LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: MANAGEMENT AND SUPERVISION

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

N/A

1b. Please address the following enrollment data provided for your program.

  1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

  1.b.2. What does the data suggest in terms of future needs/directions?

  The numbers are small, so annual comparisons can sway. Additional support should be provided for Foster youth, as their success rates are the lowest.

1c. Provide a brief update of your program's goals as listed in your (CPR) 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022.   Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Explore opportunities to establish more student engagement opportunities collegewide.**	No Progress		
Goal 2: **Explore entrepreneurship certificate pathways with other LMC department:** - **Music** - **Art** - **Childcare** - **Automotive** - **Travel** - **Management**	No Progress		

| Goal 3:
Explore opportunities to reduce unsuccessful student completions. | In process | Management courses are on track for SLO assessments and faculty are making changes for improvements based on these. See assessments | |

For CTE programs only:

1c. Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)

   <mark>??</mark>

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

Advisory Board Meeting January 2019: Industry Led Discussion
Attendees: Theodora Adkins, Nicole Almassey, Tawny Beal, Dwayne Dalman, Oscar Dominquez, Nikki Moultie, Kwame Reed, Kiran Taunk, David Wahl, Penny Wilkins,

Advisory Board Meeting January 2020: Industry Led Discussion
Meeting canceled due to lack of industry interest.

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

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

2a. The following table lists the *Vision for Success* 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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Action steps are to market the programs within the college and educate students on the potential for dual degrees/certificates. Also, marketing to the local community. Management is an area that has jobs in the local area in retail, healthcare, etc. Actions for course success include evaluating assessment outcomes and adjusting as needed to increase student success. Additional steps for success include referring students to resources on campuses for success, such as the Center for Academic Support, Counseling, DSPS, etc. Finally, while this is not necessarily a RAP proposal, it is important to note that class size impacts the faculty's ability to work individually with struggling students.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	84%	See above	ongoing	Faculty, AS (class max/load), resource offices including counseling, Center for Success, etc.	
Degrees (AA, AS, ADT)	5	See above	ongoing	Counselors, faculty to refer	
Certificates of Achievement	2	See above	ongoing	Counselors, faculty to refer	
Unit Reduction	Many students take dual degrees/certificates as the base courses	Have students work with counselors to	ongoing	Counselors, faculty to refer	Counselors and A/R have given conflicting information on

	are the same. Therefore, for a few additional courses they can receive additional degrees/certificates.	ensure that the courses are aligned;			dual majors. Faculty to work with these departments to clarify and then reach out to students.
CTE Jobs					

		Actual Number of Degree/ Certificate Awards						**Vision for Success Goal (20% increase from 2016-2017)**
Degree Program	**Degree**	**20162017**	**20172018**	**20182019**	**201920**	**202021**		**2021-22**
Management and Supervision	AS	4	5	2				*4.8*
Management and Supervision	Certificate of Achievement	1	6	2				*1.2*

Program/ Discipline	**Actual Course Success Rate**					**College Goal**	**Recommendation 1: Program Course Success Goal**	**Recommendation 2: Program Course Success Goal**
	2016-2017	**2017-2018**	**2018-2019**	2019-20	2020-21	**2021-2022**	2021-2022	2021-2022
MANGT	82.4%	74.0%	82.2%				82.2%	84%

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

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

African American	81%	Refer students to the appropriate resources where appropriate		Faculty, resources	
Low Income	89%	Refer students to the appropriate resources where appropriate		Faculty, resources	
Foster Youth	72%	Refer students to the appropriate resources where appropriate		Faculty, resources	

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

Academic Year:	Course No*	Person
2017-18	MANGT-060	move to 2019-2020
2018-19	MANGT-050	DONE Tawny Spring 2019
2018-19	MANGT-070	DONE Nicole- Fall 2019
2020-21	MANGT-075	Beal, or whoever is teaching
2020-21	MANGT-065	Staff teaching
2020-21	MANGT-060	Beal

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
COURSE 001	
COURSE 002	
COURSE 003	

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or 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:			

Operating Resource Request	
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**
Department/Unit Name	**Resource Type**
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	**Est. Expense**
Justification:	

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense

Justification: