LMC Comprehensive Program Review
Administrative Services Units
Fall 2017

The following provides an outline of the required elements for a comprehensive program review for Administrative Services Programs.

1 EVALUATION/ANALYSIS

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

To consider: Review your data and analyze where performance is declining. Is there a breakdown by gender, age, ethnicity and the populations described in the Student Equity Plan? (Veterans, DSPS, African American, ESL, low income students, Foster Youth) What is you action plan to address success in underperforming areas? What support services do you offer to meet these goals?

This CPR bridges the transition of the office from its previous central focus on Professional Development and Learning and Grants to the current inaugural year for E&I. While accomplishments, challenges, and goals are noted one can anticipate that 1) some institutional accomplishments and memory are lost in the transition 2) a more robust vision for the work of E&I in future cycles of program review.

Our newly created Office of Equity & Inclusion (E&I) is working with LMC community to enhance current efforts and create new activities in support of building a welcoming and affirming college at the college while also systematically addressing disproportionate impact and success gaps. Utilizing a collaborative and integrated strategy throughout the college, the Office of Equity and Inclusion strives to support LMC's goal of quality opportunities for learning and access for all.

With a two-pronged approach, the Office of Equity & Inclusion utilizes coordinated efforts to support all LMC faculty, staff, and managers in professional development and learning while also taking a cross-functional approach to implement and supplement the LMC 2014-2019 Strategic Equity Plan by supporting the 41 interventions named in the plan. The following shows our progress in both professional development and learning and equity and inclusion initiatives.

Professional Development and Learning- Progress toward goals

Our office has worked to continually improve the culture and systems of professional learning and development during this comprehensive review cycle. Responding to a 2008 recommendation for improvement which stated:

In order to increase effectiveness and respond fully to the previous recommendation, the team recommends that the college implement an integrated professional development plan to ensure that employees have regular structured training on information technology and instructional design.

As a result of this recommendation, the College's shared governance council authorized the Professional Development Task Force. This task force developed a proposal on improving professional development on campus, which was accepted by the administration. The proposal included a mission statement, related values, outcomes, guidelines, and operational procedures. This resulted in the creation of the Professional Development Advisory Committee (PDAC). The Advisory Committee developed a strategic plan in 2013.

The Professional Development Advisory Committee has developed six areas of focus to address "strands" of needed training and development. These six strands include:

1. conference review
2. health and wellness
3. leadership
4. orientation and Nexus
5. teaching and learning
6. technology

In an effort to achieve our stated goals of "Expanded Professional Learning Program"

 To date each of the strands are producing regular professional learning opportunities for the college. Some notable results of the coordination of this plan include: an average of 72 Flex Week activities are now par for the course for the College each semester, classified informed professional specific learning and development Our office plays an instrumental role in supporting the development and implementation of Focused Flex whose recent topics have ranged from safety, strategic planning, technology, equity and implicit bias, and universal design for learning. The success of this work has been recognized within this comprehensive cycle

> **College Commendation 4:** The team commends the College for its shared commitment to excellence in teaching. ***Professional development***, department meetings, SLO dialog, and new faculty orientations all deliberately support quality teaching to facilitate student achievement. Page 10

> **College Commendation 5:** The team commends the College for its commitment to and focus on ***Professional Development*** of all categories of employees. The development of processes and tools for compiling the professional development needs of the College is inclusive and proactive, and is integrated with the program review process.

Although we continue to strive to enhance the work from our respective units, our office is on track with previous year sub-goals, including:

1. Creation of permanent .50 faculty reassigned-time position of Professional Learning Facilitator and plan for institutionalization of the Equity Professional Learning Facilitator position.
   a. This was not funded through the RAP process
2. Transition current Senior Administrative Secretary to position recommended by the Hay Study.
   a. Completed. Position was implemented as a Program Coordinator.

3. More formally integrate the work of PDAC, SEP Professional Learning facilitators and Nexus within the Equity and Inclusion Office.

   a. The office of E&I works closely with the faculty leadership to both provide coordination, thought partnership, and facilitation to support the institutional PD efforts for the College. Currently over 25% of adjunct faculty have participated in the FAM training and utilized the equity centered office hour model.

4. Collaborate with HR, Classified Senate and Faculty Nexus Facilitators, in the creation of an orientation program (similar to the Nexus Program for new full-time faculty) for permanent classified professionals who are new to LMC.

   (a) Pilot in progress. Mary submitted a proposal to the DW-PD Committee and an allocation of $7,500 was approved for SP18. Programming is underway.

5. Increase the use of the PD space (Library 215) by increasing marketing of the space and by hosting staff-planned activities in the space and thereby introducing the space to faculty and staff

   a. This is an area of improvement slight progress made but can be enhanced.

Student Equity Plan, Addressing Equity Gaps – Indicators and Progress

The central functional area for the the Office of Equity & Inclusion is supporting and enhancing the Student Equity Plan.

With over 41 named activities, this year marks the half way point for the college. A mid-way progress report and integrated plan data for SEP activities will be hosted on the planning and equity pages when completed later this month.

LMC's 2014-19 Strategic Plan – both the plan and the process used to develop the document demonstrate the institution's emphasis on equity, engagement, and effectiveness for student success. By using an inclusive and transparent approach, we designed a Plan that benefitted from the broad participation and diverse perspectives of students, faculty, staff, managers, and external partners.

Based on an analysis of data provided by the Contra Costa Community College District Office of Research and Planning target groups facing disproportionate impact were identified for each of the five indicators to include: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer as outlined in the Student Equity Plan instructions. Data were analyzed using the Percentage Point Gap Methodology.

The college identified several target populations of students facing disproportionate impact at LMC, as summarized in the following chart:

Indicator	Underserved (Target) Populations
Access	ESL, Veterans
Course Completion	Black or African American, Foster Youth, Low Income
ESL Completion	Hispanic or Latino, Low Income
Basic Skills – English Completion	Foster Youth, ESL, Black or African American, Individuals with Disabilities, Low Income
Basic Skills – Math Completion	Black or African American, Individuals with Disabilities, Low Income
Degree and Certificate Completion	ESL, Foster Youth, Black or African American
Transfer	Individuals with Disabilities, Black or African American, Low Income

Goals and Progress

When analyzing the research, the Core Team and the SEP Advisory Committee noted a number of indicators for which each affected population was identified. These ranged from four indicators in which Black or African American students were disproportionately impacted to one indicator in which Veterans and Hispanic or Latino students were disproportionately impacted. For each indicator where the target population faced disproportionate impact, goals were set to increase equitable student outcomes for the target groups (as can be found in the "Goals" section of each indicator). When setting goals, the SEP Advisory Committee noted that goals should be "reasonable" and "achievable" per the Student Equity Plan instructions.

Target Population	# of Indicators Facing Disproportionate Impact
Black or African American	4
Low-income students	3
Current or former Foster Youth	3
English as a Second Language (ESL)	3
Individuals with Disabilities	2
Veterans	1
Hispanic or Latino	1

However, in the spirit of fostering student equity and LMC's strong commitment to this critical work, committee members set goals which they believe are both aspirational and attainable.

- Where disproportionate impact was based on 20 students or less, goals were set to reduce the equity gap by 50%,
- Where disproportionate impact was based on 21 students or more, goals were set to reduce the equity gap by 25%,

- When applying the methodology, if the resulting % was not a whole number, the percentage was rounded down in order to demonstrate aspirational goal setting.

1.1.1   GOAL A. ACESS

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal	Original Gap, Year	16-17 Gap, Mid-Plan Progress	Goal Year
ESL	-2%	-5% (7), 2014-15	-6% increase of 1%	2019
Veterans	-1%	-3% (12), 2014-15	-2% decrease of1%	2019

The target populations are different from the populations identified as facing the highest disproportionate impact (listed on the previous page). Although Whites face a -9% disproportionate impact, they are not identified as a target population because they make up the second largest population at the college; therefore, increasing access for White students is not a college priority. Males, who face a -3% disproportionate impact are also not identified as a target population. The rationale for this is that males are encompassed in each of the other populations and will therefore be impacted by the goals and activities designed in this plan.

GOAL B. COURSE COMPLETION / RETENTION

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal	Original Gap, Year	16-17 Gap, Mid-Plan Progress	Goal Year
Black or African American	-7%	-11% (411), Fall 2014	-10% decrease of 1%	Fall 2019
Current or former foster youth	-7%	-10% (117), Fall 2014	-18% increase of 8	Fall 2019
Low-income students	-0.75%	-1% (171), Fall 2014	-2% increase of 1%	Fall 2019

The target populations are different from the populations with the three greatest gaps (as outlined on the previous pages). The low-income population was included because although the gap was less than 3%, it is the second largest number of course successes needed to close the equity gap. Although Native Hawaiian/Pacific Islander students are in the top three groups facing a -9% (14) disproportionate impact, they are not identified as a target population because the number of courses they are enrolled in make up less than 1% of the courses offered in Fall 2014. Therefore, the number of course successes needed to close the equity gap is minimal.

GOAL C. ESL AND BASIC SKILLS COMPLETION

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal	Original Gap, Year	16-17 Gap, Mid-Plan Progress	Goal: 2012-13 Cohort To be Measured in 2019
ESL				
Hispanic or Latino	**-8%**	-16% (15), 2008-09 Cohort	-3% decrease of 13%	2019
Low-income students	**-5%**	-11% (9), 2008-09 Cohort	-4% decrease gap of 7%	2019
Basic Skills - English				
Current or former foster youth	**-10%**	-20% (20), 2008-09 Cohort	-11% decrease gap of 9%	2019
ESL	**-8%**	-16% (4), 2008-09 Cohort	-7% decrease of 9%	2019
Black or African American	**-7%**	-15% (53), 2008-09 Cohort	-15% no change	2019
Individuals with disabilities	**-6%**	-13% (19), 2008-09 Cohort	-4% decrease of 9%	2019
Low-income students	**-3%**	-5% (37), 2008-09 Cohort	-2% decrease of 3%	2019
Basic Skills - Math				
Black or African American	**-5%**	-11% (42), 2008-09 Cohort	-8% decrease of 5%	2019
Individuals with disabilities	**-4%**	-8% (13), 2008-09 Cohort	Data unavailable	2019
Low-income students	**-2%**	-3% (22), 2008-09 Cohort	0% decrease of 3%	2019

The target populations are different from the populations with the three greatest gaps (as outlined on the previous pages).

For ESL completion, Hispanic and low-income populations were included because, although they did not have the highest percentage gap, they had the most significant number of course completions needed to close the equity gap, while the populations with the three largest gaps (African Americans, Whites and Veterans) have a very minimal amount of course completions necessary to close the gap. For English completion, individuals with disabilities and low-income students were included with the three largest populations because they also require a high number of success to close the equity gap. For math completion, Foster Youth were not included because the number of successes needed to close the equity gap is minimal.

1.1.2 GOAL D. DEGREE AND CERTIFICATE COMPLETION

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Populations	Goal	Original Gap, Year	16-17 Gap, Mid-Plan Progress	Goal: 2012-13 Cohort To be Measured in 2019
ESL	-6%	-12% (4), 2008-09 Cohort	0 % no change	2019
Current or former foster youth	-5%	-10% (7), 2008-09 Cohort	+18% decrease by 28%	2019
Black or African American	-3%	-6% (16), 2008-09 Cohort	+ 8% decrease by 14%	2019

The target populations are different from the populations with the three greatest gaps (as outlined on the previous page). Although American Indian/Alaska Native students are in the top three groups facing a disproportionate impact, they are not identified as a target population because the number of students needed to declare a degree/certification goal to close the equity gap is only 1.

GOAL E. TRANSFER

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Goal	Original Gap, Year	16-17 Gap, Mid-Plan Progress	Goal: 2012-13 Cohort To be Measured in 2019
Individuals with disabilities	-7%	-15% (9), 2008-09 Cohort	-1% decrease of 14%	2019
Black or African American	-2%	-5% (7), 2008-09 Cohort	+7 decreases gap by 12%	2019
Low-income students	-3%	-4% (26), 2008-09 Cohort	-1% decreases gap by 3%	2019

The target populations are different from the populations with the three greatest gaps (as outlined on the previous page). Low-income and African American students were included because although they were not in the top three largest percentage groups, they have a large enough number of successes needed to close the equity gap. Although

Native Hawaiian/Pacific Islander and unknown gender students are in the top three groups, they are not identified as a target population because the number of successes needed to close the equity gap is minimal.

While the numbers indicate that progress towards reducing the gaps in success institutionally is mixed, there are notable results in both Certificate and Degree Completion and Transfer areas. The student equity plan implementation will enter into a cycle of assessment and reporting out of progress in the 18-19 cycle. We anticipate sun-setting 17 one-time activities in this upcoming year. Additionally, we plan to work closely with our fellow categorical funds and the office of planning and institutional effectiveness to identify additional points of inquiry that will inform resource priorities for the College.

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Our office participates in the RP group student success conference, state conference on professional development and learning, and our on-campus communities of practice such as the Equity Core Teams, Sustainability and Black Minds Matter. Our participation enables us to support our mission of equitable success by 1) bringing innovative facilitation techniques and current topics back to faculty and staff, 2) support us in finding current and dynamic speakers for the College, 3) ensuring we stay up to date and compliant on State initiatives.

1.3 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

Our office works strategically with campus partners including MESA, Counselling, EOPs TLC, Planning, Office of Instruction

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals

1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1:**To support the development of a comprehensive campus wide plan of support for Foster Youth**	SD1. Increase equitable student engagement, learning, and success. SD2 Strengthen community engagement and partnerships	IP1. ACCESS: increase access through enrollment of students currently underserved in our community
Goal 2: **Continue to expand and enhance the LMC Professional Development Program through offering new and innovative professional learning opportunities, which are inclusive, equitable, and meet the diverse**	SD3. **Promote innovation, expand organizational capacity, and enhance institutional effectiveness.**	IP6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and

needs of all LMC employees, with the ultimate purpose of strengthening and supporting a dynamic learning environment that supports a culture of equitable and innovative student, employee and college success and excellence.		compassion when working with students.
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.**	SD1. Increase equitable student engagement, learning, and success.	IGP5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. IGP6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

2.2   RESOURCE NEEDS TO MEET FIVE-YEAR GOALS

At this time, we are exploring the functional areas of the office due to both pending retirements, State Integration Plans for Equity and upcoming guidance from Guided pathways. We are not prepared to ask for additional funds although we are working through a staffing plan process and will do so when there is additional functional clarity.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

N/A	

Operating Resource Request		
Professional Development Resource Request		

Department/Unit Goal - Reference #	Strategic Objective - Reference #	
	☐ Equipment	☐ IT Hardware/Software

Department/Unit Name	Resource Type	
N/A	☐ Conference/Meeting	☐ Materials/Supplies
N/A	☐ Online Learning	☐ IT Hardware/Software
General Description	☐ Other	Est. Expense

General Description	Est. Expense

Justification:	

Justification:	