



**Institution-Set Standard
Vision for Success
Quality Focus Essay (QFE)**



Institution-Set Standards Vision for Success



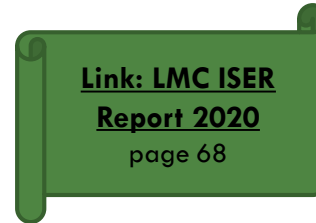
Mission

Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.



ACCJC Standard I.B.3 — Institution-Set Standards

- Institution-Set Standards = Vision for Success
 - ▣ Course success
 - ▣ Degrees/Certificates awarded
 - ▣ Transfer Degrees
 - ▣ Units accumulation
 - ▣ DI groups
- Set goals for each area in 2016-2017
- Program Review was revised to reflect Vision for Success and Institution-Set Standards



ACCJC Standard I.B.3 — Institution-Set Standards

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

I.B.3. Evidence of Meeting the Standard

The College's institution-set standards (ISS) are established as part of its Vision for Success (VFS) goals – degree, certificate, transfer, and career technical education (CTE) – which are required by the California Community College Chancellor's Office (CCCCO) and Assembly Bill 1908. Prior to the VFS mandate, Los Medanos College established mission-appropriate ISS, as outlined by the CCCC Institutional Effectiveness Partnership Initiative in 2015-2016. These standards are ultimately discussed and approved through the shared governance structure, including the Shared Governance Council, Academic Senate, Classified Senate, and Student Senate. ([I.B.3-1](#), [INT-21](#), [INT-20](#), [I.B.3-2](#), [I.B.3-3](#), [INT-19](#), [I.B.3-4](#), [I.B.3-5](#), [I.B.3-6](#), [I.B.3-7](#), [I.B.3-8](#), [I.B.3-9](#), [I.B.3-10](#), [I.B.3-11](#), [I.B.3-12](#), [I.B.3-13](#))

LMC has integrated the ISS into its program review process, which is detailed in I.B.2. The *Program Review "Year Three" Template* was revised to require programs to establish program-set standards (goals) in course success rate, degrees awarded, certificates awarded, and disproportionately impacted subgroups. This process includes a review of trend metrics from the previous five years and the development of action plans to improve student achievement, if the standards are not met. If the goals are achieved, the individual program will recalibrate its standards to further improve student achievement. ([I.A.2-16](#), [INT-22](#), [INT-23](#), [I.B.3-14](#), [I.B.3-15](#), [I.B.3-16](#), [INT-17](#), [INT-10](#))

Instructions relevant to reporting ISS in program review are included in the program review trainings and templates. The ISS data for each program, unit, or department are reported in their respective "Program Review Year Three Update Report" and then published on the "Program Review Year Three Update Reports" website. ([I.A.2-17](#), [I.B.3-14](#), [I.B.3-15](#), [I.B.3-16](#))

I.B.3. Analysis and Evaluation

In pursuit of continuous improvement, Los Medanos College has not only established the process for establishing its institution-set standards, but has also integrated program-set standards into the program review process. By tying these standards to the program review cycle, the College has made great strides in ensuring that the assessment is both sustainable and substantive. ([I.B.3-17](#), [I.B.3-18](#), [I.B.3-19](#), [I.B.3-20](#), [I.B.3-21](#), [I.B.3-22](#))

**Link: LMC ISER
Report 2020**
page 68

Reminder:
Program Review
Year 5: Vision for
Success Section
Training in
November

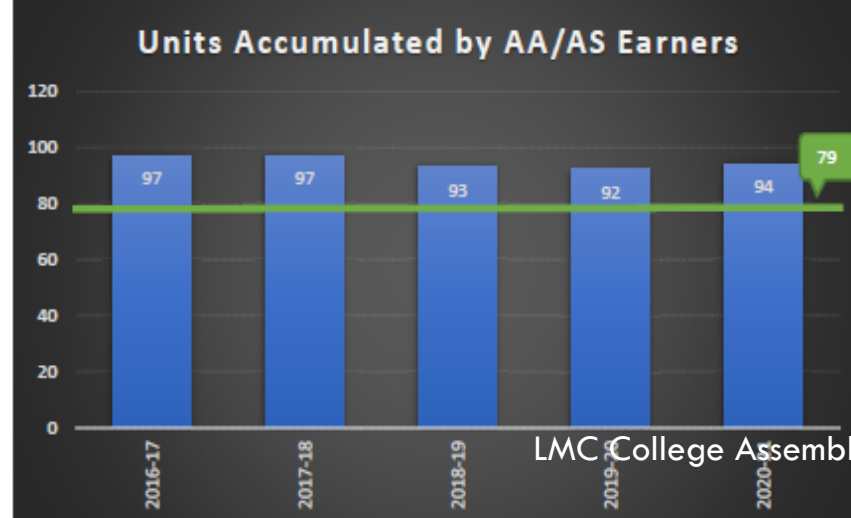
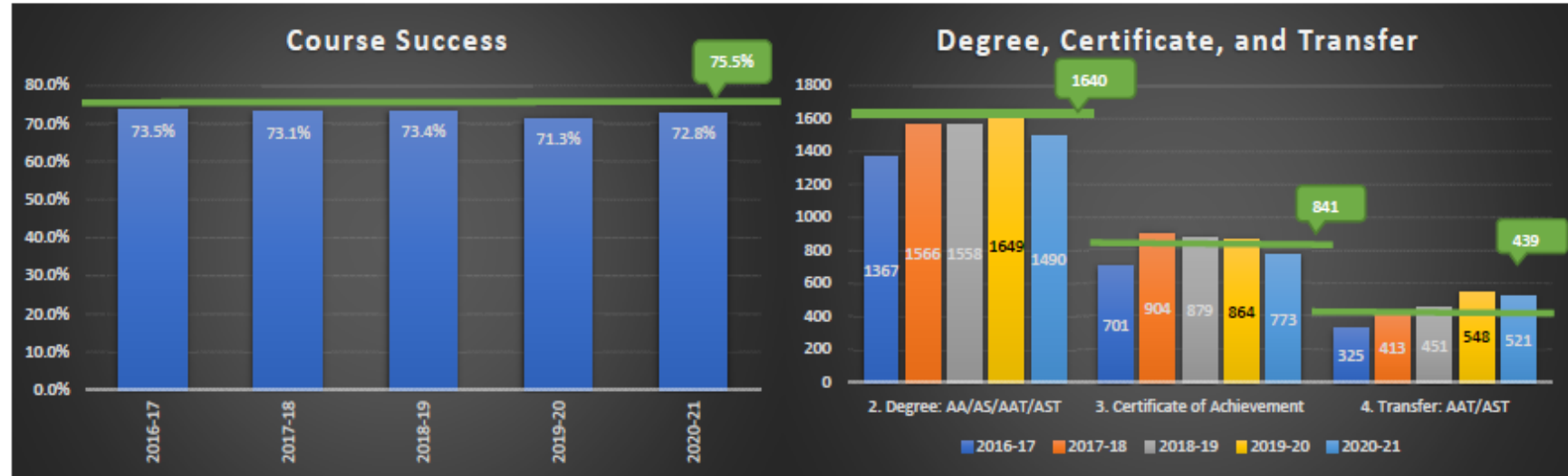
Data Review

- Overall
- African American
- Low Income
- Foster Youth

Institution-Set Standards and Vision for Success Overall

	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Set Standard Baseline 2016-17	Stretch Goal
1. Course Success	73.5%	73.1%	73.4%	71.3%	72.8%	73.5%	75.5%
2. Degree: AA/AS/AAT/AST	1367	1566	1558	1649	1490	1367	1640
3. Certificate of Achievement	701	904	879	864	773	701	841
4. Transfer: AAT/AST	325	413	451	548	521	325	439
5. Number of Units Accumulated by AA/AS Earners	97	97	93	92	94	97	79

[Link: Institution-set Standard Report 2021](#)



Stretch Goal:

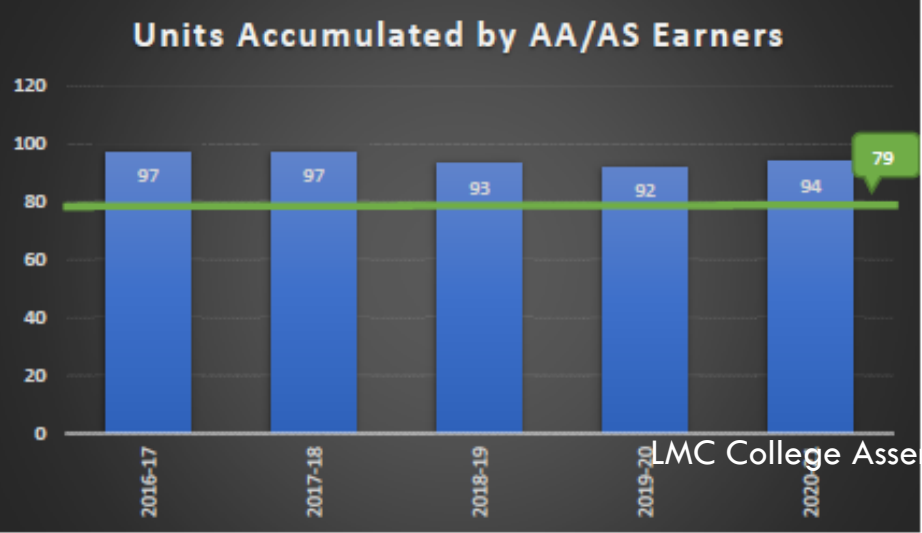
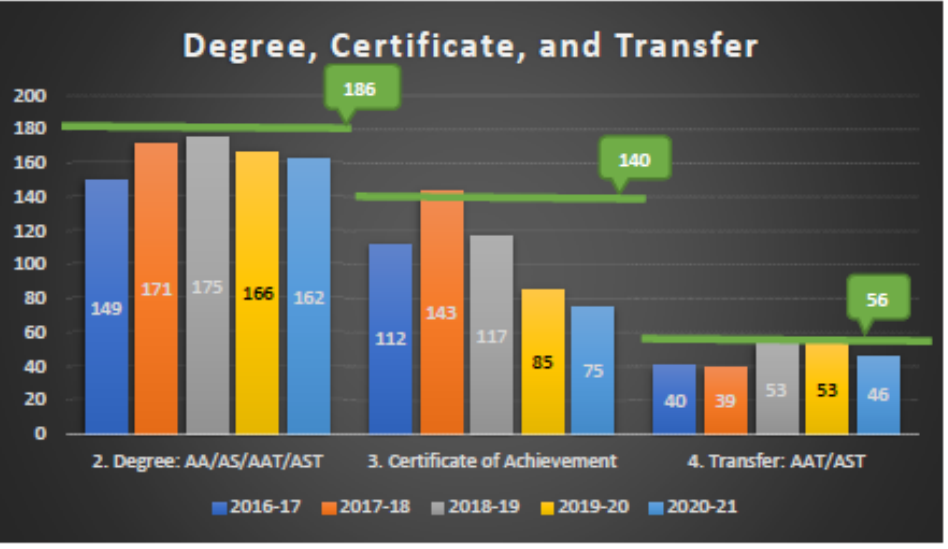
- Course Success: Stretch Goal = 2% increase from the Baseline.
- Degree: Stretch Goal = 20% from the Baseline. 25% from the Baseline for Equity Groups.
- Certificate of Achievement: Stretch Goal = 20% from the Baseline. 25% from the Baseline for Equity Groups.
- Transfer: Stretch Goal = 35% from the Baseline. 40% from the Baseline for Equity Groups.
- Number of Units Accumulated by AA/AS Earners: Stretch Goal = 79. (~18%). 25% for Equity Groups.

Data Source:
 4CD Course Success View Tableau
 4CD Degree/Certificate View Tableau
 4CD Degree/Certificate View Tableau
 Data Extracted: 7.21.2021



Institution-Set Standards and Vision for Success African American

African American Student	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Set Standard Baseline 2016-17	Stretch Goal
1. Course Success	63.1%	63.3%	63.3%	60.9%	62.1%	63.1%	65.1%
2. Degree: AA/AS/AAT/AST	149	171	175	166	162	149	186
3. Certificate of Achievement	112	143	117	85	75	112	140
4. Transfer: AAT/AST	40	39	53	53	46	40	56
5. Number of Units Accumulated by AA/AS Earners	99	98	98	90	104	99	79



Stretch Goal:

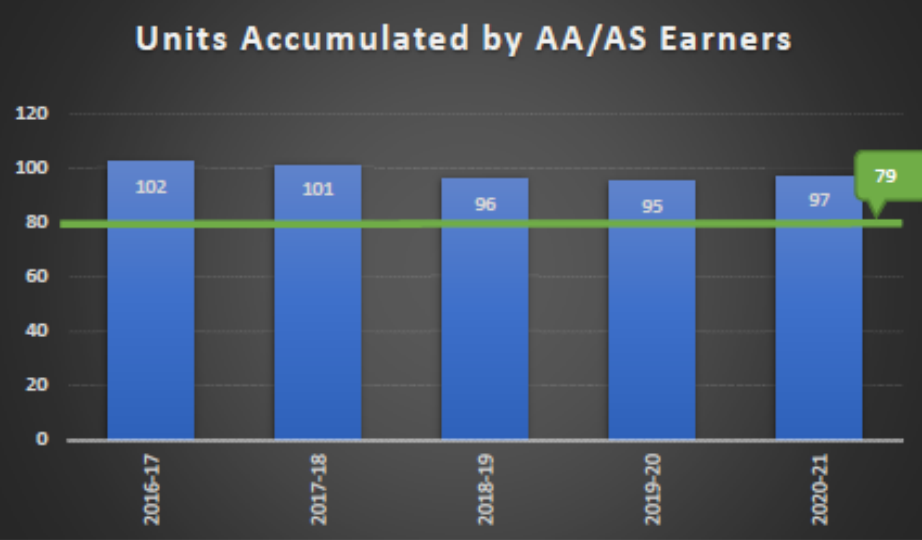
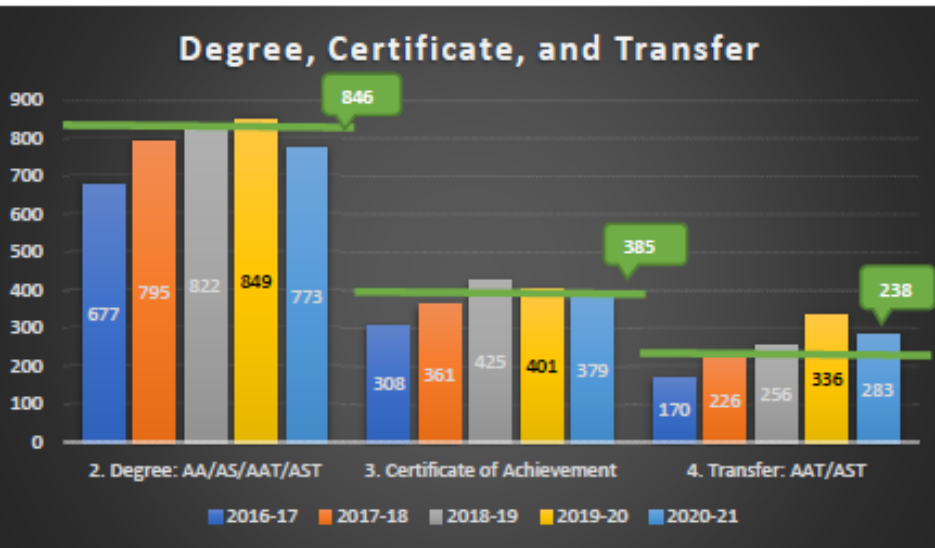
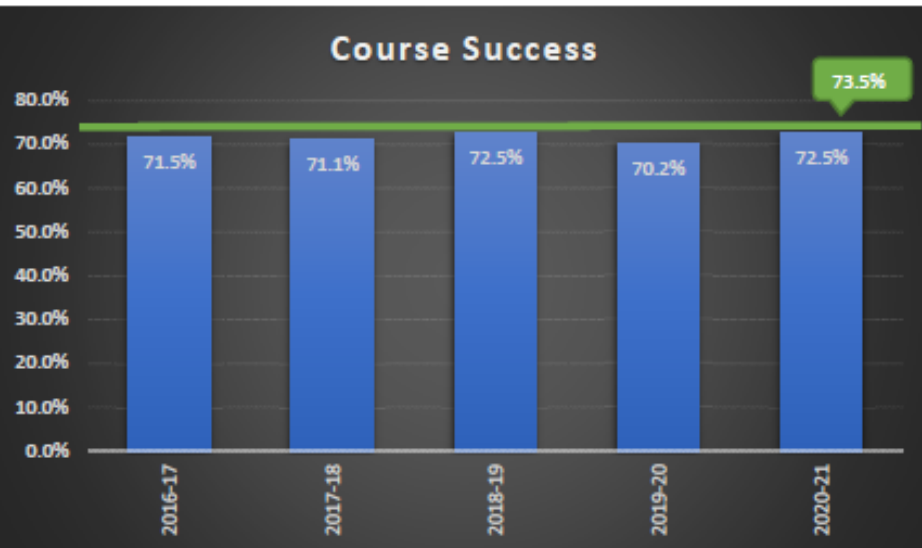
1. Course Success: Stretch Goal=2% increase from the Baseline.
2. Degree: Stretch Goal =20% from the Baseline. 25% from the Baseline for Equity Groups.
3. Certificate of Achievement: Stretch Goal =20% from the Baseline. 25% from the Baseline for Equity Groups.
4. Transfer: Stretch Goal =35% from the Baseline. 40% from the Baseline for Equity Groups.
5. Number of Units Accumulated by AA/AS Earners: Stretch Goal=79.

Data Source:
 4CD Course Success View Tableau
 4CD Degree Awards Tableau
 4CD Degree/Certificate View Tableau
 Data Extracted: 7.21.2021



Institution-Set Standards and Vision for Success Low Income Students

Low Income Student	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Set Standard Baseline 2016-17	Stretch Goal
1. Course Success	71.5%	71.1%	72.5%	70.2%	72.5%	71.5%	73.5%
2. Degree: AA/AS/AAT/AST	677	795	822	849	773	677	846
3. Certificate of Achievement	308	361	425	401	379	308	385
4. Transfer: AAT/AST	170	226	256	336	283	170	238
5. Number of Units Accumulated by AA/AS Earners	102	101	96	95	97	102	79



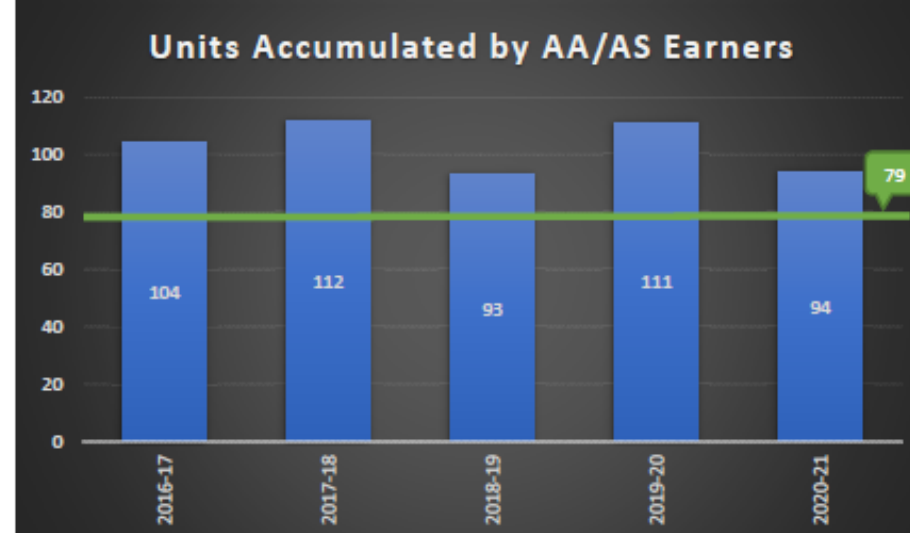
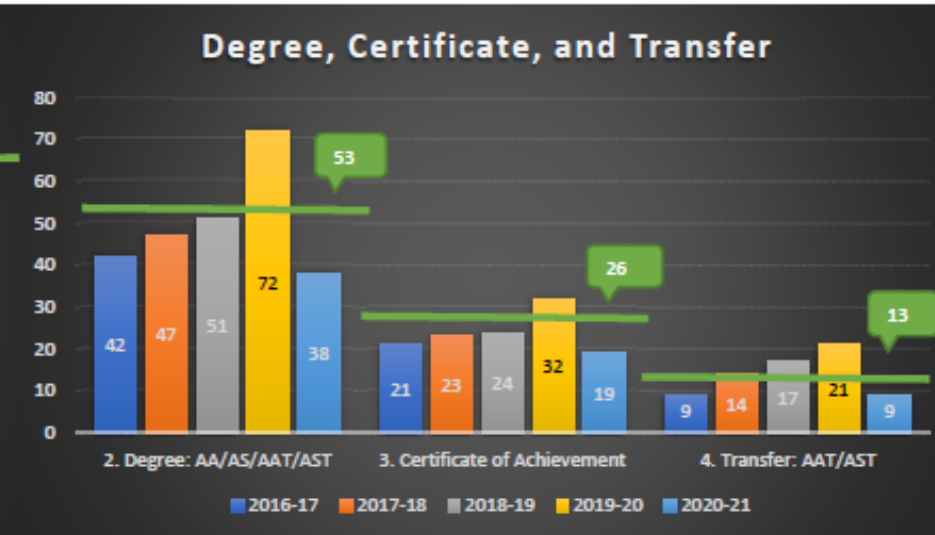
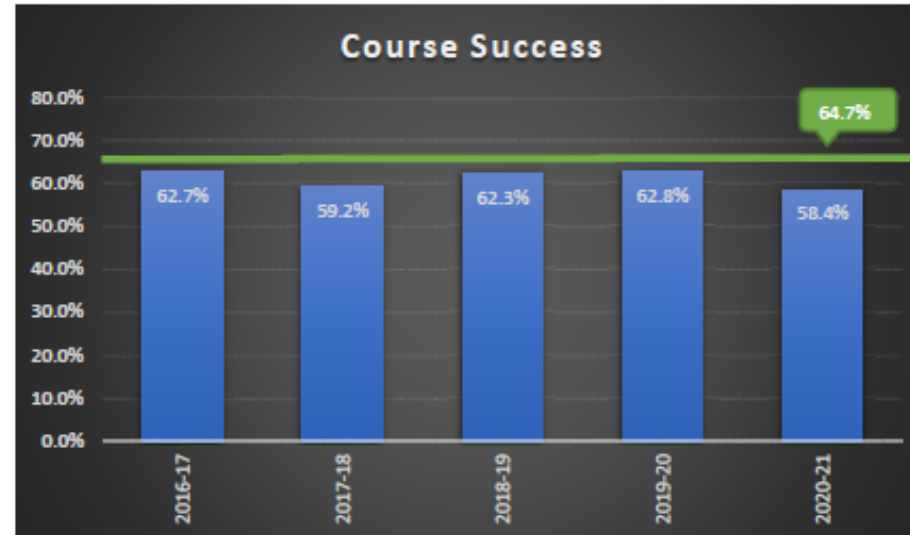
Stretch Goal:

- Course Success: Stretch Goal=2% increase from the Baseline.
- Degree: Stretch Goal =20% from the Baseline. 25% from the Baseline for Equity Groups.
- Certificate of Achievement: Stretch Goal =20% from the Baseline. 25% from the Baseline for Equity Groups.
- Transfer: Stretch Goal =35% from the Baseline. 40% from the Baseline for Equity Groups.
- Number of Units Accumulated by AA/AS Earners: Stretch Goal=79.

Data Source:
 4CD Course Success View Tableau
 4CD Degree Award Tableau
 4CD Degree/Certificate View Tableau
 Data Extracted: 7.21.2021

Institution-Set Standards and Vision for Success Foster Youth Students

Foster Youth Student	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Set Standard Baseline 2016-17	Stretch Goal
1. Course Success	62.7%	59.2%	62.3%	62.8%	58.4%	62.7%	64.7%
2. Degree: AA/AS/AAT/AST	42	47	51	72	38	42	53
3. Certificate of Achievement	21	23	24	32	19	21	26
4. Transfer: AAT/AST	9	14	17	21	9	9	13
5. Number of Units Accumulated by AA/AS Earners	104	112	93	111	94	104	79



Stretch Goal:

1. Course Success: Stretch Goal=2% increase from the Baseline.
2. Degree: Stretch Goal =20% from the Baseline. 25% from the Baseline for Equity Groups.
3. Certificate of Achievement: Stretch Goal =20% from the Baseline. 25% from the Baseline for Equity Groups.
4. Transfer: Stretch Goal =35% from the Baseline. 40% from the Baseline for Equity Groups.
5. Number of Units Accumulated by AA/AS Earners: Stretch Goal=79. (~18%)

Data Source:
 4CD Course Success View Tableau
 4CD Degree Award Tableau
 4CD Degree/Certificate View Tableau
 Data Extracted: 7.21.2021

Strategies in Place

11

- SEM → Guided Pathways → Policy/Procedure → Strategies (i.e., outreach)
- Academic Senate policies and practices: curriculum audit and anti-racism resolutions, AREA F Taskforce
- Classified Senate policies: Classified Senate 2021-2024 Goals, Against Anti-AAPI Hate Crimes Resolution, Anti-Racism Resolution
- Student Equity Plan activities:
 - ▣ OER-ZTC
 - ▣ Umoja
 - ▣ Transfer
 - ▣ Counseling



Strategies in Place

- Professional Development: undoc4cd.org, Black feminism, Caring Campus
- Student Services Interventions: Calling campaigns, Counselor outreach, Transfer services
- Specialized Outreach and Support Services: Foster Youth, Veterans
- Instructional Learning Support Services: Library, Tutoring, Lab interventions
- Instructional Programs: Pathway pilot expansion, Distance Education



Suggestions? What did We Miss?

- Feedback from audience?

Recap Learning

14

EMP #2. Increase and maximize equitable opportunities for students to successfully complete courses and programs

I.B.6. LMC disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
(EMP 2)

I.B.3. LMC establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
(EMP 2)

EMP #1. Strengthen a culture of equity, diversity, inclusion, and racial justice.

EMP #5. Effectively utilize institutional resources to meet the needs critical to the College mission

I.B.8. LMC broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
(EMP 1,5)



Quality Focus Essay (QFE)

Quality Focus Essay

What is the Quality Focus Essay?

As part of its self-evaluation for accreditation or through its regular planning, resource allocation, and evaluation cycles, the institution may identify areas where a change in policy, procedure, or practice might directly lead to improvement of student learning and/or achievement outcomes at the institutional level.

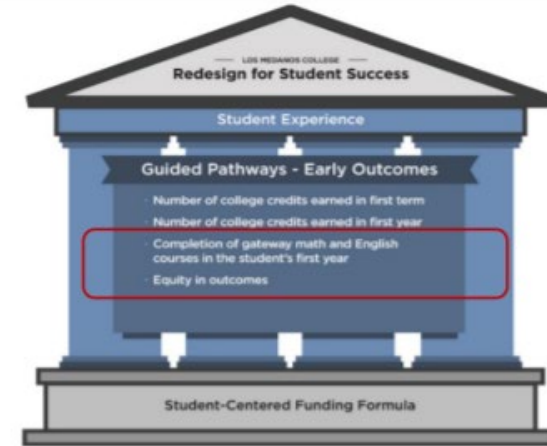
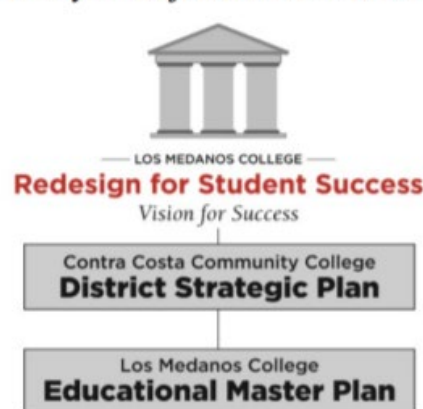
The Quality Focus Essay (QFE) provides a framework for institutions to implement innovative ideas and projects designed to positively impact student learning and achievement over a multi-year period.

LMC's Quality Focus Essay

Introduction of Projects

In spring 2019, Los Medanos College's Strategic Enrollment Management (SEM) Committee was established as a subcommittee of the Shared Governance Council. SEM is charged with:

- Developing comprehensive student enrollment goals aligned with the College's mission and Educational Master Plan;
- Utilizing Guided Pathways principles, ensuring strategies that improve equitable access, success, engagement, persistence, and completion outcomes for all students;
- Providing excellent and pertinent programs of study with clear pathways, course offerings and alignment, and student support;
- Creating decision-making and measurement strategies that are data-based;
- Recommending internal and external communication and marketing approaches to support enrollment management goals;
- Enhancing coordinated campus-wide efforts to ensure student success;
- Assessing existing studies and resources to better inform College practices and the student success factors;
- Optimizing student enrollments and completion, while ensuring financial viability – particularly in conjunction with the Student-Centered Funding Formula.



In fall 2019, SEM led the institutional conversation on completion of transfer-level math and English courses in a student's first year of enrollment at Los Medanos College (LMC). Several research studies and presentations were shared and discussed at the SEM meetings in [October](#) and [November](#) 2019. One research study focused on new first-time, full-time students with degree/transfer as their goal. The SEM Committee suggested expanding this cohort to both full-time and part-time students. A [second research](#) study then focused on all new first-time students, both full-time and part-time, with a goal of degree completion or transfer. The findings from the second study indicated that:

[Link: LMC ISER Report 2020](#)
Page 301

LMC's Quality Focus Essay

1. Increase successful completion of degree/transfer English and Math

2. Increase enrollment of first-time students in degree/transfer English and Math

3. Schedule adequate sections for degree/transfer English and Math

Intended Measurable Outcomes of Projects

Based on these data, LMC's projects are designed to achieve the following outcomes:

1. Increase successful completion of degree/transfer-level English and math* in the first year of a student's enrollment at the College through a focus on practices that directly address the needs of our disproportionately-impacted student populations, as identified in the institution's Student Equity Plan.
2. By fall 2022, increase the number of first-time students enrolled in degree/transfer-level English and math* in their first year to 80% of students with degree/transfer as their stated goal for all fall cohorts.
3. Reduce waitlists for transfer-level English and math courses, while maintaining fill rates, by researching and evaluating how many sections of degree/transfer-level English and math would be needed each semester – including online courses – to meet students' needs.

LMC's Quality Focus Essay

1. Intentional Outreach

2. Strategic Scheduling

3. Focused Retention Efforts

Project #1: Intentional Outreach

Los Medanos College will continue its long-standing efforts to work collaboratively with local feeder high schools, adult education schools, and community partners – including those in industry and local businesses – to inform prospective students about academic and career pathways at LMC. The College's work in Guided Pathways will help to inform this effort and align its programs with the needs of the community. With special emphasis on the need to enroll in transfer-level English and math in the first year, efforts will include: researching and implementing new tools to assist students in developing educational plans; and using more streamlined technologies and support to facilitate actual registration as an integral part of orientation and counseling. Part of this approach will involve identifying the characteristics and needs of the 30% of students who matriculate but do not enroll in transfer-level English and math in their first year. There will also be an exploration of new marketing strategies that effectively "get the word out" about the opportunities available, and that highlight the welcoming and inclusive College community students can expect to join. These efforts will be informed by student surveys and focus groups, for which will include help from and engagement with LMC Associated Students (student government) and student life organizations. In addition, a renewed emphasis on initiatives like the District's "Full Time, First Time, Free Tuition" (FT³) Promise Program, as well as other financial supports available to students, will help efforts to increase enrollments in key gateway courses, with targeted outreach to low-income students.

Responsible Parties: Outreach, Counseling, and Office of Planning & Institutional Effectiveness, in partnership with the District Office of Research & Planning

Timeline: fall 2020- fall 2022

Project #2: Strategic Scheduling

In collaboration with the Strategic Enrollment Management Committee, working groups will explore innovative approaches to scheduling, such as: scheduling for one or more years, rather than semester by semester; creating priority time blocks for transfer-level English and math courses; and researching ways to ensure enrollment in degree/transfer-level English and math for all students who have degree/transfer goals noted in their educational plans. Additionally, through this project, the College will increase its use of data to inform the scheduling of degree/transfer-level English and math courses in particular. This will include a more in-depth analysis of: historic student enrollment patterns in these courses; student educational plans, to predict and manage future enrollment needs; and student feedback on how schedules impact their ability to enroll.

Responsible Parties: Strategic Enrollment Management Committee and working groups that include representation from English, Math, and Counseling

Timeline: fall 2020- fall 2022

Project #3: Focused Retention Efforts

These efforts will be focused on disproportionately-impacted student populations identified in LMC's Student Equity Plan. The College will increase professional development opportunities that focus on equity-centered practices and areas that need additional resources. Actions will particularly address students impacted by the "invisible costs" of attending college, such as food and housing insecurity, wellness, mental health needs, and textbook and materials costs.

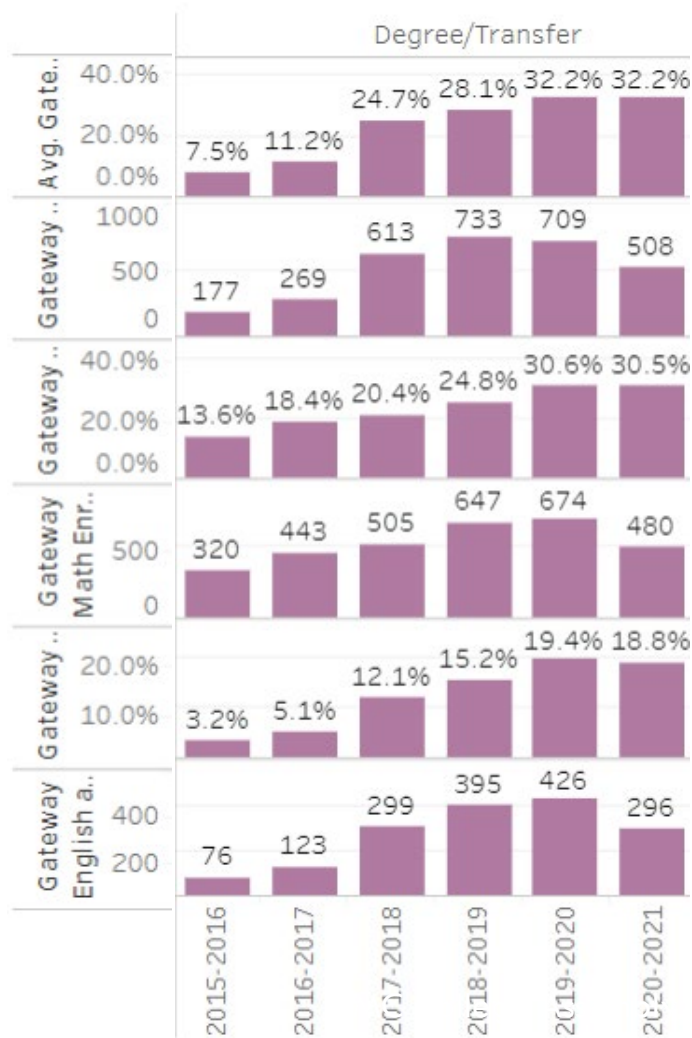
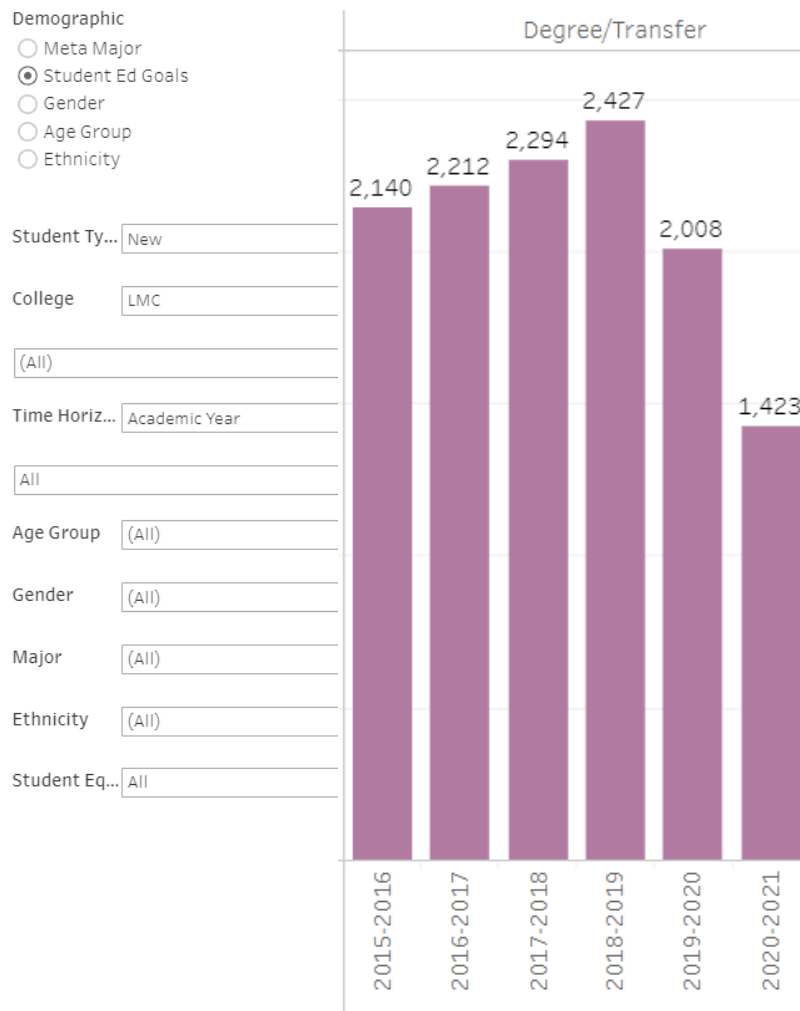
One specific intervention already in place is "LMC Connect," a software tool also known as Starfish, which provides an infrastructure to support retention and increase collaboration among faculty, counselors, and other personnel. For this project, the College will research the effectiveness of these initial efforts, identify what is and is not working, and implement modifications that would increase its effectiveness. Feedback will be garnered from math and English faculty, as well as from counselors, to gain insight into the primary reasons that students drop out of degree/transfer-level math and English courses and to develop a safety net to help students at risk of doing so.

In addition, the College will increase support for the efforts of the Distance Education Committee to improve equitable access and success in distance education classes. This will include professional learning opportunities for faculty, equitable resources for students, and the integration of student support services such as NetTutor, Cranium Café, and other online platforms for LMC's distance education students.

Responsible Parties: Student Success & Retention Program, Office of Equity & Inclusion, and Professional Development, in collaboration with faculty in math, English, and other disciplines, the Distance Education Committee, and Teaching and Learning Committee

Timeline: fall 2020 - fall 2022

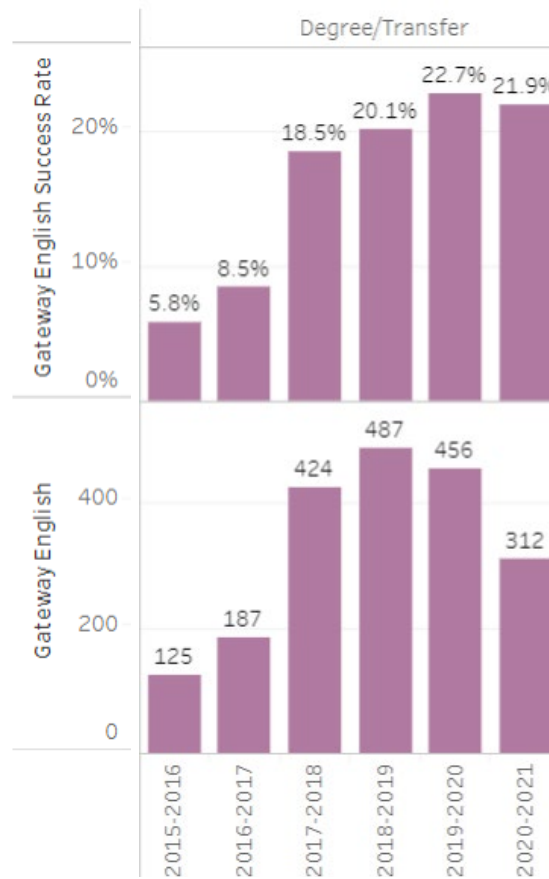
Degree/Transfer Seekers who Successfully Completed Transfer Level English and/or Math in First Academic Year



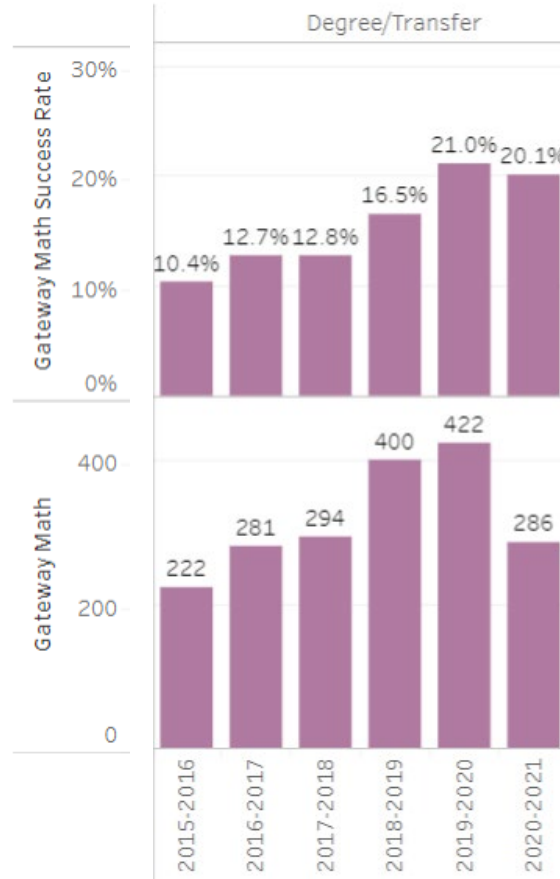
Demographic: Degree/Transfer
 Time Horizon: 2020-2021
 Gateway English Enrollment Rate: 32.2%
 Gateway English Enrollment #: 508
 Gateway Math Enrollment Rate: 30.5%
 Gateway Math Enrollment #: 480
 Gateway English and Math Enrollment Rate: 18.8%
 Gateway English and Math Enrollment #: 296

LMC Guided Pathway Tableau link

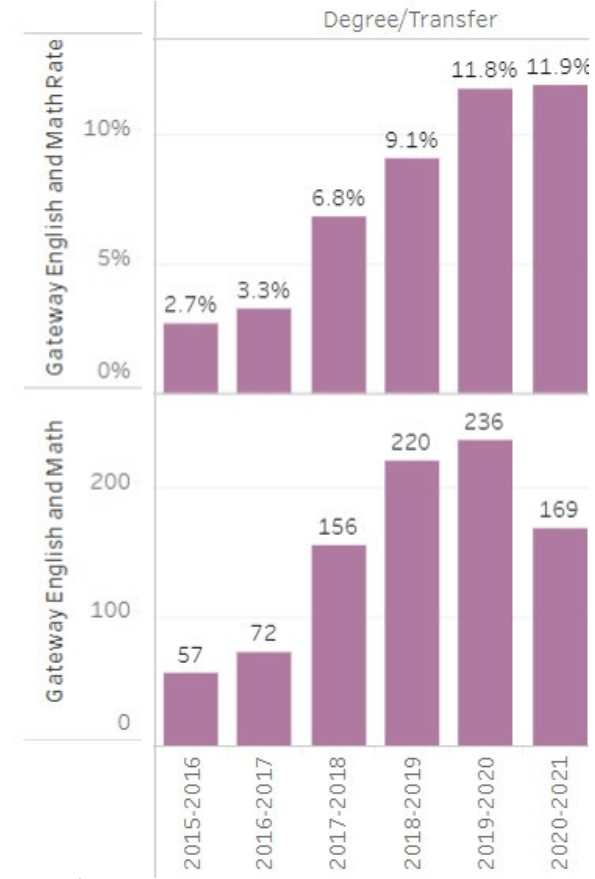
Degree/Transfer Seekers who Successfully Completed Transfer Level English and/or Math in First Academic Year



Demographic: Degree/Transfer
 Time Horizon: 2020-2021
 Gateway English Success Rate: 22%
 Gateway English: 312



Demographic: Degree/Transfer
 Time Horizon: 2020-2021
 Gateway Math: 286
 Gateway Math Success Rate: 20%



Demographic: Degree/Transfer
 Time Horizon: 2020-2021
 Gateway English and Math: 169
 Gateway English and Math Rate: 12%

African American Degree/Transfer Seekers who Successfully Completed Transfer-Level English and/or Math in First Academic Year

- Demographic
- Meta Major
 - Student Ed Goals
 - Gender
 - Age Group
 - Ethnicity

Student Ty...

College

Time Horiz...

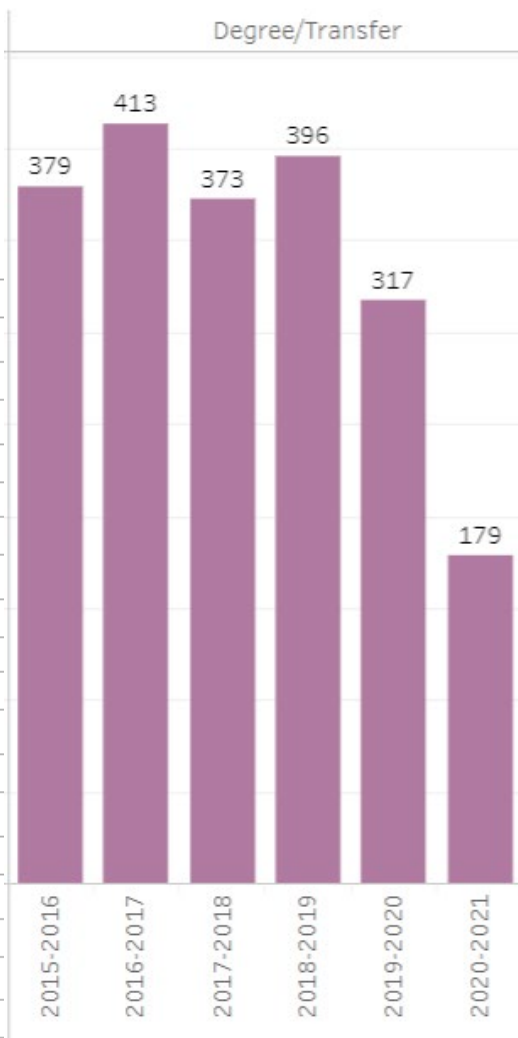
Age Group

Gender

Major

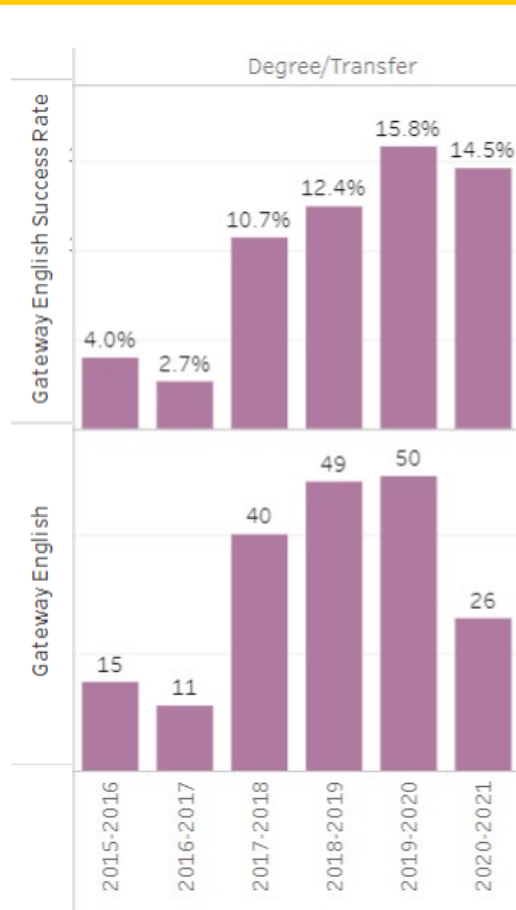
Ethnicity

Student Eq...

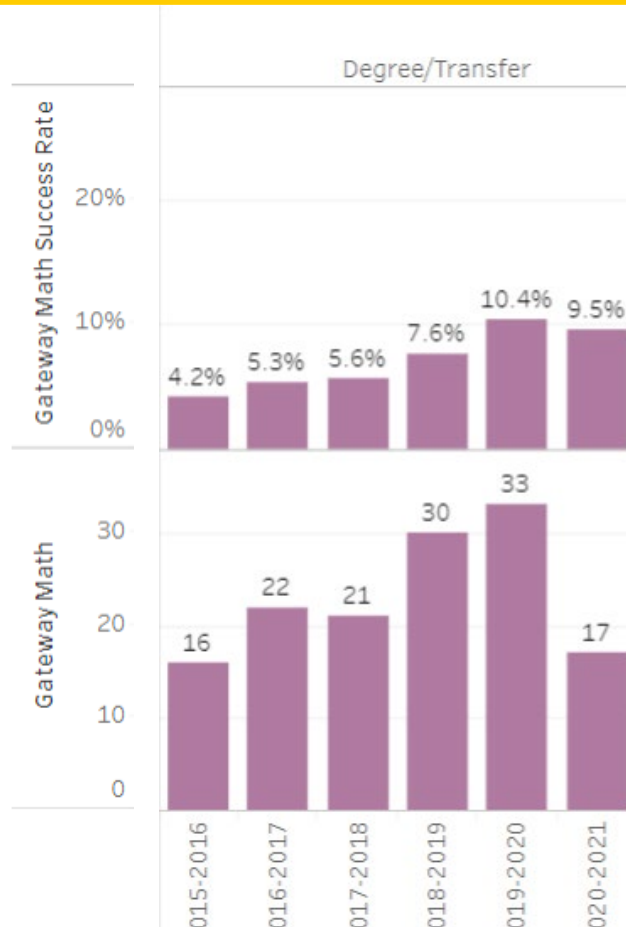


Demographic: Degree/Transfer
 Time Horizon: 2020-2021
 Gateway English Enrollment Rate: 27.6%
 Gateway English Enrollment #: 55
 Gateway Math Enrollment Rate: 17.1%
 Gateway Math Enrollment #: 34
 Gateway English and Math Enrollment Rate: 9.5%
 Gateway English and Math Enrollment #: 19

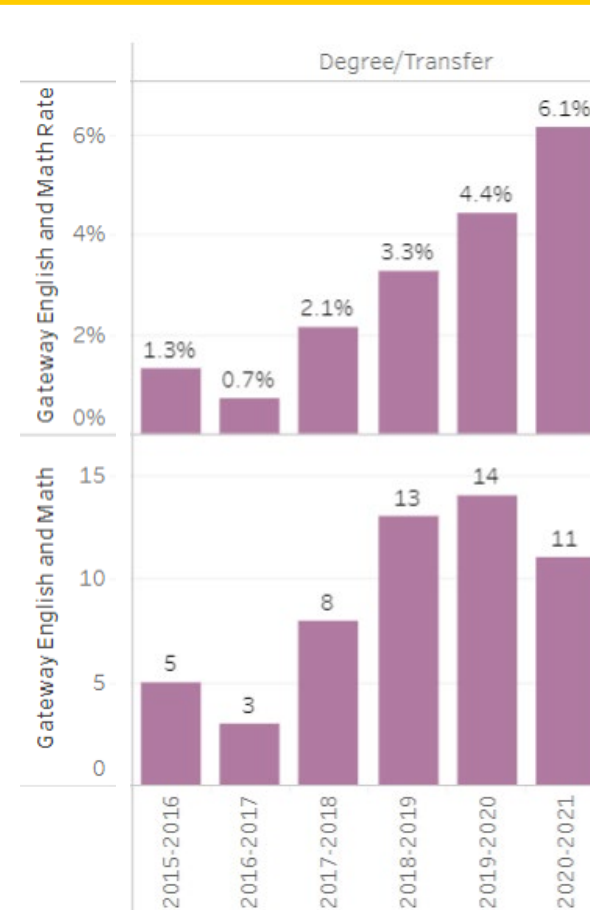
African American Degree/Transfer Seekers who Successfully Completed Transfer-Level English and/or Math in First Academic Year



Demographic: Degree/Transfer
 Time Horizon: 2020-2021
 Gateway English Success Rate: 15%
 Gateway English: 26



Demographic: Degree/Transfer
 Time Horizon: 2020-2021
 Gateway Math: 17
 Gateway Math Success Rate: 9%



Demographic: Degree/Transfer
 Time Horizon: 2020-2021
 Gateway English and Math: 11
 Gateway English and Math Rate: 6%

Strategies in Place and Impacts

1. Intentional Outreach
 - Outreach
 - Targeted to new students (Pilot GP effort)
 - Master Student-Facing Communication Plan
 - Counselor calling campaign
2. Strategic Scheduling
 - Ryan's backward design
3. Focused Retention Efforts
 - LMC Starfish
 - Distance Education
4. Faculty Collaboration (AB 705 Lunch and Learn)
 - ENGL 095

Suggestions? What did We Miss?

- Feedback from audience?

Recap Learning

EMP #2. Increase and maximize equitable opportunities for students to successfully complete courses and programs

I.B.6. LMC disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
(EMP2)

Guided Pathway is the framework and associated strategies to achieve our Vision for Success Goals as well as the requirements in the QFE

EMP #5. Effectively utilize institutional resources to meet the needs critical to the College mission

EMP #1. Strengthen a culture of equity, diversity, inclusion, and racial justice.

I.B.8. LMC broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
(EMP1,5)

Thank You!