

# 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

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### 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 your action plan to address success in underperforming areas? What support services do you offer to meet these goals?*

In reviewing each annual reviews several themes became clear in the overall area of focus: Office of Instruction Technology, Classroom Instructional Technology, Distance Education, and Enrollment Management. Over the past four years there has been both substantial activity and improvement in these areas, as well as some stagnant patterns of systems behavior.

#### **Technology**

**Software Systems:** The Office of Instruction led an attempt to implement Curricunet's Meta version update to finally implement the software that would move curriculum processes (course outlines of record) to an electronic format. At the time, LMC had a partial working earlier version of Curricunet in place, however, it was never rolled out and utilized. After multiple attempts to work with the vendor to forge ahead with the latest Meta version, it was determined the vendor was incapable of meeting the task of implementation. Rather than continue to throw additional resources at the issue, the decision was reached to terminate the contract with Curricunet and seek out a different enterprise solution. The project was placed temporarily on hold in 2015 until the new Dean of Planning and Institutional Effectiveness (PIE) was selected. The focus and capability of the enterprise software product to be selected broadened to include learning outcome assessment and program review functionality. Dr. Chialin Hsieh was hired to be the new Dean of PIE in Summer of 2017. The College is currently on track to review and select an enterprise vendor by Summer 2018.

The Office of Instruction initiated efforts for the selection of a district wide solution for facilities reservations, including instruction, meetings, and rentals. The current method of room reservation was entirely supported by paper and pencil procedures. While some reflect that times were simpler with the former tools, the efficiency and expediency of facility utilization was not fully realized. An extensive implementation program was put into place to transition all three colleges to use Live25 for comprehensive facility scheduling.

**Classroom Technology:** A review of classroom instructional technology in 2012 revealed that there were significant gaps and differences in the availability and quality of classroom instructional technology on both the Pittsburg and Brentwood Campuses. In collaboration with the Technology Advisory Group (TAG), Information Technology & Systems (IT&S), the Vice President's office led efforts to develop a new and updated standard of classroom instructional technology to better meet faculty and student needs. Extensive research was conducted to evaluate and design a standard that provided the ability to expand with new and emerging technologies, including wireless device connectivity (aka as Bring Your Own Device BYOD). The existing "Smart Room" standard was nearing or at its life cycle and a new hardware base was needed to convert from analog to digital video (4:3 to 16:9). Between Fall 2014 and Fall 2017, 42 classrooms were renovated to include the new instructional classroom technology upgrade. 21 of these classrooms also received a complete refresh with new carpet, paint and collaborative learning furniture. 6 of these classrooms were upgraded to the new computer lab standard using "line of sight" tables that enable the computers to recess into secure housing. These new labs can now be used as a computer lab and/or regular instruction activities.

The situation in Brentwood provided a more unique challenge in that the existing Brentwood Center is on a defined timeline of planned obsolescence with the new permanent center planned to open in 2019/20. Rather than install a completely new classroom instructional technology upgrade a decision was reached to increase the number of available "smart classrooms" via the current technology standard. The unused classroom technology in the math lab was moved to a classroom to make it a "smart room." Additionally, 7 new mobile "smart carts" were designed and purchased to enable more rooms to have "smart room" capability. While it was widely understood that this solution was more cost effective given the short life span of the existing center, it has not eliminated the need to have every classroom be a "smart room." Additionally, the mobile carts, due to their inherent mobility, have endured significant wear and tear. The carts likely need to be replaced with new components to enable the center to run out its time over the next 4 semesters.

### **Distance Education**

The Distance Education Committee completed an updated LMC Distance Education Plan. The planning process was interrupted by the District's efforts to develop a district wide distance education plan. The LMC distance education planned was modified to align with the district plan. The Distance Education committee is committed to: 1) developing training standards for faculty teaching online and hybrid courses, 2) defining and standardizing hybrid formats and definitions, 3) developing an inventory of current and emerging online and hybrid courses, 4) working towards offering fully online pathways to degree and program completion. Some of the highlights of the committee's work is seen in the development of fully online versions of Bio 5 and Math 34.

### **Technology Training**

Over the course of the comprehensive program review cycle, LMC has transitioned from Blackboard to D2L, then from D2L to Canvas. At the core of this activity was the creation of a new position, Technology Training & Development Coordinator. Funding for the position was approved in Spring of 2014 and the position was filled by Courtney Diputado in Summer 2014, just in time for the transition from Blackboard to D2L. The position evolved to be highly involved in the development of the new classroom instructional technology standard. Additionally, this critical position has provided the ability for faculty to further development both supplemental and online resource materials. Training for

faculty to incorporate canvas into their existing face to face classes, as well as training for faculty teaching hybrid and fully online classes has enabled more faculty to utilize these instructional formats more effectively. We have attempted several times through the RAP process to establish a budget for distance education and technology training development. A request for \$10,000 to support professional development and software/hardware evaluation was awarded on a one time basis in the amount of \$3,500. The need to establish an on-going budget for these activities remains.

### **Student & Program Learning Outcomes**

In February 2017, Deans reviewed all course cohorts in the PRST for Cycle 2 (Fall 2017 – Spring 2022) and sent any corrections needed to IT to ensure that all courses to date were captured in the PRST for Cycle 2. In May 2017, the question of how to systematically ensure that cohorts were kept up-to-date in the PRST was brought to the Teaching and Learning Committee. The issue of when to place new courses into the PRST is problematic because if, for example, it is year 3 of our cycle, and a department places the new course in cohort 1, do we go ahead and add it to cohort 1 of the current cycle? If we do, it will show up as “not assessed” in the current cycle. Do we develop a shadow system that places it into cohort 1 of the next cycle? Many ideas were discussed, but the question was not resolved. At this time, it is a moot point because we will be transitioning to new software for tracking assessment and program review. When we do, we will want to once again tackle this issue; hopefully the new software will allow us a way to place new courses either into the present cycle in a cohort not yet assessed, or into the next cycle. This would ideally happen at the conclusion of each academic year. The upside of the on-going discussion to continually improve our assessment system, is that courses that were not offered in two years were identified. These courses were then either updated and put back into the schedule, or deemed outdated and discontinued and deactivated from the College catalog.

## **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.*

Significant efforts have been made to promote attendance and involvement in professional development at all levels of the unit. In addition to attendance to professionally related conferences, such as the Chief Instructional Officers Conference, CIO 411 Academy, Articulation Officer Conference, Classified State Leadership Conference, Association for Occupational Education, many members of the unit attended specialty training and workshops. Some of these included ACCCA’s Mentor Program, ACCCA’s Great Deans Program, STEM Tech, California College Promise, Dual Enrollment implementation, Guided Pathways, Adult Education Block Grant training, etc. The largest theme involved in these activities is increasing access to the community college. One of the most successful examples of evolving professional development over the past 4-5 years has been the reestablishment of the Nexus program. The program format has evolved over the past 2-3 years, however, over 40 new full-time faculty members have successfully completed the program. Beyond mentorship, the program fosters continued involvement in the governance of the college.

### 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.

The nature of the unit is that all work requires collaboration with groups both in and outside of the institution. The lines of defined roles and responsibilities between instruction and students services have continued to cross-over into shared roles and responsibilities. The fostering of community connections with both K-12 partners and Industry Partners requires both instruction and student services participation.

## 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
<ol style="list-style-type: none"> <li>1. Increase equitable student engagement, learning, and success.</li> <li>2. Strengthen community engagement and partnerships.</li> <li>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</li> <li>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACCESS: increase access through enrollment of students currently underserved in our community.</li> <li>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</li> <li>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</li> <li>4. PERSISTENCE &amp; COMPLETION: Increase successful course completions, and term to term persistence.</li> <li>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</li> <li>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy,</li> </ol>

	demonstrating empathy and compassion when working with students.
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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.

<b>Goals</b>	<b>Aligned College Strategic Direction(s)</b>	<b>Aligned Integrated Planning Goal(s)</b>
Goal 1: On-Board two new permanent Instructional Deans	4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	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.
Goal 2: Establish an on-going budget allocation for Instructional Technology Training & Development	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	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.
Goal 3: Increase the number of courses offered in both fully online classes and a coordinated hybrid distance education offering of existing degrees and certificates	1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
Goal 4: Explore and implement Guided Pathways to the extent recommended by the Guided Pathways Advisory Committee	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
Goal 5: Continue to increase collaboration among and between Student Services & Instruction	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.

2.2 RESOURCE NEEDS TO MEET FIVE-YEAR GOALS

<b><u>Faculty/Staff Resource Request</u></b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Create Sr. Administrative Assistant position to support Vice President of Instruction & Student Services		3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	
Department/Unit Name		Position Name/Classification	FTE
Vice President of Instruction & Student Services		Sr. Administrative Assistant	1.0
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input checked="" type="checkbox"/> Other <input type="checkbox"/> Possible Guided Path	Step 1 \$49,704 –Step 5 \$60,564 + Benefits (approximately \$35-\$40,000)
Justification:			
There has never been a dedicated administrative support position assigned to the Vice President of Instruction & Students Services Office. The VP Office has depended on limited available support from the Office of Instruction administrative support personnel and Office of Planning & Institutional Effectiveness administrative support personnel. There will be a significant increase in work towards exploring and implementing guided pathways as well as developing a more robust distance education program. The intent is for this position to support these activities, as well as play an subsidiary role in supporting the President’s Office Suite, as the position would be located in the President/Vice President Office suite.			

<b><u>Operating Resource Request</u></b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Instruction & Technology Development		3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	
Department/Unit Name		Resource Type	
Instruction & Technology Development		<input checked="" type="checkbox"/> Equipment <input type="checkbox"/> Supplies <input checked="" type="checkbox"/> Service/Contract	<input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Other
General Description			Est. Expense
An ongoing budget is needed to provide resources to the Instruction and Technology Development Coordinator to support professional development, training, and product evaluation for both classroom instruction equipment and use of the Canvas Learning Management System			\$10,000
Justification:			

As we move to enhance the use of our Canvas LMS, a great deal of on-going training is needed. The trainings for this area is largely held at professional development conferences, such as the Online Teaching Conference and the Canvas vendor provided conference. Additionally, on-going funds are needed to support the exploration of optional tools, such as proctoring software, tutoring software, audio/video development software, etc. for use within the Canvas environment. A similar on-going budget is needed to evaluate and promote various software and hardware that can be used in the new smart room standard. The unit lacks the ability to evaluate the effectiveness of the various platforms (iOS, Android, PC, MAC) and hardware (iPad, tablet, chromebook) without the ability to test these on an ongoing basis. The last allocation for this unit was one-time, in the amount of \$3,500. We alone spent \$2,500 testing distance education proctoring software to support the expansion of fully online classes in Math.

<b>Professional Development Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Nexus Program 18-19	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.
Department/Unit Name	Resource Type
Vice President of Instruction & Student Services/Office of Instruction/Professional Development	<input type="checkbox"/> Conference/Meeting <input checked="" type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input checked="" type="checkbox"/> Other
General Description	Est. Expense
Professional development program for all new Full-Time Tenure-Track Faculty.	\$8,000 Nexus Facilitators \$2,000 Materials & Supplies \$15,000 professional development stipends for 17-18 nexus cohort
Justification:	
LMC has reinstated the Nexus Program for new full-time faculty hires. In 2014-2015, we instituted the latest version of the Nexus Program. The Nexus experience for first year full-time faculty hires includes a Fall semester welcome social sponsored by the President’s Office and 56 hours of facilitated curriculum that takes place during the Fall & Spring semesters of the first year of employment. Funding for the Nexus program is required to meet the additional 30 hours of additional FLEX hours required by first year full-time faculty. All new first year full-time faculty that complete the Nexus program are then provided with a \$1,000 professional development stipend to use to attend a professional development conference of their choosing during their second year of employment.	