

1. **Student Success Center:** Report back on launch of newly integrated Student Success Center with specific information on number of staff trained; number unduplicated students served; and general summary of Center's accomplishments and challenges.

In November, 2011 Los Medanos College was awarded \$200,000 by the Y & H Soda Foundation for the Career and Technical Education Student Services Success Initiative (CSSI). In January, 2012, upon returning from winter break, the college formed three working groups led by Special Projects Manager David Wahl, which consisted of student services staff, career and technical education (CTE) faculty and one or more managers to identify, in detail, how each of the five core elements of the CSSI plan would be implemented over the remainder of the two-year grant period and beyond. Each team concentrated on one of the following; 1) Student Success Center, 2) CTE Career Gateway and 3) CTE Counseling Courses. The CSSI Steering Committee, consisting of CTE Dean, Kiran Kamath; Senior Dean of Student Services, Gail Newman; and Special Projects Manager, David Wahl focused on the remaining two elements: 4) Professional Development and 5) the Student Tracking System.

The groups worked through the 2012 spring semester and though some elements of the CSSI require additional research a summary of the outcomes of the work completed within the reporting period of January 1, 2012 and June 30, 2012 is provided below.

1. The college's Career, Student Life and Transfer Center coordinators will jointly deliver multiple presentations to students enrolled in several math sections starting in fall 2012. These presentations will provide students with valuable information and proven success strategies relating to learning communities, student leadership, transfer planning and with specific information on CTE career paths. . It is anticipated that approximately 250 students will receive the information.
2. The college's Career Center and Counseling Center will deliver multiple presentations to students enrolled in developmental English sections. These presentations will introduce students to counseling and career services related to graduation requirements, transfer options, baccalaureate degrees, career planning, decision making, test taking as well as assistance with personal concerns. As student needs are constantly changing, students are encouraged to see a counselor at least once a semester. It is anticipated that approximately 150 students will receive the information.
3. The college's Career and Counseling centers will collaborate on modifying the course outline of record for the existing course, COUNS-032 – Career Development for the purpose of infusing CTE content. Approximately 50 students per semester are expected to enroll in this course each semester.
4. Representatives from the Counseling, Career, and Employment Centers will present the idea of embedding career exploration into all CTE introductory course syllabi to CTE department chairs early in the 2012 fall semester. Implementation is anticipated in the 2013 spring or 2013 fall semester. Once successfully piloted in CTE majors, all LMC departments will be encouraged to partner with Student Services to do the same for all majors.

5. Software designed to support the needs of students, parents and educators in areas such as career assessment, college and university resources and job searches has been purchased and prominently featured on the college's Career Center website. Training is underway for faculty and staff and will be promoted to students via college newsletters, Facebook, etc.
  6. A team consisting of two counselors, student services staff and program-specific CTE faculty are building a series of guides to career pathways, or "roadmaps", for various industries related to CTE programs. Early Childhood Education has been completed and is being used as a model for other CTE programs. This group is also responsible for the development of a step-by-step guide to enrolling and registering (with appropriate financial aid, registration and other guidance).
- 2. CTE Career Gateway:** Report back on launch of new CTE Gateway Orientation Sessions including number of orientations offered per semester, number of students completing each orientation and follow-up data on individual student outcomes. Goal is that a minimum of 200 students will be served over the two-year grant period.

LMC CTE faculty, counselors and key staff of the Career Center have designed a 9-hour, new student orientation for all potential students regardless of age or previous college experience and specifically for displaced workers, veterans, underemployed workers or those adults who are looking for re-training or more education. Participants of this free workshop will get an overview of college programs, career planning advice, study skills and test-taking strategies, assistance with the application and registration process and will learn about financial resources available to all students. The goal is to reach a minimum of fifty students in the fall 2012 pilot semester.

Student learning outcomes from three existing LMC counseling courses, COUNS-030-Orientation to College; COUNS-032-Career Development, and COUNS-034-College Success form the basis of the free workshops drawing inspiration from discussions with staff of LA Trade Technical College's Trade Bridge Academy.

Key concepts include:

- Alternate schedules; three 3-hour sessions or two 4.5 hour sessions.
- Preparation for math and English assessment.
- Registration priority to incentivize attendance.
- Focus on CTE majors, but sessions would benefit all students.
- Offsite delivery in partnership with community based organizations such as SparkPoint and Opportunity Junction.

- 3. CTE Counseling Courses:** Report back on launch of new CTE industry-specific Counseling Courses with detailed information about course enrollment. The goal is that a minimum of 325 students will be served over the two-year grant period.

In the spring 2012 semester, Early Childhood Education (ECE) faculty partnered with Counseling and Career Center staff to pilot career exploration and college success instruction for 25 participants in the college's ECE Career Advancement Academy. Eighteen students successfully completed the twelve-unit program which included six units of ECE, five units of developmental English and 1 unit of Counseling. This experience has enabled us to design the current CAA cohort focused on vocational and industrial technology where a contextualized COUNS-034 course is being offered in conjunction with career development.

These experiences are enabling us to redesign orientations and be very productive and efficient with funds from the Soda Foundation. A team consisting of counselors, Career Center staff and CTE faculty are currently developing 1-unit orientation courses/workshops for 1) Industrial Technology (ETEC and PTEC), 2) Vocational Technology (Auto, Appliance Repair, HVAC, Welding), 3) Health Care (RN and VN), 4) Public Safety (Administration of Justice/Fire/EMS), 5) Business/Computer Science, 6) Child Development, 7) Arts (Journalism, Graphic Design and Recording Arts). The first of these courses/workshops will be offered in the 2013 spring semester as an "Advisory" (not a required pre-requisite) to existing introductory sections of the aforementioned majors. The goal is to reach a minimum of seventy students per semester.

- 4. Professional Development:** Report back on professional development activities including number and type of trainings offered to key staff; number of staff that engage in professional development activities and general feedback on trainings.

Professional development to be conducted in the fall 2012 semester falls into three categories, 1) training for faculty and staff around career coaching theory and practice, 2) training for faculty and staff on Career and Employment Center resources available to students such as computer-based personal career assessment, industry analysis related to employment trends and career exploration workshops and, 3) training for faculty and staff on the structure and function of the external workforce system including resources offered by the One Stops, Workforce Investment Boards, community organizations, and other potential resources for students.

Each semester, beginning in fall 2012, a presentation conducted primarily by Career Center staff will be provided in a variety of venues such as regular meetings of department chairs, CTE department chairs and leads, the GE committee, counselor and student services committees, etc. These 20- to 30-minute trainings will focus on career coaching theory and practice and on the resources commonly used in the Student Success Center to address student needs. Improvements to student services as a result of the Soda Foundation grant will be conveyed to faculty and staff through these trainings. Detailed discussions on the structure and function of the external workforce system, including resources offered by the One Stops, Workforce Investment Boards, community organizations and other resources will occur in the fall.

- 5. Student Tracking Systems:** Report back on work of the CTE Evaluation Team including description and use of baseline data and major data points for measuring student success. Provide CTE certificate and degree completion rates for next five years (2011/12 baseline data, 2012/13, 2013/14, 2014/15) with breakout by CTE certificate and/or credential. Data should be

broken out between students who are utilizing the LMC CTE CSSI services and those who are not using CSSI services so that we can determine whether CSSI strategies are improving student outcomes.

Research is currently underway on this element of the CSSI plan though baseline data has yet to be collected. The college is coordinating with sister colleges DVC and CCC as well as with the District Office. Students who participate in the new, expanded orientations scheduled for the 2012 fall semester will be the first group to be identified and tracked using the tool or tools developed by the Evaluation Team. It is anticipated that a minimum of 50 students will take part initially and many more in subsequent semesters.

In addition to putting a comprehensive student success, retention and outcomes management system in place, LMC will utilize these and other grant funds to enhance the effectiveness of the CTE Employment Outcomes Project, a statewide study to assess employment outcomes for students who have participated in career technical education coursework.