again, FY2021 certificate awards fell roughly 11% relative to FY2020. However, FY2022 is on track to match FY2020 and exceed FY2019 based on Summer 2021 completions. 2 cohorts were formed with nonprofit partner to feed noncredit programs.	
Unit Reduction	87 to 79 total units.	**In Progress**	**In Progress**	• Provide fiscal resources that provide an infrastructure for additional counseling	Aug. 2021-June 2022	• WED Counselors • WED Program Coordinator • WED Dean & Manager	Tableau data not accessible to update.

				that outreaches to existing programs and their students to support retention and program completion.			
In Progress							
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.	In Progress	• 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. • Establish sustainable college	Aug. 2021-June 2022	• WED Manager • WED Program Coordinator • WED Dean	2021 CTEOS results were delayed by COVID-19 and are not yet available. 2020 CTEOS report indicates a slight decline (46.2%); however, most other metrics are improved: student satisfaction (+2.6pp) and % working FT (+1.7pp) the number needing more than 6 months to find employment is down 12pp, average wage gain is $1.50/hr higher than 2019 .	

			systems to support apprentice ships				

In Progress

   • 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 2022

   • WED Counselors
   • WED Program Coordinator
   • WED Dean & Manager
Tableau data not accessible to update.   **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. In Progress

   • 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.
   • Establish sustainable college systems to support apprenticeships
Aug. 2021-June 2022

   • WED Manager
   • WED Program Coordinator
   • WED Dean
2021 CTEOS results were delayed by COVID-19 and are not yet available. 2020 CTEOS report indicates a slight decline (46.2%); however, most other metrics are improved: student satisfaction (+2.6pp) and % working FT (+1.7pp) the number needing more than 6 months to find employment is down 12pp, average wage gain is $1.50/hr higher than 2019 .

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an

explanation.*

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Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals for 2021-2022	Status (Modified, Completed, or Abandoned)	Action Steps	Timeline	Responsible Parties	Notes
African American	66.2%	In Progress	Provide direct outreach, counseling and transition support directed at Special Populations (as defined by Perkins and CAEP), which include targeted outreach to court and	July 2021-June 2022	• WED Counselors • WED Program Coordinator • WED Dean & Manager	Despite COVID impacts, student success rose in FY2021, and while it fell in FY2022, it remained above the Yr3 (FY2020) mark. We continue to strive to improve success

			community schools, detention facilities, adult education sites, and collaboration with community-based organizations, all of which have high African-American populations.			rates to reach the target.
Low Income	n/a	In Progress	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 Counselors • WED Program Coordinator • WED Dean & Manager	Student success rate rose in FY2021 and again for FY2022 (Summer/Fall) to 73.3%.

| **Foster Youth** | n/a | In Progress | 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 Counselors • WED Program Coordinator • WED Dean & Manager | Student success rate declined in FY2021 and again for FY2022 (Summer/Fall) to 58.8%. Headcount is also trending downward YOY. |