

LMC Program Review Year 3 Update 2019-2020 Student Services Units

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 associate 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 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.

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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.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission. **Los Medanos College is an open-door institution dedicated to meeting the educational needs of East Contra Costa County residents. The athletic program at LMC is designed to supplement and enhance the total educational experience of student athletes. The program is governed by the California Community College Athletic Association (CCCAA) and the Constitution of the Bay Valley Conference (BVC). LMC has 7 intercollegiate teams: Baseball, Men's Basketball, Women's Basketball, Women's Soccer, Softball, and Women's Volleyball which are hosted in the BVC. Football is hosted in the Northern California Football Association - American/ Pacific 7 Division**

Our philosophy is to:

Provide for the safety and welfare of the student as a primary concern;

Assist the student athlete in attaining his/her educational goal;

Be recognized as part of the college's total educational program;

Be characterized by the highest levels of professional instruction and supervision;

Provide opportunities for individual growth and development;

Ensure an opportunity for student athletes to achieve excellence;

Provide equal opportunity to all members of the college community;

Maximize opportunities for participation by the maximum number of students;

Aspire to achieve and maintain high levels of athletic performance within a moral and ethical framework;

Maintain the goal of cooperation within and among the various intercollegiate sport offerings;

Provide the best possible equipment and facilities;

Involve community, parents, faculty, friends and other students, as well as the coaches and athletes themselves; and

Strive to make each student athlete's experience a positive, healthful and enjoyable part of his/her college life.

- b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals. ~~Have Athletics has had collaboration collaborated~~ with the Admissions and Records office to complete ~~a CCCAA Student Eligibility Report-Form 1's (eligibility(Form 1))~~ for student athletes for the past 10 years. ~~Have collaborated~~ Collaboration with the Student Success and Support Program (3SP) ~~program for the~~ past 4 years for our "Athletic Student-Athlete Opening Day Orientation". The 3SP program has been a tremendous help with the planning and organizing of the opening day event. The Athletic Director (AD) works with the Business Office daily to order and pay for supplies and equipment for the athletic program. Athletics ~~c~~Collaborates with the Building and Ground Department for athletic field maintenance, community field use and rentals.
- c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides. LMC is a member of the California Community College Athletic Association (CCCAA). The athletic program must be compliant with the CCCAA Constitution & Bylaws which is ~~yearly~~ updated each year. All coaches, staff, and administrators who deal with student-athletes must take a "Compliance Exam" annually. The Athletic Director (AD) attends the CCCAA Fall Conference and Spring Convention ~~where~~ new legislation is voted on for the Constitution & Bylaws. LMC is a member of the Bay Valley Conference (BVC). The AD must attend the BVC Assembly meetings in the Fall and Spring. Our Football and Volleyball coach serve as the men's and women's reps for the BVC assembly. All head coaches must attend a pre-post meeting for their respective sports. The AD must complete ~~an annual-yearly~~ Form R-4 Statement of Compliance of Title IX Gender Equity for the CCCAA.
- d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment. ~~Currently we have 7~~ athletic teams here at LMC. The level of success over the last couple of years has been amazing. It is a testament to the athletic program and the hard work of all the coaches and supporting staff which consists of 2 full-time head coaches, 5 part-time head coaches, athletic trainer and equipment manager to bring in top level student-athletes and ~~e~~insure they improve, stay eligible and do well academically.

Commented [MT1]: Spell this out before using the acronym.

Commented [MT2]: List the length of time for this collaboration.

e. How does your department ensure that students are aware of learning support outcomes? Our learning support outcomes (LSO) will be covered in our new Student-Athlete Handbook which will cover the California Community College Athletic Association (CCCAA) Student-Eligibility Report (Form 1) at the beginning of each sport season. The Athletic Director informs all student-athletes of the CCCAA eligibility requirements to be able to participate for their respective season and the CCCAA state decorum policy that they will have to follow in order to participate. Student-athletes will take a pre and post survey for assessment.

e. ~~LSO ? Catalog or website. I need help with this one.~~

f. 2. Engagement

- a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities. **The athletic department puts on an "Athletic Opening Day Orientation" for all student athletes before the Fall Semester. All coaches and staff assist in hosting this orientation. Last fall over 160 student-athletes participated. The Athletic Director serves as Administrative Rep for Women's Basketball in the BVC and is a member of the Northern California Football Association (NCFA) Competition Committee. On campus the AD serves on the safety and travel committees. Our volleyball coach will serve as the State President of Volleyball**
- b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations. **All coaches are ambassadors of the college and the athletic program. The coaches frequently attend local high schools to recruit student-athletes for their respective teams. They will set up on-campus recruiting visits for prospective student-athletes. Coaches also collaborate with local organizations to rent out our facilities for the use of the college gym and sport fields.**
- c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making. **All coaches will take the CCCAA "Coaches Compliance Exam" and attend a Coaches Compliance meeting mandated by the CCCAA before the Fall Semester begins. This meeting informs coaches of new legislation passed by the CCCAA and a department agenda is covered on all pertinent information of LMC information related to athletics.**
- d. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020. **No Advisory Board**

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Commented [MT3]: Learning Support Outcomes are a means to assess what you would like your Athletics program to accomplish within the next 3 years. One of the outcomes MUST focus on students. Any other outcomes you identify to assess can be focused on students, employees, and/or service area. All LSO's must be aligned with your comprehensive program goal(s) and at least one of the indicators for the Vision For Success (VFS). I am happy to discuss further.

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3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	SS GUIDING PRINCIPLES	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success	Sustain and maintain the continued excellence of the athletic department.	Need help with this one.	Strive to be the top 3 colleges in the BVC for the Commissioner’s Cup. LMC won the inaugural Cup in 2018-19. Not have a female team drop from conference play due to low numbers.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Stress the importance of recruiting to all coaches especially the female coaches. Stress the importance of academics to all student athletes and coaches. Marketing strategies to showcase our new Kinesiology/Athletic Complex and Athletic Program to attract local student-athletes, especially females.	Yearly assessment	Richard Villegas Athletic Director

Commented [MT4]: The definition of “measure” is the following:

•A **Measure** is a method used to gauge achievement of the expected results. The measure is not the actual target for achievement, but rather the approach or tool used to collect evidence of performance. Measures encompass a wide variety of sources of information. Some examples include pre- and post-tests; system data; interviews; evaluations; standardized tests; comparison to standards; surveys; activity volume; and document analysis, but may include many other types of information sources.

*The language you currently have in this column is not quite a measure. Please revise. Let me know if you need further information.

Commented [MT5]: Your CPRG needs to align with one of the following SS Guiding Principles:

- Equity and Inclusion
- Student Engagement and Success
- Empowering Student Services Professionals
- Commitment to Innovation and Creativity

					<p>Update athletic website</p> <p>Develop and create a promotional video showcasing our new KAC Complex and incorporating into the athletic website.</p>		
<p>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
<p>VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87</p>				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

<p>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.</p>							
<p>VFS3: Decrease the average number of units accumulated by CCC students earning associate 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.</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal 			
<p>VFS4: Increase the percent of</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress 			

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<p>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.</p>				<p><input type="checkbox"/> Completed <input type="checkbox"/> New Goal</p>			
<p>VF55: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>				<p><input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal</p>			

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

The development of a Student-Athlete handbook collaborating with other departments who assist student-athletes on campus.

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The opening of our new Kinesiology/Athletic Complex.

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The college purchasing three new 12-passenger vans for athletic team travel.

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Recipients of the inaugural Bay Valley Conference (BVC) Commissioners Cup. The criteria consist of points awarded for season order of finish for each sport and total athletic GPA which was a 3.1

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Commented [MT6]: You may want to focus on something related to increasing the academic performance of student athletes through some sort of structured study hall or tutoring program. Perhaps start with the athletic team with the lowest overall academic performance (GPA) and go from there. Let me know if you need further assistance.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	Need assistance	Students who			Example:
	Holding a mandatory CCCAA Student Eligibility Report (Form 1) meeting prior to season of competition	attends meeting will			Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
		be able to demonstrate an understanding of CCCAA eligibility requirements and the CCCAA state decorum policy			

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TARGET	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE		Provide students with a pre and post survey to determine their understanding of CCCAA eligibility. Provide students with a pre and post survey to determine their understanding of CCCAA decorum policy			Example: Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	N/A	N/A			
NEXT STEPS		To provide student-athletes with			Example:

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		pre/post surveys and begin to examine the data. Determine methods that can be used to ensure that student athletes are aware of CCCAA eligibility requirements and CCCAA decorum policy			<i>Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.</i>
RESPONSIBLE PARTIES	Richard Villegas	Richard Villegas			Example: <i>Jennifer Ma, Financial Aid Office</i>
SS GUIDING PRINCIPLES	Student engagement and success	Student engagement and success			Example: <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Sustain and maintain the continued excellence of the athletic department	Develop an updated student-athlete handbook			Example: <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

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Commented [MT7]: These are listed earlier in the document in my notes on pg. 6.

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Commented [MT8]: List your CPRG here. Your LSO must be aligned with your CPRG: **“Sustain and maintain the continued excellence of the athletic department.”**

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5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals. **N/A**

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6. Resource Needs

Resource needs in order 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 #
Operating Resource Request	
Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent
<input type="checkbox"/> Equipment	<input type="checkbox"/> IT Hardware/Software
Department/Unit Name	Resource Type
<input type="checkbox"/> Manager	<input type="checkbox"/> Conference/Meeting
<input type="checkbox"/> Student	<input type="checkbox"/> Materials/Supplies
<input type="checkbox"/> One-time	<input type="checkbox"/> Online Learning
<input type="checkbox"/> Other	<input type="checkbox"/> IT Hardware/Software
General Description	Est. Expense
Administrative Assistant for Kinesiology/ Athletic Complex	
Justification:	
Justification:	
Examples of Duties/Essential Functions	
Answers phones; transfers calls from inside and outside campus to appropriate person or department; takes and delivers messages.	
Receives and greets office visitors; refers them to proper persons and offices.	
Provides factual information regarding college or department courses, activities and functions.	
Administers the on-line personnel directory and hard-copy campus phone directory.	

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Answers emergency calls, obtains all information and accurately reports and forwards to emergency services as needed.

Creates and maintains office files, reports, bulletins, and correspondence; searches files and records for required information; Performs alphabetical and numerical sorting, electronic filing, and locating data.

Keeps records and makes entries on standardized forms.

Operates a variety of office equipment, including photocopier, calculator, and computer.

Reports issues regarding office equipment or technology.

Orders, receives, distributes and stores office supplies.

Prepares and types form letters, labels, addresses, and other materials.

Accepts postal deliveries, including special deliveries.

Sorts and distributes incoming and inter-office mail; prepares shipments of interdepartmental mail to outlying district locations on a daily basis.

Take and Pass the CCCAA Compliance exam.

Generate Athletic Schedules.

Send Athletic Game Management guide and schedule to opposing colleges.

Assist AD with meal money for teams

Provide communication avenues among coaches and between coaches, the faculty, the staff, and other administrators

Coordinate and arrange all travel for team's away games.

Provide meal money paperwork to business office for respective team away games

Assist AD working with admissions office to ensure student-athlete eligibility

Assist AD with coordination and planning fall student-athlete orientation

Operate a phone system.

Operate office machines and learn office methods, rules and policies.

Learn basic rules, policies and procedures of the office to which assigned.

Understand and follow both oral and written instructions in an independent manner.

Learn and communicate general information about campus facilities, events, resources, and staff.

Maintain professionalism when interacting with callers.

Make simple mathematical computations.

Serve students, staff and colleagues in a helpful and professional manner.

Establish and maintain cooperative work relationships with those contacted in the performance of required duties.

Assist and completion of Statement of Compliance of Title IX Gender Equity (R-4 Form) and completion/verification of federal EADA report which is filed with the state office (CCCAA), Bay Valley Conference Commissioner, and Los Medanos College President's Office

Work with Business Office and the Athletic Facility coordinator to assign and coordinate events held in athletic facilities.