LMC Comprehensive Program Review
Instructional Units

2017-2018

Program/Discipline: __Management/Supervision_____

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

1.1.1. Review of Certificates of Achievement to streamline offerings. Due to low completion, Retail Management was put on hold.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

1.2.1. Review Management program to move from traditional 'supervisory' towards Current Management.

1.2.2. Research and evaluate leadership and non-profit components.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate: A.S Management and Supervision				
Semester	Semester 1	Semester 2	Semester 3	Semester 4

List Courses Needed for Degree or Certificate in each semester.	Bus 059 Mngt 050	Mngt 060 (spring only) Mngt 65 (spring only)	Mngt 075 (fall only) Mngt 70 (fall only)	

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.
NA

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?
NA

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	**Spring 2019**	**Fall 2019**	**Spring 2020**
Mangt 050	1	1	1	1
Mangt 060	0	1	0	1
Mangt 065	0	1	0	1
Mangt 070	1	0	1	0
Mangt 075	1	0	1	0
Bus 059	2	2	2	2
Rationale for any Major Changes				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
Mangt 060	Tawny Beal/Part timer
Mangt 065	Tawny Beal/ Tawny Beal
Mangt 070	Tawny Beal/ Tawny Beal
Mangt 075	Tawny Beal/ Part timer

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	Mngt 0060: Making Effective Decisions: Include components of implicit and unconscious Bias and the impact on decision making. Also include values and the impact on decision making.
How have these changes enhanced your program?	Students are more aware of some of the underlying rationales for making decisions.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	Leadership and non-profit
What significant changes to existing course content would need to be made to support the new degree or certificate?	Expand content relating to implicit and unconscious bias.

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

Business/Management Advisory- All Programs-

Monday, May 8, 2017 from 3:30 PM to 5:30 PM

Los Medanos College - 2700 East Leland Road - Room CO-420 - Pittsburg, CA 94565

Advisory Board meeting to explore industry needs and relevancy of current courses and programs.

Name	Company Name	Title
Noreen James	Streets of Brentwood	Senior Marketing Manager
Michael E. Jones	Streets of Brentwood	General Manager
Julie Neward	Somersville Towne Center	General Manager
Marianne Smith	USS-POSCO	Director of HR
Ryan Brown	The Alarm Guys	Owner/GM
Chris Moreno	State Farm	Owner
Chris Hetrick	Macy's	VP-Store Manager, Antioch | Macy's, Inc.
Wolfgang Croskey	Croskey Real Estate & Mngmnt.	Owner
Kolette Simonton	City Of Pittsburg	Senior Administrative Analyst, Economic Dev.
Dwayne Dalman	City of Oakley	Economic Development Manager
Oscar Dominguez	CCC County WDB	CCC SBDC Manager
Natalie Hannum	LMC	Dean, WED and CTE
David Wahl	LMC	Director WED
Tara Sanders	LMC	Community Partnerships Liaison
Penny Wilkins	LMC	Business Faculty
Tawny Beal	LMC	Business Faculty
Theodora Adkins	LMC	Business Faculty

Addition industry advice was gathered from the following:

March & May 2017

Accounting

Conversations with Robert Half and Associates, as well as Adjunct Accounting Faculty working in the private and public sectors of accounting (Richard Tomilinson and Michael Shieh) to verify industry applicability and student jobs for those gaining the current accounting certificate and degree.

February 20, 2015

Legal Secretary

Exploration of qualifications, internships, high school partnerships, and 5-year employment outlook projection for legal.

martin@rivertownlegal.com; susanceballos@antioch.k12.ca.us; briankofford@antioch.k12.ca.us; Hlester3@aol.com; awulff@kirkland.com; diane@dlcconsultingsrvcs.com; bmartinez@mofo.com; Steverussell45@gmail.com; steve@rebuildingamericausa.com; sarah@sarahdavisfamilylaw.com; Rita Low

November 7, 2014 and ongoing email communications with the WAFC through 2016.

2014 Fall Retail Management Advisory Meeting

Exploration of the WAFC Retail Management certifications and industry requirements.

CGA - Brianne Page

C&S Wholesale - Michael Golub, Laurence Kincaid

Coca-Cola - Kimi Nishio, Bobby Brown, Michelle Turula

F4L/Foods Co - Mike Servold, Raylene Gamboa, Sherry Hughes, Sharon Matsuo

Raley's - Kyle Kontos

Safeway Corp - Madeleine Adkins

Safeway Nor Cal - Kelli Guardanapo, Catie Zavala

Save Mart - Lisa Boyce, Leah Licea

Smart & Final - Mellonie Celestine, Angelina Gonzalez, David Crookston, Dankia Price

Unified Grocers - Ida Hailstone

WAFC - Cherie Phipps

American River - Ron Morris

CC San Fran - Carole Meagher

Fresno - Gayla Jurevich

Las Positas - Lisa Weaver

Los Medanos - Theodora Adkins, Penny Wilkins

Modesto - Linda Kropp, Nancy Sill

San Joaquin Delta - Andrzej Kobylanski

Yuba - Edward Davis

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

7.1.2. Mangt 065: Only offered once a year, often by new part-timers. Was not offered in 2015-16.

7.1.3. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?
- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Missed courses to be assed in 2018-19

7.1.4. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but	Results were straightforward and easy to interpret. The course of

	created more questions than answers.	action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.5. What changes in the assessment process itself would result in more meaningful data to improve student learning?
More time to create, assess, and reflect. Often courses are offered once a year and taught by part-timers. While the intent is there, it is sometimes difficult to have the work completed and shared.

7.1.6. Share an outcome where assessment had a positive impact on student learning and program effectiveness. Introduction to Management – continue and expand focus on dialogue and discourse regarding the application of materials to real world. Students expand their knowledge through individual and group reflection as it relates to their real world.

7.2.   Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment.
Debriefing and reflecting are critical in reinforcing and cementing the learning outcomes.

7.2.2. What was the biggest challenge in conducting program level assessment?
No capstone course, students enter and exit at any point. More time to create, assess, and reflect. Often courses are offered once a year and taught by part-timers. While the intent is there, it is sometimes difficult to have the work completed and shared.

7.2.3. What resource needs, if any, were identified in your program level assessment?
Tenured track regular time faculty.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	84.6% (fa16) 100% (sp17)	82.9% (fa16) 82.4% (sp17)	86.4% (fa16) 85.7% (sp17)
Success Rate (program/discipline)	76.9% (fa16) 100% (sp17)	80% (fa16) 76.5% (sp17)	84.7% (fa16) 80.5% (sp17)

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?
   Foster youth tend to have lower rates.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?
   We will explore opportunities to increase one on one student contact, personal counseling, financial counseling, academic counseling, and faculty training covering implicit bias to better serve the populations

9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	Review Retail Management – on hold for now Consider imbedding Retail Management into other courses/certificates
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	Hire Full time permanent faculty

9.2. 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.**	**1. ACCESS: increase access through enrollment of students currently underserved in our community.**

3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. **4. Invest in technology, fortify infrastructure, and enhance fiscal resources.**	**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: **Explore opportunities to establish more student engagement opportunities collegewide.**	**1. Increase equitable student engagement, learning, and success.** **2. Strengthen community engagement and partnerships.**	**2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.** **5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.**
Goal 2:	2. Strengthen community engagement and partnerships.	**2. IDENTIFYING PATHWAYS: Increase the number of students that**

Explore entrepreneurship certificate pathways with other LMC department: • **Music** • **Art** • **Childcare** • **Automotive** • **Travel** • **Management**	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	**define a goal and pathway by the end of their first year.** **5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.**
Goal 3: **Explore opportunities to reduce unsuccessful student completions.**	**1. Increase equitable student engagement, learning, and success.**	**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.**
Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)

OPTIONAL

9.3 Resource needs to meet five-year goals

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:

Review and possible Expansion of course offerings and certificates.

Operating Resource Request

Department/Unit Goal - Reference #	Strategic 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 Objective - Reference #**
Department/Unit Name	**Resource Type**
Business Dept	☑ Conference/Meeting ☑ Materials/Supplies ☑ Online Learning ☐ IT Hardware/Software ☐ Other
General Description	**Est. Expense**
Faculty training to address various areas such as working with diverse students, student learning, technology, etc.	
Justification:	
Ongoing education for faculty so that they may address student needs and increase student success.	