

LMC Comprehensive Program Review

Administrative Services Units

Fall 2017

Program: **Planning and Institutional Effectiveness**

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

Over the past 4 years, the objectives of Planning and institutional Effectiveness (PIE) were created and displayed in Table 1 by academic year. Several same objectives have been listed multiple years.

Table 1

Objective	2015-16	2016-17	2017-18
1. Strategic Plan—progress evaluation	√	√	√
2. Educational Master Plan		√	√
3. Establish cycle	√	√	√
4. Permanent Administrative Assistant	√	√	√
5. Program Review validation process	√	√	√
6. SCUP Planning Institute I		√	√
7. Research coach	√		

Table 2 displays the progress of these objectives.

Table 2

Objective	Progress	Evidence	Completion date
1. Strategic Plan— progress evaluation	<ul style="list-style-type: none"> The Planning Committee in Fall 2017 has developed a process of evaluating the Strategic Plan progress. The evaluation of the Strategic Plan is going to implement in Fall 2018 and complete it in Spring 2019. 	Meeting Minutes: December 2017	Spring 2019
2. Educational Master Plan 2006-2016	<ul style="list-style-type: none"> In Fall 2017, the College has decided: (a) NOT to develop the new Educational Master Plan in 2017 but continue implementing the Strategic Plan; (b) to develop the new Educational Master Plan in Spring 2020 after the district develops its Strategic Plan in Fall 2019; (c) to evaluate the progress of the EMP 2006-2016. The Planning Committee in Fall 2017 has developed a process of evaluating the EMP 2006-2016 progress. The evaluation of the EMP will be starting in Spring 2018 and completing by May 2018. 	Meeting Minutes: September and December 2017 College Assembly Oct 11, 2017	Spring 2018
3. Establish cycle	<ul style="list-style-type: none"> In Fall 2017, the Planning Committee reviewed and updated the LMC planning cycle 	Meeting Minutes: November-- Planning Cycle College Assembly Oct 11, 2017	Fall 2017
4. Permanent Administrative Assistant	<ul style="list-style-type: none"> The senior dean of PIE laid out the tasks for the office and engaged the planning committee’s feedback. The link demonstrates the tasks needs to be done before the ACCJC’s visit in Fall 2020. In order to provide sustained support and continuously improve the services provided to the college, a permanent staff member, is required in the Office of PIE. 	Planning Timeline and Milestones	Spring 2018

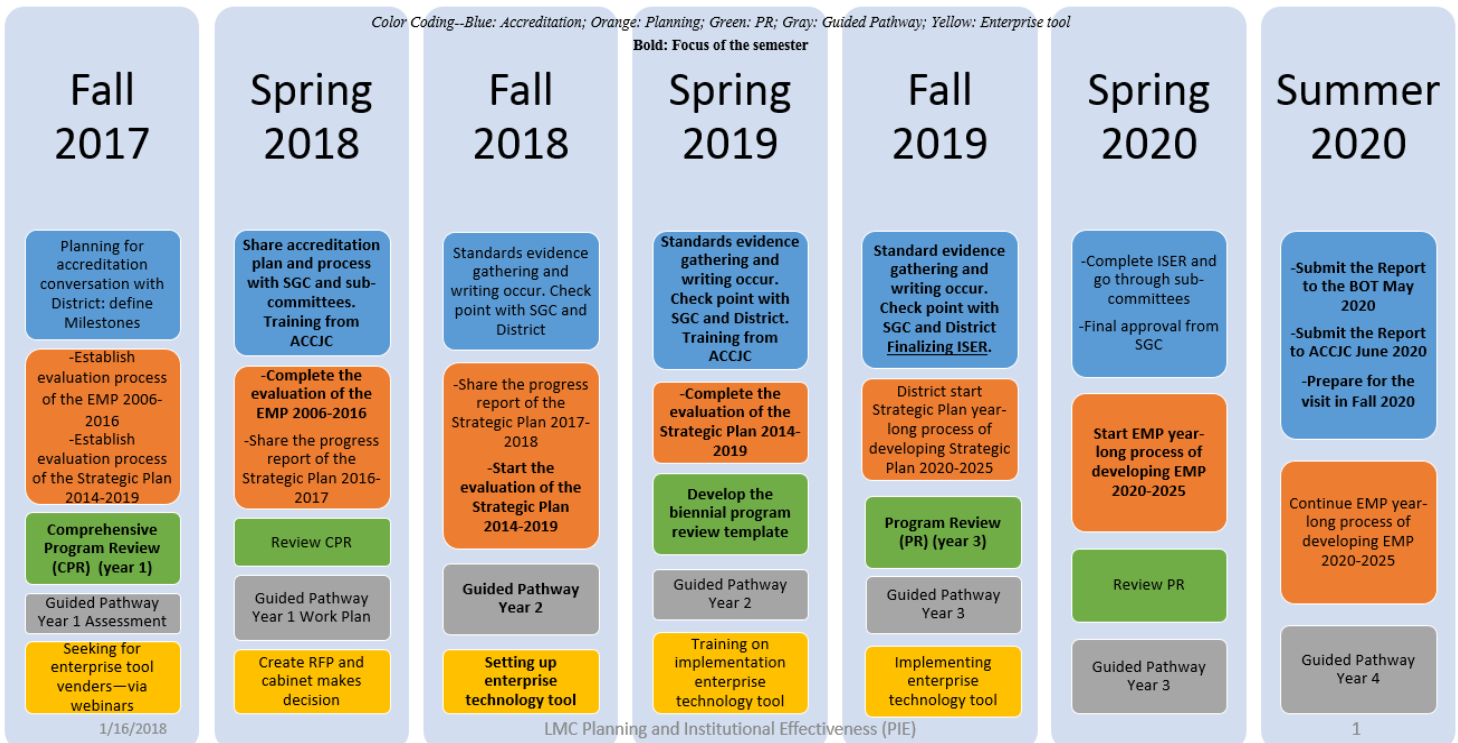
Administrative Services Comprehensive Program Review

<p>5. Program Review validation process</p>	<ul style="list-style-type: none"> Facilitate the discussions in the Planning Committee and with the Office of Instruction and the Office of Student Services to adopt a sustainable and codified process for units and programs at the college to receive feedback during and after the program reviews are developed. In addition to the feedback from deans, various sections of the comprehensive program review have also been assigned to the appropriate committee (i.e., Curriculum Committee, TLC Committee, Planning Committee, etc.) to review and provide feedback. The college has also established a system for information from program/unit plans to be communicated outside the unit and to align with other planning efforts such as the Strategic Plan/EMP. EMP Closing the Loop Process has been established to address the system in order to continue the improvement process. 	<p>Meeting Minutes: December— Program Review Process and Timeline</p> <p>EMP Closing the Loop process</p>	<p>Spring 2018</p>
<p>6. SCUP Planning Institute I</p>	<ul style="list-style-type: none"> Completed in June 2017. Brought SCUP Planning Institute I facilitator to LMC and train the campus leaders. 		<p>Spring 2017</p>
<p>7. Research coach</p>	<ul style="list-style-type: none"> The District Research Office has funded Director of Research Collaboration filled in December 2015 (25% funding was from LMC). The need for a college research coach is being put on hold until such time an assessment can be made regarding the effectiveness of this new District research position. The need for a part-time research coach/faculty research coach may need to be re-evaluated. More to come in the near future. 	<p>PIE Program Review 2015-16 Objectives</p>	<p>Spring 2016 Fall 2019</p>

Table 3 displays the timeline and milestone for accomplishing these objectives. A couple of them were not part of the past objectives. (i.e., accreditation, enterprise technology tool, and Guided Pathway)

Table 3

LMC Planning Timeline and Milestones



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.

Chialin Hsieh, the Senior Dean of Planning & Institutional Effectiveness organized, coordinated and/or participated in both LMC and District-wide professional development activities such as Focused Flex-Game of Plans on August 9, 2017, Diversity in Hiring in Practice, EMSI Analyst Training and Focused Flex on January 18, 2018. Chialin also attended and participated in the 3CSN Conference at the College of Marin, the IEPI Guided Pathways Workshop in Rancho Cordova, and the 2017 Strengthening Student Success Conference in Burlingame in addition to ACCJC webinars/open sessions and trainings as required for her role as College Accreditation Liaison Officer (ALO). All of these professional development activities have enhanced and expanded Chialin’s knowledge and expertise which contribute to her success as Senior Dean of Planning & Institutional Effectiveness and ALO.

BethAnn Robertson, the Senior Administrative Assistant attended the 2016 Administrative Professionals Conference and during the conference successfully completed the training and exam to become PACE (Professional Administrative Certification Exam) certified with the American Society of Administrative Professionals and attended workshops such as: Challenges of Working for a University or College, the

5C's of a Collaborative Administrative Professional, The Innovative Admin and Breakthrough Collaboration Techniques in a Diverse Workplace. BethAnn also attended the 2017 Administrative Professionals Conference and participated in various workshops including: The Highly Effective Administrative Leader, Thinking Like a Project Manager, Avoid Workload Avalanche and Stay in Control of Tasks, Deadlines and Priorities.

In addition, to expand her knowledge and experience in data BethAnn attended the IEPI Integrated Planning Tools and Resources Workshop in Burlingame in April 2017 and the Art & Heart of Data Disaggregation in October 2017.

BethAnn also organized, coordinated and/or participated in Focused Flex-Together We're Better-Building a Community at LMC in fall 2016, Focused Flex-The Neuroscience of Decision-Making in Higher Education, Focused Flex-Game of Plans in fall 2017 and Focused Flex in spring 2018. In addition, she completed district-wide activities such as Brown Act Training, Diversity in Hiring in Practice and the Keenan diversity online training.

All of these professional development activities have contributed to expanding the knowledge, experience and skills for BethAnn in her role as Senior Administrative Assistant to the Office of Planning & Institutional Effectiveness.

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 Office of Planning & Institutional Effectiveness (PIE) has recently collaborated with the Teaching & Learning Committee and the Office of Instruction, the Offices Student Services Managers on both assessment and Comprehensive Program Review. While, the Program Review Submission Tool (PRST) will no longer be an effective mechanism for submitting annual program review updates, the PIE Office has collaborated with the Business Office, District IT and District Accounts Payable, the Planning Committee, the Office of Instruction and Student Services Management to begin the RFP Process in order to locate a new Enterprise Technology Tool. The PIE Office has also collaborated with the Integrated Plan Team (3SP, Student Equity, BSI) to develop additional goals complete the Integrated Plan. Collaboration efforts have commenced with the President, Vice President of Instruction & Student Services, Vice President of Administrative Services, the Office of Instruction, the Senior Dean of Student Services and many other program/unit leads to begin preparation for the next ACCJC Self Evaluation Report in 2020. This office also collaborated with Marketing to design a webpage for the collection of information for the evaluation of our Educational Master Plan. The PIE Office has also recently work very closely with District Research & Planning to compile data packets for instructional units to utilize when completing their Comprehensive Program Review, streamline the requests for research and data from the District Research & Planning Office and on various projects such as: Guided Pathways, Integrated Planning, College Planning Cycles, etc.

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"> 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. 	<ol style="list-style-type: none"> 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: Lead institutional accreditation processes	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.A)	
Goal 2: Lead and coordinate college-wide planning process including program review and assessment	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.A; 3.3.B)	
Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement	<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. (1.1; 1.2; 1.3; 1.4) 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.B) 	<ol style="list-style-type: none"> 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.
Goal 4: lead and facilitate the enterprise technology tool process and implementation	4. Invest in technology, fortify infrastructure, and enhance fiscal resources. (4.1; 4.3)	

2.2 RESOURCE NEEDS TO MEET FIVE-YEAR GOALS

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goal 1: Lead institutional accreditation processes		3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.A)	
Goal 2: Lead and coordinate college-wide planning process including program review and assessment		3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.A; 3.3.B)	
Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement		1. Increase equitable student engagement, learning, and success. (1.1; 1.2; 1.3; 1.4) 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.B)	
Goal 4: lead and facilitate the enterprise technology tool process and implementation		4. Invest in technology, fortify infrastructure, and enhance fiscal resources. (4.1; 4.3)	
Department/Unit Name		Position Name/Classification	FTE
Planning and Institutional Effectiveness		Full-Time Senior Administrative Assistant	0.5
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 type="checkbox"/> Other <input type="text"/>	\$2,534/mo. (+benefits)
Justification:			
<p>The workload for the Office of Planning & Institutional Effectiveness has increased dramatically over the past year and the demands will continue to increase based on the College cycle of planning and the various research, planning and accreditation projects required. The office currently contains one full-time Senior Dean of P&IE and one part-time (20 hr/wk) Senior Administrative Assistant. Currently and moving forward the following efforts and projects require completion from the P&IE Office – implementation, trainings dissemination of materials and routine maintenance of a new Enterprise Technology Tool, evaluation of the EMP 2006-16, progress report and evaluation of current Strategic Plan: An EMP for LMC 2014-2019, Guided Pathways, ACCJC ISER and Site Visit in 2020, Substantive Changes and Annual Reports, evaluation of previous and completion of a new EMP, the program review process including compilation and dissemination of data/information from the Comprehensive Program Review and program review training, serve as logistical support for the spring 2018 IEPI PRT, and various surveys/data projects including CCSSE. In addition to the routine tasks and duties the Senior Administrative Assistant is required to complete such as budget, Planning Committee agendas and minutes, support to the Senior Dean of P&IE, maintenance and updating of all webpages associated with the P&IE Office and Accreditation, etc. If the Senior Administrative Assistant becomes full-time, the position will also assist the Teaching & Learning Committee (TLC) and the Institutional Effectiveness Data Dashboard. In order to provide sustained support and continuously improve the services provided to the College and to best accommodate all of the current and future endeavors, a permanent full-time staff member, is required in the Office of PIE.</p> <p>The senior dean of PIE laid out the tasks for the office and engaged the planning committee’s feedback. The <i>Planning Timeline and Milestones</i> (Table 3 in question #1.1) demonstrates the tasks needs to be done before the ACCJC’s visit in Fall 2020 that will require full-time administrative assistant support.</p> <p>Detail justification is at this link—FullTimeAdminAssis 1.11.2018</p>			

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goal 1: Lead institutional accreditation processes		3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.A)	
Goal 2: Lead and coordinate college-wide planning process including program review and assessment		3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.A; 3.3.B)	
Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement		1. Increase equitable student engagement, learning, and success. (1.1; 1.2; 1.3; 1.4) 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.B) Integrated Plan Goals: 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.	
Department/Unit Name		Position Name/Classification	FTE
Planning and Institutional Effectiveness		Research Coach	3 units
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input checked="" type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	\$4,320/Semester for one academic year It is about 7 hr/week. (3 units = 54 hrs per Semester. Average C rate is \$80. \$80*54hr=\$4320)
Justification:			
The research coach role will support and enhance the area of Institutional Effectiveness area for the college. The role will strengthen data analysis and interpretation and research support in the realm of accreditation, guided pathway, program review, integrated planning, evaluation of strategic plan, as well as grants. In addition, the development of LMC EMP in spring 2020. It will ensure that an equity lens and mindset are applied to effectiveness efforts. In order to provide sustained research support to the College and to best accommodate all of the current and future research and institutional effectiveness endeavors, a minimum of 7 hours per week research coach is required in the Office of PIE. I would like to pilot test this model for one academic year (spring 2018 through spring 2019) to determine its effectiveness, and re-evaluate this model.			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement	1. Increase equitable student engagement, learning, and success. (1.1; 1.2; 1.3; 1.4) 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.B)
Department/Unit Name	Resource Type
Planning and Institutional Effectiveness	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input checked="" type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
a. Working with district IT to develop data dictionary b. Working with district research to implement the data dictionary to the SQL c. Working with consultant to develop the short-term research goal: developing a LMC data dashboard	\$7,000 annually for 3 years
Justification:	
<p>Current research system does not allow campus personnel to generate their own program data to improve program effectiveness. Personnel has to put research request and wait to 2-4 weeks in order to receive the preliminary data. The purpose of this request is to achieve two goals: (a) data on people’s finger tips and (b) increase data democracy.</p> <p>The purpose of the project is to increase data democracy at the district and colleges to provide a user-friendly analytical data toolset or system with which to analyze institutional data. In addition, faculty, staff, and administrators can use this toolset or system to generate information that supports their work—democratizing data by providing end users on-demand access and exploration.</p> <ul style="list-style-type: none"> • Why is a Data Dashboard important? <ul style="list-style-type: none"> It can improve decision-making, support the evaluation of strategic priorities, support accreditation, aid in assessing student success services, appraise program effectiveness, and support program review. • The short- and long-term outcomes are: <ul style="list-style-type: none"> • create a data toolset/system • train faculty, staff, and administrators to use this system • cultivate/support data democracy and culture of inquiry <p>Detail justification and proposed plan is at this link—LMC Data Dashboard 1.11.2018</p>	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal 1: Lead institutional accreditation processes Goal 2: Lead and coordinate college-wide planning process including program review and assessment Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. (3.3.B)
Department/Unit Name	Resource Type
Planning & Institutional Effectiveness	<input checked="" type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
ACCJC Conference x 2 – Fall & Spring (required for ALO) ACCJC ISER Training (required for ALO and Sr. Administrative Assistant) RP Conference – Spring Student Success Conference-- Fall IEPI Workshops x 2 – Spring & Fall	\$5,000 (approx.) annually
Justification:	
The Senior Dean of Planning & Institutional Effectiveness also serves as the Accreditation Liaison Officer (ALO) for the College. In this role it is required that she attend mandatory sessions and trainings. In addition, to improve the effectiveness of our office and to better communicate with the College trends, data tools and improvements as well as advancing our knowledge and skills in research and planning it is necessary that the Senior Dean of P&IE and occasionally the Senior Administrative Assistant for P&IE, attend the RP Conference which is held twice a year (April and Fall). There is also frequent IEPI workshops associated with institutional effectiveness, changes in data requirements, data tools and information as it relates to planning, accreditation, and CCCCO vision and priorities. These workshops are usually one-day and provide important updates and trainings on guided pathways, integrated planning, data disaggregation, data visualization, , etc.. While some of these professional development opportunities are required in order to stay abridged and informed for accreditation, others are necessary in order to adequately inform the College and provide overall institutional effectiveness to our institution.	