STANDARD IIB: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve effectiveness of these services.

Los Medanos College is committed to serving members of the community, who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. To that end, the College recruits and admits students from diverse backgrounds, who are capable of benefitting from our academic programs. LMC's approach to student services is based on a philosophy which holds, first, that student services are "an integral part of the student's educational experience from the initial recruitment to the attainment of educational goals", and second, that student success "depends on the collaboration of instructional areas and student services, which foster appreciation of the ethnical, cultural, and aesthetic heritage of humanity" (II.B-1).

Admission to LMC is open to students who are: 1) 18 years of age or older; 2) high school graduates; 3) successful completers of the GED (General Educational Development) test or the California high school proficiency exam; or 4) concurrently enrolled in the K-12 system or are approved for home-study based on specific guidelines. This eligibility information is gathered on the College application (II.B-2, II.B-3, II.B-4).

Admissions and Records maintains open access policies and procedures, listed in the major College publications – College Catalog, Class Schedule and College website (ER-2, ER-21, ER-44). Students apply to the College using the state wide application CCCApply and register for classes through WebAdvisor on the College website. The new application to college (CCCApply) has a Spanish toggle button, which eliminates the need for dual application systems. Students can also access their own enrollment, financial, transcript and other records through WebAdvisor. Students can register in person at either the Pittsburg campus or at the Brentwood Center.

The college Student Success & Support Program (formerly known as Matriculation, now referred to as Student Success & Support Program or "3SP") and the enrollment steps are designed to support a seamless transition from high school to college, and to assist students in achieving their educational objectives. The sequence of steps for incoming students includes completion of the admissions process, assessment, orientation, counseling and program planning, course registration, and follow-up. Students are informed of these steps through staff and counselor visits to feeder high

schools and other community outreach events, and information on the College website, and in the Schedule of Classes (ER-43, II.B-5, II.B-6, II.B-7).

There are many forums at LMC for engaging in discussions on student access, progress, learning, and success. With a College wide commitment to continuous improvement and support for innovation, information is shared broadly on the progress of grant initiatives, including the Hispanic Serving Institutions (HSI) grants (II.B-8, II.B-9), Y& H Soda Foundation grant (II.B-10), CAA (Career Advancement Academy) grant, (II.B-11), and the Trade Adjustment Assistance for Community College Career Training (TAACCCT) grant (II.B-12). These grants all support improvements in LMC's programs and processes, streamlining student pathways, and improving transitions into and out of the College. Updates and forums for addressing the grant activities are facilitated through participation in committees and in College Assemblies, to which all College employees are invited (I.B.4-6).

College Assemblies, scheduled monthly on designated Mondays throughout the fall and spring semesters, also serve as the venue for broad discussions and updates about what is learned through assessment of student learning outcomes (SLOs), strategies for addressing the achievement gap, and updates on other broad campus initiatives (I.B.1-15, I.B.1-43, I.B.3-10, II.B-14, INT-3). Additionally, through Flex activities (I.B.1-14) and various committees -- such as 3SP, Institutional Development for Equity and Access (IDEA), Distance Education, General Education (GE), Teaching and Learning Committee (TLC), Curriculum Committee, and Developmental Education (DE) -- the campus presents forums for on-going dialogue regarding student access, progress, and success indicators. These committees and work groups generally meet once or twice a month and involve participants from among faculty, staff, managers, and students (I.B.1-5, I.B.1-6, I.B.1-7, I.B.1-8, I.B.1-9, I.B.1-10, II.A.1.c-3, II.A.2.c-9, II.A.2.c-6, II.A.2.c-17, II.B-13, II.B-15, II.B-16, II.B-17).

The Student Services Managers Committee meets twice a month to discuss possible changes to College processes and systems to ensure that students can be successful during their educational experience at LMC. Once or twice every semester, "All Student Services" meetings are held, providing an opportunity for student services staff (administrators, counselors, and classified staff) to learn about important state, District, and College initiatives, to discuss new directions, and to explore the implications of state or institutional initiatives. The forums also provide opportunities for staff to collectively identify solutions to improve services and to share department and program updates. Speakers are sometimes invited to address important topics, such as how to provide support to students in crisis or address behavioral issues (II.B.-18).

The Student Services Student Learning Outcome (SLO) Committee comprised of all student services departments meets monthly and reviews each department's current assessment plan, measures for direct or indirect assessment, or results of the latest assessment. The themes for student services SLO projects address issues related to student access, their ability to effectively use services, and progress in reaching their goals (ER-40).

A renewed partnership with principals and superintendents of feeder high schools in East County has also contributed to discussions about student transition from high school to college, with emphasis on student access, appropriate course placement, learning, and progress (I.B.1-54, I.B.1-55, II.B-19). With a common interest in improving student success rates, there is a strong commitment to meeting twice a year to share data and updates on projects and initiatives.

College and District admissions policies and procedures are regularly reviewed through District wide meetings with the Admissions and Records Directors and District Information Technology staff. These discussions have occurred with greater frequency over the past year in anticipation of changes to the priority registration structure, based on the Student Success Initiative. This District team has taken a proactive approach to designing a new structure, with incremental implementation which began in spring 2013. Students continue to be informed of the changes through messages in the Student E-Newsletter, the Schedule of Classes, and the College website (ER-2, ER-21, II.A.3-2, II.B-20).

The evaluation of the assessment tool (Accuplacer), cut scores, and other means of determining appropriate placement in English and math classes has been undertaken by the Student Success Services and Programs Committee, which includes faculty, counselors, student services managers, and classified staff. As a result of the student services reorganization effective in July, 2013, this committee is co-chaired by the dean of counseling and student support and the dean of student success (II.B-21).

II.B.1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Consistent with the mission of LMC and the philosophy of student services, the College is committed to recruiting and admitting diverse students, reflecting the diverse community we serve, who are able to benefit from our programs (II.B-1). Student Services recognizes the important role it plays in the college experience of students - from initial recruitment, through their educational experience, to the eventual attainment of their educational goals (ER-5, ER-6). As a result, student services programs work collaboratively with instructional programs to promote student attainment of degrees, certificates, basic skills education, career education, and preparation for transfer.

LMC has a variety of student support services and offices at the Pittsburg campus, which include Admissions & Records, Assessment, Bookstore, CalWORKS, Career Center, Counseling, Disabled Student Services (DSPS), Employment Services, EOPS & CARE, Financial Aid, Information Center, Outreach Services, Scholarships,

Student Life (including student government, clubs, and other activities), Transfer Center, and the Welcome Center. Student support services at the Brentwood Center include admissions and records, assessment, counseling, DSPS, financial aid, transfer workshops, student life activities, tutoring, general information services, access to library reserves, and textbook sales. Many services are available online, which are especially beneficial for students taking classes at our off-site locations, as well as for students taking distance education classes. Online services include admissions and registration, assessment appointments, new student orientation, counseling/advisement, DSPS, and application to FAFSA for financial assistance.

Prospective, new, and continuing students can access information about all the student services offered on the LMC website, the College Catalog, the Schedule of Classes and at outreach events conducted at local high schools, on campus, and at locations such as the OneStops (ER-2, ER-19, ER-21, II.B.1-1, II.B.1-2).

Students are required to apply online to the College, using the CCCApply application. The online admission application to the College is available on the College website in English and in Spanish. (II.B-2, II.B-4). Students are encouraged to register for classes online, based on their priority registration appointment time and date. "Walk-in" registration is available for students at a later date, for those students who prefer to come in-person to any campus location (ER-43, ER-44, II.B-5). Information about processes and procedures for College admission, registration, and access to records is available in the Schedule of Classes, the College Catalog, and on the College website.

The Welcome Center staff at the Pittsburg campus provide individual assistance to incoming students with completing forms, understanding procedures, or navigating College pathways. Since Spanish has been identified as the primary second language in East Contra Costa County and approximately 35 percent of LMC's enrollment is Hispanic, the College is officially a Hispanic Serving Institution (HSI). A retention specialist has been hired to provide bilingual services to Spanish-speaking students at the Welcome Center (II.B.1-3).

New students also learn about College services available to them through engagement activities that are a part of new student orientations for graduating high school seniors (II.B.1-4). A major component of these orientations involves exposure to the College learning communities -- such as Puente, Umoja, MESA (Math, Engineering, and Science Achievement program), the Honors Program, ACE (Academy for College Excellence), and the Transfer Academy -- and information about the different majors available at the College. Orientations also include workshops on the financial aid application process, Extended Opportunity Program and Services (EOPS), and the Summer Bridge program (II.B.1.-5, II.B.1-6).

Learning support is also offered through the Center for Academic Support, where students can access tutoring services and receive assistance with reading and writing skill development. Other support networks are offered through Student Life, where students can engage in club activities, student government, and leadership development programs. During the first week of the fall and spring semesters, "Welcome Week" activities are scheduled, providing new students with a positive

early experience, the opportunity to engage with other students, and build awareness of all the services the College has to offer. "Welcome Week" activities are offered at the Pittsburg campus and at the Brentwood Center.

An orientation to programs and services is offered at the Pittsburg and Brentwood locations, online, and on a limited basis at off-sites locations (II.B.1-5, II.B.1-6). For example, an orientation focusing on available student services is held at the Sheriff's Law Enforcement Training Center (LETC) for students in one of the Administration of Justice programs - the Basic Law Enforcement Academy. This information is also presented to students being trained through a local job training and placement program, Opportunity Junction, where student services information is included in the orientation for students enrolling in select LMC Business courses (II.B.1-7).

The ability to benefit from the College programs begins with identifying placement information through multiple measures, including an assessment of English and math proficiencies or an assessment of language ability through the English as a Second Language assessment, the evaluation of other college and/or high school transcripts, Advanced Placement (AP) scores, and Early Assessment Project (EAP) scores (II.B.1-8, II.B.1-9). In order to ensure that students enroll in classes in which they have the best opportunity for success, completion of appropriate placement and course prerequisites are verified by the Admissions and Records Office. Students can gain access to assessment resources at both the Pittsburg campus and Brentwood Center.

The College uses a variety of tools to assess student needs. Students have the ability to identify interests and support services required on the College application. Based on their input, they are connected with the appropriate College programs and services. For example, a student who responds to a prompt on the application (II.B.1-10) about resources for first-generation/low-income students will receive an automatic email summarizing the benefits and eligibility criteria from EOPS (I.B.1-11).

In addition to an assessment of student proficiencies, interests and needs, other services made available to students are general counseling services, financial aid, and consultation to develop educational plans -- these services are available at the Pittsburg and Brentwood campuses. Effective fall 2014, all three colleges in the District will implement a new student-friendly electronic educational plan to assist students with course selection and program completion, and work will be in progress for a new online orientation which should greatly enhance access to information applicable to the three colleges in the District.

The College has a close working relationship with the Contra Costa County Office Independent Living Skills Program, to identify incoming foster youth and provide comprehensive services to help these students succeed at LMC. Orientations are offered to help these youth adjust to college life and become familiar with support services available on campus (II.B.1-12). In coordination with the County Office, presentations are also offered to foster youth throughout the semester to continue to keep them engaged with the services and programs at the College (II.B.1-13).

As a result of a grant from the Y&H Soda Foundation to LMC to enhance student services to low income CTE students to improve completion and career placement, the Counseling Department and the Career and Technical Education Division collaboratively designed instructional program "roadmaps" to assist new students with program and course selection, and completion. These roadmaps also provide information about careers, employers and salaries; this information is available both in hard copy and on the College website (II.A.5-1, II.B.1-14). Early usage data of the online roadmaps indicates there is significant student interest in accessing this information. Another collaborative project funded by this grant has led to designing and offering an "Orientation to College and Careers" and a "New Student Workshop" focusing on Career and Technical Education majors and careers (II.B.1-15). In addition to an orientation to general College programs and services, the workshops include career assessment and educational plan development, tailored to the expressed career interest of each student.

With a full array of services, student services staff are committed to continuous improvement of programs and support services to ensure student success in multiple ways:

Professional Development

The College supports professional development opportunities for all employees (I.B.1-14, II.B.1-16). The student services staff engage in ongoing training and conference attendance to broaden their awareness and understanding, to maintain expertise and to network with colleagues from other colleges and the State Chancellor's Office to ensure the provision of accurate and timely information and quality services to students (II.B.1-17, II.B.1-18).

Meetings for all student services staff are scheduled one or two times each semester providing a forum to share department updates, discuss upcoming projects or initiatives, as well as for training. These meetings promote dialogue, open communications, encourage community-building, and offer a forum for issues that are relevant to all the staff. These meetings include staff from both the Pittsburg and the Brentwood campuses (II.B.1-16, II.B.1-19, II.B.1-20, II.B.1-21)

Partnerships

Student services staff collaborate closely with colleagues at feeder high schools, as well as at four- year colleges, to promote a smooth transition for students entering LMC or transferring to a four-year university. The College hosts an annual High School Counselor Conference as well as two High School Partners Breakfasts annually, attended by high school principals and superintendents (II.B-19, II.B.1-22, II.B.1-23, II.B.1-24). Similar collaboration with four-year colleges results in transfer representatives scheduling student meetings and transfer workshops at LMC (II.B.1-25, II.B.1-26). They also help to arrange visits for students interested in transferring to various universities and colleges (II.B.1-27).

LMC partners with the non-profit, free job training and placement program (JTPP) called Opportunity Junction where half-unit Business courses are taught via contract education, along with the office administration and life skills courses provided by Opportunity Junction. This program is beneficial for these participants who tend to experience difficulty with navigating the college environment and who can be given more attention and gradually introduced to LMC programs and services. These 20 to 25 students participate in orientation, assessment, counseling and educational program planning in a more familiar and non-threatening environment at Opportunity Junction (II.B.1-7).

Both the Disabled Student Program and Services (DSPS) and Extended Opportunity Programs and Services (EOPS) have advisory boards with members from the local community and external agencies (II.B.1-28, II.B.1-29). These boards provide valuable feedback for planning purposes and to determine the future direction of these programs (II.B.1-31, II.B.1-32).

Partnerships also exist with other departments on campus. For example, student services staff partner with several faculty members on the HSI/EXITO Grant Project to facilitate student participation in the Transfer Academy (II.A.2.c-18, II.A.2.c-19, II.A.2.c-20, I.B.1-33, I.B.1-34, I.B.1-35, I.B.1-36). Counselors also meet with career technical education (CTE) faculty to address the specific needs of students in CTE programs (II.B.1-37). The counselors work with faculty in the basic skills classes to establish a schedule for counselors to visit their classes to make presentations on a regular basis (II.B.1-38).

Partnering between the counseling staff and CTE faculty has been further enhanced through a pilot project that began in fall 2013. Following a series of retreats with participation by counseling and CTE staff during the 2012-2013 academic year that were focused on the re-envisioning counseling services, a plan was developed to provide more focused counseling by major (II.B.1-39). As a result of this effort, three part-time counselors and two full-time counselors are assigned to three groups of College majors (II.B.1-40). The counselors, who are assigned to these groups, divide their time by meeting one-to-one with students within the specific majors, meeting with faculty in the majors, and making presentations or providing orientations in group or classroom settings in the different majors (II.B.1-41, II.B.1-42).

All of these partnerships and dialogue provide input from various groups outside student services, and offer valuable insights that contribute to improvements in student service programs.

Program Review

All student services programs participate in the comprehensive program review process, as well as in annual goal setting and updates. The comprehensive program review requires an analysis of advisory board updates (if applicable), student satisfaction survey results, a summary of assessment (SLO) plans and reports, a review of the staffing structure, a budget analysis, the setting of strategic priorities and goals, a report on facilities, equipment and technology infrastructure,

collaborative efforts, and professional development activities for program members (I.B.1-33, I.B.1-34, I.B.1-35). Student services managers meet with their staff for review and analysis of their respective programs.

This process contributes to a systematic review of LMC's services, highlighting program currency and effectiveness, future needs and plans to be addressed, and priorities for budget and/or staffing requests.

Student Learning Outcomes (SLOs)

Student services programs have an ongoing process for addressing student learning outcomes (SLO) assessment projects, with a Student Services SLO Committee meeting monthly to share updates on assessment plans and reports (II.B.1-43). Based on feedback received from students through the various direct and indirect measures, student services staff learn about the effectiveness of their respective activities and services and what improvements need to be made (ER-40).

During spring 2013, a reorganization of the College management structure was introduced and vetted at two College Assemblies. The changes in the structure included an additional dean in student services, as well as an additional assignment for the senior dean of student services – the supervision of the Brentwood Center. With three dean/senior dean positions in student services, the responsibilities that had been under the former dean of student development were reassigned between the dean of counseling and student support and the dean of student success (INT-6).

As one of three colleges within the CCCCD, LMC is continually involved in the development and testing of new online services linked to the student software system, Colleague (Ellucian). Through the InSite/WebAdvisor portal all students have access to registration, their grades, unofficial transcripts, financial aid status, account balance information, class schedule updates, waitlist information, and the ability to add and drop classes (II.B.1-45). All of these features are continually monitored for effectiveness of services at monthly meetings involving admissions and records managers and financial aid managers across the District (II.B.1-17, II.B.1-18, II.B.1-46). Upgrades to Colleague (Ellucian) and services available to students on the WebAdvisor portal are developed in coordination with the District IT Department.

There are additional online support services available for students enrolled at LMC, through the College website. Services include transcript requests (II.B.1-47) the FAFSA application (II.B.1-48, II.B.1-49), appointments for counseling services (II.B.1-50), appointments for assessment (II.B-21), access to Schedules of Classes (ER-21, II.B.1-51), the College Catalog (ER-2, II.B.1-52), and the purchase of textbooks through the College bookstore (II.B.1-53). Students may also prepare for assessment tests with an online study guide (II.B.1-54). The orientation for new students may be completed online in a self-paced format (II.B.1-55). Once the orientation is complete, the student may make an in-person appointment with a counselor or take advantage of E-advising services (II.B.1-56). This online feature includes addressing questions about programs and classes, transferability of LMC courses, prerequisite and co-requisite information, course content, College

procedures, academic policies, and admission and registration information. Students who use the E-advising link can expect a response within three business days.

Additional access to online services include on-campus employment and the Center for Academic Support, which provides the option of one-to-one assistance with reading and writing assignments (II.B.1-57, II.B.1-58, II.B.1-59).

Disabled Students Programs and Services (DSPS) provides access to online testing accommodations and helpful links on the DSPS website to information about how to apply for DSPS services, diagnostic testing, student accommodations, alternate media (including request form), and information about specialized instruction available to students. In addition, both the *DSPS Student Handbook* and *Faculty Handbook* are available online (II.B.1-60, ER-38). The effectiveness of DSPS services as a whole, both in-person and online, is monitored by surveying students in the program every two years (II.B.1-61).

The effectiveness and quality of all student support services are evaluated and monitored through student satisfaction surveys, both in Pittsburg and at the Brentwood Center, (I.A.1-14, II.B.1-62) and regular, continuous dialogue to support access and improvement of services at monthly meetings of the Student Services Student Learning Outcomes (SLO) Committee reviews (II.B.1-43, II.B.1-44) dialogue in integrated College shared governance committees such as the Teaching and Learning Committee, the Planning Committee, the Distance Education Committee, the Shared Governance Council, and the College program review process (CR-3, I.B.1-4, I.B.1-5, I.B.3-13, II.B-17, II.B.1-63, II.B.1-64, II.B.1-65).

Self Evaluation

Los Medanos College meets Standard II.B.1. There is an ongoing commitment to campus dialogue and review of the quality of programs and services supporting student learning, progress, and achievement, as evidenced in the various forums and regularly scheduled events to encourage broad feedback from faculty, staff, and students.

The addition of a third dean position in student services is further evidence of the institutional support for creating a more effective structure to address student needs and continuously improve the quality of our programs and services. By assigning the oversight of the Brentwood Center services and staff to the senior dean of student services, the coordination of student services between the Pittsburg campus and the Brentwood Center is improved. The director of admissions and records has direct supervision of the Brentwood Center staff responsible for admissions, registration, and student records procedures. This change in reporting relationship is proving to be effective and ensures consistent application of District and College policies. The recent hire of a lead admissions and records assistant for the Brentwood Center has also contributed to the uniform application of policies and procedures at both locations.

Although there are many comparable services offered to students taking classes at the Brentwood Center, survey results show there is interest in increasing the number of counseling hours and access to financial aid staff (II.B.1-62). There is also interest is in having a dedicated bookstore and additional library services at the Brentwood Center. These services will eventually be provided after the permanent Brentwood Center is constructed (INT-7). At the current Brentwood Center location, there is insufficient space to be able to expand the square footage in order to accommodate an on-site bookstore and a library. Bookstore services are provided on-site during the first few weeks of the semester and online year-round. Library services are provided electronically by the library at the Pittsburg campus. The Brentwood Center also has a textbook reserve collection located by the admissions/reception desk.

While students taking classes at the Brentwood Center are surveyed about their interests and needs, the College has not sought feedback from students taking classes only at off-site locations or only online. A systematic approach and schedule for gathering student feedback is scheduled to be undertaken by student services managers, in collaboration with members of the Distance Education Committee (and the coordinators of the off-site programs), during the fall 2014 semester.

In support of the Student Success Act of 2012 and the implementation of mandatory core services for assessment, orientation, counseling/educational plans, there are new initiatives underway that will not only benefit students at any campus location, but also benefit students primarily taking online classes. As part of a District wide effort, all three colleges will be combining funds to offer an online orientation (II.B.1-66) providing a more convenient, accessible and appealing option for new students who are unable to attend an in-person orientation.

Similar to the online orientation option, the three colleges are also piloting a system for electronic educational plans. This version of the educational plan will be implemented for all new, incoming students and is part of the Colleague (Ellucian) student software that houses all student records District wide. Since it is integrated with our entire student records system, students will be able to add and drop classes, and access degree audit information directly from the educational plan (II.B.1-67). It will be implemented in fall 2014 for all incoming students.

Another project developed during the fall 2013 semester as a result of the Y&H Soda Foundation grant to improve student services for students in CTE programs, Retention Alert, will also be integrated with Colleague (Ellucian) supporting all students across the District (II.B.1-68, II.B.1-69). This electronic retention system will enhance communication between faculty and counselors regarding progress, areas of concern, and/or questions related to individual students who may need extra attention. This proactive system will replace a very laborious process based on hard copies of progress reports being sent between faculty and support services. Retention Alert will strengthen proactive dialog and collaboration between instructional and student services programs to improve student retention and completion before the student "slips through the cracks."

Actionable Improvement Plan

None

II.B.2: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

  a. **General Information**
  b. **Requirements**
  c. **Major policies affecting students**
  d. **Locations or publications where other policies may be found**

Descriptive Summary

a. General Information

The LMC Catalog is updated and published annually to ensure currency and accuracy. The Catalog contains general College information, along with detailed course, program, and degree offerings. Included are the official name, addresses, telephone numbers, and website links for both the Pittsburg and Brentwood campuses. The Catalog also contains general information about the College including the educational mission and vision of the College, student services and SLO information, learning support resources, important dates, a list of course offerings, associate degree and certificate programs, names of governing board members, and the names and degrees of administrators and faculty. The academic support services listed include learning communities such as Puente and Umoja. Also listed are special programs such as Honors; and Math, Engineering, and Science Achievement (MESA). Instructional support is offered by the Center for Academic Support (tutoring), the math lab, biology lab, ESL Lab, computer science lab, library, and the High Tech Center for disabled students.

The College Catalog is sold in the Bookstore on the Pittsburg Campus and in the front office of the Brentwood Center, and is available online on the College website in PDF format (II.B.1-52). Much of the important information found in the Catalog is also published in the Schedule of Classes, the *Student Handbook*, and on the College website (ER-21, ER-36, ER-59, II.B.1-51, II.B.2-1).

b. Requirements

The Catalog describes the admissions and enrollment processes, as well as graduation requirements for students to complete LMC's various transfer, degree, and certificate programs. Each major course of study or program is described in the Catalog, along with details of the courses required. Program information includes the type of award which may be earned: College Skills Certificate, Certificate of Achievement, AA/AAT/AS/AST degrees, and/or transfer preparation to four-year institutions.

A description of all fees and student financial obligations are included, in addition to a comprehensive overview of available resources to assist with those fees such as financial aid, the federal work study program, and scholarship information. The financial aid application procedure and eligibility requirements are described in detail, along with descriptions of other types of financial support such as Scholarships, Federal Work Study, EOPS, CalWORKs, and CARE.

c. Major Policies Affecting Students

Information regarding important District and local policies and procedures and the rights and responsibilities of students are outlined in the College Catalog -- these include policies regarding academic freedom and honesty, course attendance and prerequisite policies, expectations for appropriate conduct, unlawful discrimination, and sexual harassment policies. The catalog also covers other policies that concern smoking and drug use on campus, acceptance of transfer credits, fee payment and refunds, Student Right to Know information, and details regarding students right to privacy.

For any student who wishes to file a complaint, the student complaint procedures are clearly outlined in College publications and online. Details about the complaint process are available for all students, providing an equitable means of seeking resolution for grievances involving grade appeals, 3SP appeals, services, and faculty or staff members. If students believe they have been subjected to any type of harassment or unlawful discrimination, procedures for addressing this type of complaint are also available. Students may request copies of the appeals or grievance procedures and related forms for initiating a complaint through the Student Life Office, the Information Center, the Office of Instruction, the Counseling Center, the Brentwood Center, or information may be downloaded from the College website (II.B.2-2, II.B.2-3).

d. Locations or Publications Where Other Policies May Be Found

Other publications that include similar policy information described in the College Catalog are the Schedule of Classes, and the *New Student Handbook*. These publications are provided in print and online, as well as at both campuses to ensure accessibility for all. Copies of Class Schedules are sold at the Admissions Office at both the Pittsburg and Brentwood campuses and in the College Bookstore in Pittsburg. The Catalog and the Class Schedule are available for viewing online or to download as a PDF. In addition, the Schedule of Classes and *Student Handbook* are distributed to students at no cost in new student workshops and in the Counseling Center. The Schedule of Classes is also provided at no cost during outreach events at high schools and elsewhere in the community. Students may request alternate media versions of these publications from the Disabled Students Programs and Services Office (DSPS) or the High Tech Center.

Other College publications that reference various academic and administrative policies are the *Faculty Handbook*, the Disabled Students Programs and Services

handbooks, and the *Nursing Program Handbook*, for both students and staff (ER-38, II.B.2-4, II.B.2-5).

Policy information can be found on the College website related to: accreditation, ADA, Title IX disclosure, campus safety, computer use, enrollment, fees and refunds, financial aid, scholarship, and veterans' benefits, grievance procedures, nondiscrimination, parking, sexual harassment, student code of conduct, the California Education Code, complaint procedures, and grade appeal (ER-44, II.B.1-8, II.B.1-52, II.B.1-57, II.B.1-58, II.B.1-60, II.B.2-1, II.B.2-2).

All Governing Board Policies and Administrative Procedures are found on the Contra Costa Community College District (CCCCD) website; this link is provided at the bottom of the College website (CP-28). Hard copies of all CCCCD Governing Board policies and administrative procedures that govern the District are available for review at the District Chancellor's Office and the LMC Office of the President.

Self Evaluation

Los Medanos College meets Standard II.B.2. The College maintains the integrity and accuracy of the Catalog as a result of an annual review and revision process by the offices of Instruction, Student Services, and Marketing. This inclusive process ensures the accuracy and currency of published information. If additions or revisions to the Catalog occur after the date of publication, an electronic addendum is made available on the College website.

The Schedule of Classes is published three times a year in the spring, summer, and fall, through a similar collaborative process. The *New Student Handbook* is updated and published annually, involving review and updates with student services departments.

In the past, there were concerns about the consistency of various College publications. To improve consistency of student services information, the Student Services Unit assigned a classified employee (administrative assistant, reporting to the Outreach Coordinator) to oversee accuracy and currency of information. One of the main responsibilities of this person is to coordinate student services information for major publications, both in print and online. This has contributed to improvements in the accuracy and timeliness of information provided to students.

Actionable Improvement Plan

None.

II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

LMC identifies learning support needs by gathering and examining data related to demographics, retention, completion, and persistence rates. The primary method of documenting the degree to which support services are meeting student needs is through the program review process for every student service unit (II.B.1-61, II.B.3-1, II.B.3-2), after the assessment of program-level student learning outcomes and the student evaluation of services provided (ER-40, II.B-21). In addition to gathering primary data and conducting program review, the College conducted a Survey of Entering New Student *Engagement* (SENSE) in 2012; and during the fall of 2013, the District Office of Research and Planning conducted an Environmental Scan (I.A.1-12, INT-10).

The SENSE survey was based on a random sampling of 459 students (168 full-time students and 291 part-time students). The SENSE survey provides benchmarks of effective educational practice for entering students and revealed the following with respect to staff-student contacts focused on academic goal setting and planning: with 22.05 percent reporting neutral, the survey showed that advisors assisted only 30.95 percent of the students in the selection of a course, program, or major, leaving 47 percent unassisted; and with 28 percent reporting neutral, advisors assisted 26.9 percent of the students with academic goal setting and/or educational plan development, so 44.5 percent of students indicated that they did not receive advisement. With reference to pinpointing the selection of courses for their first semester, 24.5 percent of students reported neutral, 34.05 percent stated that an advisor assisted them, where 41.3 percent stated that they received not assistance from an advisor. The greatest disparity occurs in the question with respect to discussions between College staff and students about balancing extracurricular activities with course requirements where 23.4 percent reported neutral, 15.75 percent indicated they had conversed with an employee about this matter, and 60.85 percent indicated that they had not (I.A.1-12).

In addition to the SENSE survey, the College conducted other assessments of student needs. By examining enrollment trends and rates of student success, it was determined previously that Hispanic and African American student progress was significantly lower than the College average, resulting in an "achievement gap". In view of the large Hispanic enrollment, the College successfully applied for a $2,750,000 Title V Hispanic Serving Institutions (HSI) Grant, called the EXITO grant at LMC. While the grant activities emphasize increasing academic support and improving transfer rates for LMC students as a whole, the EXITO grant also offers first year interventions to improve student success, student mentoring, collaboration in a learning community environment, support for non-English speaking students, and professional development opportunities for interested employees.

Another initiative that has contributed to increased student success at LMC is the Academy of Excellent (ACE) program, which has led to significant improvements in student performance in both English and math. One semester after attending ACE at LMC, students were 7.8 times more likely to pass transfer-level math and English courses than the comparison group. Two semesters out, they were 4 times more likely to pass transfer-level math and English courses than the comparison group. (I.B.2-27).

The State Chancellor's Office Student Success Score Card report generally cites the aforementioned achievement gap as a College issue; it provides additional detail showing that while Hispanic and African American students have the lowest rate of academic performance, African American students are comparably lower (ER-59, II.B.3-3, II.B.3-4). The College has used the Student Success ScoreCard report to underscore the critical nature of the achievement gap and defined this issue of disparity in student achievement as one of its four institutional priorities for the College's *Interim Strategic Priorities* (2012-2014) (ER-58). The student services e-newsletter (II.B.3-5) and monthly College forums have served as important information sources for College employees, just as *The Experience* (II.B.3-6), the student newspaper, has served as a key information source for students.

During the 2012-2013 academic year, the College administered the Community College Survey of Student Engagement (CCSSE) to continuing students. Although this study primarily focuses on student engagement in the classroom and with faculty, from a student services perspective it is valuable because it measures student engagement of College support services and places their engagement in the broader context of a cohort of community colleges tracked over a three-year period. With respect to support for learners, 27.7 percent of the 2013 CCSSE cohort indicated that LMC offered "Quite a bit or very much" by way of services, and 24.4 percent agreed with "Helping you cope with your non-academic responsibilities (work, family, etc.)". Similarly, 53.2 percent of the 2013 CCSSE cohort indicated that their college offered "Quite a bit or very much" in the form of resources, 47.8 percent agreed with "Providing the financial support you need to afford your education." (I.A.1-13).

Although there has been limited evaluation of online or off-site services, during the 2009-2010 academic year, the Computer Science Department, working with its advisory board, reviewed the local job market and developed a series of programs leading to new degrees and certificates. The curriculum for these programs consists of both new and existing courses, with some of the existing courses having already been offered completely online for five or more years. Existing courses such as Introduction to Computer Networking, Introduction to Network Operating Systems, and Introduction to Network Security had been offered online to improve enrollments that had dropped substantially after the dot-com bubble burst in 2001. When these existing courses were incorporated into the new programs, such as the AS degree and Certificate of Achievement in Computer Networking and Security, these programs became substantially online. The Distance Education Committee also does informal evaluations of online classes and services.

For some years, LMC used Blackboard 8.0, with the server housed at the College; however, during the summer 2013 session, the District and the College switched to a new online environment, Desire2Learn (D2L) with cloud-based servers. This shift reflects an analysis of technology trends, the incorporation space-saving solutions to educational practices, and a commitment to increase access and speed, so that students will be able to devote more time on the critical examination of online resources than on actually searching for information and bearing with system slowdowns due to peak-time volume usage. LMC's IT Department continues to maintain the physical infrastructure.

II.B.3.a: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The College provides equal access to comprehensive student support services in accordance with the District's core values. The District's value statement on Social Justice through Access and Equity states, "…*we promote open access and inclusion through actions, as well as a commitment to advocacy for and the allocation of proper resources to meet the needs of the students and communities we serve.*" (I.B.2-6).

Building on the work since the last accreditation visit, the College remains committed to providing, improving, and expanding access to services for its students, regardless of the service location and delivery method. A significant contributing factor to this commitment is the increased access to services online via the InSite portal and the College website.

The services listed below are available at the Pittsburg campus, the Brentwood Center and (at various levels of service) online. Program review, student surveys, and other evaluation tools provide insights into the effectiveness of our services. Additional information about each service can be found in the College Catalog (ER-2) and on the LMC website (II.B.1-1, II.B.3.a-1). Most student service areas have their own webpage that includes detailed information about their services.

Admissions and Records

The staff in the Office of Admissions and Records assist students with admission and registration-related activities, process incoming and outgoing transcripts, maintain student records, evaluate coursework for degrees and certificates, and process faculty rosters. The international student program, military veteran services, confirmation of athletic eligibility, and nursing program applications are also handled by this office.

In recent years, the trend toward increasing online access to admissions, registration, and records services has resulted in greater convenience for students at all campus locations. From their first inquiry about enrolling in LMC classes, through graduation and beyond, the staff in the Office of Admissions and Records provides all students with the ability to gather information, complete the registration process, monitor their progress, and order transcripts electronically. Forms are also available online and may be accessed through the Admissions and Records webpage: http://www.losmedanos.edu/admissions/forms.asp. Information regarding policies (for example, registration, late adds, and drops) is also available online. The College Catalog is available online, as well as a searchable Schedule of Courses.

Students may order official transcripts online (II.B.1-47). The ability to request and pay for official transcripts online, via WebAdvisor, is a collaborative effort with the other two colleges in the District. Upon ordering the transcript, students are able to view the status of their order and receive immediate feedback about any "holds' on processing. This process offers convenience, speed, and reliability for students in ordering transcripts.

A feature that has recently been made available to all students in the District is the option to have transcripts sent electronically, using E-Transcript California (II.B.1-47, II.B.3.a-2). This is a benefit for students who submit their transcript request on WebAdvisor, and who are requesting transcripts to be sent to other colleges that are "trading partners" (other colleges that can receive or send electronic transcripts). This process is not only more secure, but saves the students time and money. Students still pay the fee per transcript, but they receive immediate service without paying an additional "rush" fee.

Assessment Center

The Assessment Center offers assessment tests, used to determine a student's placement in English, math and ESL courses. Assessment accommodations are offered at the Pittsburg campus and at the Brentwood Center. Students can review sample questions in preparation for taking the assessment tests and can make an appointment to take the test by going to the Assessment Center website. The link to download the Accuplacer Study App is also available for a smart phone.

In addition, LMC has an online Spanish placement test to assist students with prior education in Spanish (in middle school, high school, other school, or college). Test takers are notified by email about their level of proficiency and placement.

Bookstore

The LMC Bookstore sells textbooks and other course materials online as well as on campus. Students attending the Brentwood Center can purchase textbooks at the Center during the first two weeks of the new term from the administrative office. A book rental system is another option for students, providing access to textbooks at a lower rate. The College Bookstore sells a variety LMC gear, such as sweatshirts, tee shirts, book bags and hats, along with classroom supplies and snacks.

CalWORKs

The CalWORKs program assists potential and current TANF/CalWORKs recipients. A variety of support services and financial resources are identified, including work study, job placement, child care, book vouchers, and developmental workshops. Eligible students receive specialized counseling and advising services from College staff that are well informed about the regulations of welfare-to-work programs. The CalWORKs Office collaborates closely with other programs at the College, with the county, and with community-based organizations to assist students in understanding welfare-to-work program requirements and help them access the appropriate services. Beginning in fall 2014, a representative from the CalWORKs program will available at the Brentwood Center on a bi-weekly basis.

Career Center

Students are provided career exploration and career preparation services at LMC's Career Center. Students receive personalized assistance, which includes an assessment of career interests, personality, skills, and values; exploration of careers and majors; resume writing techniques and critique; and mock interviews.

The Career Center webpage offers a wealth of online resources for students seeking information on specific careers and/or to apply for jobs. Online assessment tools, such as Eureka, are available to help students evaluate careers options and learn about educational programs. These online resources also include information about resume writing, interviewing, business and industry, as well as job postings. For assistance, students may schedule an in-person appointment with a Career Center staff member, or may ask questions via the telephone or use the online contact form.

Child Care

LMC offers low cost child care services for children of LMC students, employees, and members of the community based on available space. The Child Care facility is located on the Pittsburg campus and enrolls children 2 to 5 years of age. The Child Care Center Lab School is nationally accredited by the National Association for the Education of Young Children (NAEYC). The needs of the parents and the child are assessed carefully during the admission process. This enables the staff of the Child Care Center to offer the best options of support and connect the parents with the appropriate services such as programs that pay child care costs, access to community resources for family and children, and mentoring for parents on child-rearing techniques.

Communications and Student Email

All students have access to the District portal – *InSite* (ER-59) -- which is a gateway to important information such as College websites, registering for classes, information about events, campus directories, etc. The *InSite* portal makes it easier and faster for students to access information from one location. The District partnership with Microsoft through a program called Live@edu provides web-based email access to all students. The Live@edu e-mail service called *InSite* Mail offers

students a 25 Gig SkyDrive, Windows Messenger, and access to Word, Excel, PowerPoint, and OneNote online.

LMC provides students with timely information about deadlines, campus events, and student services through banners on the College website and a monthly E-newsletter (I.B.5-1). Critical information may be entered as a pop-up on the InSite portal. The student newspaper is available in print and online (II.B.3-6). In the electronic edition of *The Experience*, multi-media content, such as videos, is also included.

Tutorials on various topics, from general interest to technical tutorials, are posted to the LMC YouTube site as web videos. Developing useful videos is an ongoing process (II.B.3.a-3).

Cooperative Work Experience Education

The automated software system of CWEE enables students to complete their application online and select an orientation date and time. The CWEE Student Handbook available in electronic format includes information about developing objectives as well as due dates for work to be completed. Instructor resources are also available online on the CWEE webpage (II.B.3.a-4).

Counseling Center

The College counseling faculty assist students with academic, career and transfer planning, as well as with personal issues that might interfere with attendance, or the ability to study or concentrate. Counselors assist students with goal setting and the development of an educational plan, based on the students' interests and motivations. They guide students with educational options, graduation requirements, transfer options, and career planning.

In addition to one-to-one or group counseling appointments at the Pittsburg campus and at the Brentwood Center, the Counseling Department offers *e-advising* for the following services:

- Information regarding LMC classes, programs and services
- Transferability and articulation agreements for LMC courses
- General academic advising
- Information on prerequisites, co-requisites, and course content
- General education options
- Referrals to campus and community resources
- Guidance with College procedures and academic policies
- Admission and registration information

Students who make a request through the e-advising link can expect a response within three business days (II.B.1-56).

Phone advising is available, by appointment only, for the following counseling services:

- Transcript evaluation
- Verification of eligibility of graduation, certificate, or transfer
- Grade review
- Educational plans development
- Review of placement test scores or grades
- Personal and/or career counseling

Disabled Students Programs and Services

DSPS provides opportunities for students with disabilities to fully participate in all College programs. A variety of services and accommodations are available to students with identified disabilities, including priority registration, specialized instruction, alternative testing, adaptive computer technology and training, sign language interpreters, hearing amplification, audio and Braille textbooks, lecture notes, and readers. Assistive software is located in computer labs throughout the Pittsburg campus and at the Brentwood Center. Training on assistive software is offered on second floor of the library, where students have access to a bank of computers anytime the facility is open. DSPS classes include reading, writing, spelling, arithmetic, and computer skills.

The DSPS webpage includes helpful links to information about applying for DSPS services, assessment (diagnostic testing), student accommodations, alternate media (including the request form), specialized instruction for disabled students (taught by DSPS specialists), and the testing center location (II.B.1-60). The DSPS Application for Services, as well as the Disability Verification/Authorization to Release Information are available online. In addition, the *DSPS Student Handbook* and *Faculty Handbook* are available in electronic format (II.B.2-4, II.B.3.a-5), accessible from the DSPS webpage or on the faculty shared drive. Students with disabilities enrolled in online only classes may contact DSPS staff by email and may arrange for online testing accommodations.

The College is committed to accessibility, regardless of the location or delivery mode of students' classes. The College website is 508 compliant and the platform for the Learning Management System (Desire2Learn or "D2L") is accessible as well. D2L allows for the development of fully accessible online courses.

Online instructors are provided with helpful tools, information, and professional development that addresses accessibility for online courses. The alternative media specialist provides training for faculty, as well as attends department meetings and assists faculty with creating accessible documents through multi-media resources. Accessibility information is also included in flex workshops (in-service training) for web design and online instruction.

A web accessibility checklist is available on the LMC website under "Web Support" (II.B.3.a-6). The LMC website was redesigned in 2010 after gathering input from various target audiences to improve ease of access and usability (II.B.3.a-7).

Employment Services

LMC students are assisted with part-time job placement for on-campus jobs. Additional job search assistance is offered through the College Central Network Services website where students can learn about campus and off-site job openings (II.B.3.a-8). This website also hosts a portfolio feature for various educational majors so that students can upload their portfolio and important documents for employers to view. The site also contains career advice videos on appropriate interview attire, tips on resume writing, and responses to key interview questions. Students, alumni, employers, and community members all have access to these services.

Extended Opportunities Programs and Services (EOPS and CARE)

EOPS is a state-funded student support service program established to promote the enrollment, retention, persistence, and success (i.e., transfer, degrees, certificates) of students from low-income, underrepresented backgrounds in higher education by offering services that are above, beyond, and in addition to services generally available to LMC students. Through EOPS and CARE, eligible students receive supplemental educational support services, such as assistance developing educational plans, personal counseling, peer support, academic progress support, and guidance in developing effective academic networks. In addition, the unit provides grants, and allowances for transportation, books, and supplies to enhance the retention, persistence, graduation, and transfer rates of EOPS students. While information is provided to students at both College sites, actual services are currently only available at the Pittsburg campus.

Financial Aid

The Financial Aid Office (FAO) is committed to empowering students by providing them with financial literacy information, as well as access to state and federal funding sources to assist in the attainment of their educational goals. The primary objective of this office is to provide adequate financial assistance to the maximum pool of eligible students through the coordination of funding sources. Information regarding options for financial assistance is available at the Pittsburg campus, the Brentwood Center, and on the College website.

The FAO has made the Board of Governors Fee Waiver application available for students online via CCCApply.org. Students can submit the application at their convenience and processing is completed in approximately 48 hours.

The FAO maintains a presence on social networking sites such as Facebook and Twitter. Staff are able to communicate on a regular basis with over 2,000 'friends' through these various social media sites about important dates, financial aid opportunities, and campus and office news. Students also receive information through their InSite portal email regarding updates and deadlines concerning their financial

status. Additionally, the FAO offers YouTube video tutorials to help students navigate the financial aid process and complete various forms such as the FAFSA.

International Students

Incoming international students attend one of the general new student orientation sessions, following completion of the College application. The international students' webpage (II.B.3.a-9) includes descriptive information about the College campus environment, as well as updates on important deadlines, information about transferring, and announcements. There are plans to develop an online orientation in the future, specifically for international students, enabling these students to access an orientation to the College from their home country.

Library

With the library's Millennia system, students at the Brentwood Center can order a book from any of the District's three campuses and have it delivered to the Brentwood Center. A textbook reserve system is now in place at the Brentwood Center, similar to the one in operation at the Pittsburg campus that provides students with access to textbooks for current courses, with the provision of a same-day return. The library staff regularly schedule in-class presentations at the Center to ensure that students are not only aware of research tools available to them, but also that staff are available to offer their expert services. Additionally, during the first two weeks of each semester, the LMC bookstore offers textbook sales at the Brentwood Center.

Outreach Services

The College's outreach activities are the starting point for graduating high school seniors to begin college enrollment. The Outreach Staff assist students with completing the application process, participate in new student orientation, complete assessment, and schedule a meeting with a counselor to develop an educational plan. The outreach activities, application workshops, and assessment tests, and year-round information sessions are conducted at the feeder high schools (II.B.3.a-10, II.B.3.a-11, II.B-6).

Students indicate which services they need or are interested in on the application form. An email is then sent to these students for every service they select, including where additional information can be found, along with contact information.

Reading and Writing Consultants

The Center for Academic Support offers students one-to-one assistance with reading and writing assignments, in person at the Pittsburg campus, the Brentwood Center, as well as online. Students may submit drafts to writing consultants using the online form or send the draft as an email attachment. Generally, consultants will provide feedback within two business days (II.B.-59).

Student Life

The Office of Student Life is comprised of a variety of programs and services, including the LMC Associated Students (LMCAS), Student Ambassadors, student clubs and organizations, and leadership programs.

LMC offers a range of extracurricular activities, designed to help students connect with others on campus, to build their leadership skills and to support them in becoming agents of positive social change. Student leaders, club officers, and advisors are invited and encouraged to make use of the Student Life Office and make appointments with the staff on any activity or matter. Activities and events offered through the Office of Student Life are scheduled throughout the year at the Pittsburg campus and at the Brentwood Center.

Transfer Center

The Transfer Center offers multiple support services and resources to assist students in exploring and preparing for transfer to four-year colleges and universities. The resource library in the Transfer Center includes reference materials such as college catalogs and internet directories to access transfer information, advising guides, major and career information, guides on financial aid, and scholarship information. Students are assisted with completing the transfer application process, understanding general education, CSU and IGETC requirements, transfer admissions agreements, cross registration opportunities through Cal State East Bay, and concurrent enrollment opportunities through UC Berkeley.

Informational workshops and seminars are scheduled throughout the academic year, along with regular visits from representatives of many colleges and universities. These activities are available to students at the Pittsburg campus, as well as at the Brentwood Center.

Self Evaluation

Los Medanos College meets Standard II.B.3.a. The College provides equitable access to its many student support services.

To assure equitable access to support services at the Brentwood Center, the staff monitors the availability of services and arranges for additional support, if needed. Since the senior dean of student services is now serving as the site administrator for the Brentwood Center, there is closer alignment and monitoring of the service needs of the Center. Student services can also be accessed online for students taking classes at off-site academies.

The first two weeks of instruction of the off-site Fire Academy is conducted at the Pittsburg campus, in addition to a formal orientation to the program -- this provides an opportunity for students to become familiar with the larger College environment and campus services. The Basic Fire Academy (FIRE 120) is a capstone program after most students have completed the introductory Fire Technology courses at LMC, so students are familiar with services offered by the College.

Similar to the Fire Academy, the Police Academy provides a comprehensive program orientation prior to instruction. Although held off-site, a senior student services representative and the College's academy administrator are present at the orientation to assist students with information about the comprehensive student services offered online and at the LMC Pittsburg campus, which is located 5 miles from the off-site academy.

In both the Police and the Fire academies, students are provided with information regarding registration, financial aid, assessment and counseling services, disabled students services, parking information, college life, and other services to enhance student success. Online student services available for these offsite students include admissions, registration, FAFSA, parking permit purchases, and assessment appointments. Students may also prepare for the assessment tests (English and math) using the online study guides. The new student orientation may also be completed online in a self-paced format. Once the orientation is complete, the student may make an appointment with a counselor. E-advising services include answering questions about classes and programs, transferability for LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information.

Although data gathered by the District Research Office provided a comparative analysis of Hispanic and African Americans student success, the data does not indicate any correlation between their low rates of achievement and their engagement with student support services. Additional information will need to be gathered to know which services students in these two groups use or believe contribute to their success; and whether there are gaps in services or challenges with the mode of delivery or content.

Similarly, the SENSE survey shows that the number of students who did not contact advisors outnumbered those who did make contact, yet the data in the report does not indicate the reasons for the lack of contact. Additional information will need to be gathered on why students fail to contact an advisor and if it is because too few advisors are available; whether the process for meeting with an advisor and the role of the advisor is communicated clearly to both students and staff; and whether the staff are knowledgeable about this function, and whether they need professional development. Further research would need to be conducted on the aforementioned achievement gap, to determine how the SENSE advising data is broken down with regard to gender, majors, ethnicity, and full-time and part-time enrollment status.

By the end of fall 2014, the student support service deans will conduct a comprehensive student support services follow-up satisfaction survey to profile student engagement in terms of ethnicity, full-time and part-time status, and gender. Based on the results of this new-student satisfaction survey, the deans will design and implement a plan to address support service issues, as necessary.

Actionable Improvement Plan

None

II.B.3.b: The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The College offers a variety of opportunities for students to develop holistically. One of the activities to promote civic responsibility is an annual Constitution Day that LMC promotes. Most transfer students take a course in U.S. history, Constitution, and American Ideals. In order to develop leadership and engagement, the College encourages students to participate in the Shared Governance Council (SGC) and its associated shared governance committees. The shared governance committees include students, classified staff, faculty, and administrators appointed by their respective governance bodies -- the Associated Students (LMCAS), Classified Senate, Academic Senate, and the management team.

Students may also explore leadership opportunities by joining the Inter-Club Council and through the LMCAS, where students are encouraged to lead campus activities -- examples include the blood drive and sickle cell awareness campaign recently sponsored through the collaborative efforts of the LMCAS and African American faculty (II.B.3.b-1), voter registration, and the Athletic Department's breast cancer awareness campaign (II.B.3.b-2). These activities promote personal development and prepare students for leadership roles. Students may get involved with institutional governance and administration. For example, LMC student, Deborah van Eckhardt, served as the student trustee for the CCCCD Governing Board during the 2012-2013 academic year, a student leadership role that rotates between the three colleges in the District once every three years. Given LMC's designation as a Hispanic Serving Institution, with sponsorship from the College's EXITO Grant, female students from Latin American backgrounds have participated in the Latina Leadership Network of California Community Colleges (II.B.3.b-3). Annually, the LMCAS sponsors celebrations to recognize Caesar Chavez, Martin Luther King, Jr., and Black History Month (II.B.3.b-4, II.B.3.b-5). Students travel to the state capital to participate in *March in March*, a rally held on the grounds of the state Capitol building. The rally includes addresses from state legislators, lobby training, and opportunities to lobby state legislators in person in support of educational initiatives. At the end of each academic year, a graduating student is selected to deliver the coveted graduation speech.

Although it is not a governance body, LMC's student ambassadors serve as LMC employees and work to increase College visibility and communication within LMC and the broader community. This program is open to all interested students who apply and meet the minimum qualifications (II.B.3.b-6, II.B.3.b-7).

During the course of every semester, the Classified Senate hosts several fundraisers to generate funds for scholarships offered to LMC students (II.B.3.b-8). Their annual

soup and chili "cook-offs" are College morale boosters that garner a high level of participation, from the culinary entries of participating staff and students to the prizes donated by staff.

LMC offers many cultural activities and events. The Music Department's jazz band not only hosts jazz concerts, but also sponsors concerts that expose the LMC community to nationally-known recording artists from a variety of genres of music (II.B.3.b-9). During the fall 2013 semester, an exhibit entitled, *Queer the Now*, was described as "an exhibit celebrating LGBQT ancestors THEN with the vital queer art of NOW" (II.B.3.b-10). In fall 2013, the LMCAS hosted screenings of "Girls Rising", a social justice film series (II.B.3.b-11); and the Drama Department performed "The Government Inspector," as one its two productions. Student art is featured year-round in the College Complex and in the College Art Gallery.

In addition to the Drama Department's performances, LMC's Associated Students offers forums for artistic expression such as poetry slams, Spoken Word, and open-mic talent competitions. The College features fall and spring concerts for students enrolled in its various bands -- jazz, concert, chamber chorale, string ensemble, and gospel. The Gospel Choir has been recognized by the Contra Costa County Board Supervisor and local political leaders. Beyond the arts, the College promotes an aesthetic of inclusion and diversity by displaying images of students from a variety of ethnic backgrounds on its large (8 by 8 foot) displays posted around the campus to encourage students to select a major, transfer, and pursue other aspects of academic success. These displays are posted all around the campus – the library, cafeteria, and hallways – at both Pittsburg and Brentwood campuses.

The LMC student experience is enriched by 27 student clubs that vary widely in focus, ranging from the academic (e.g., Alpha Gamma Sigma, RN Class of 2013, Honors), the cultural (e.g., La Raza Unida), the political (e.g., LMC Associated Students), the social (e.g., Students with Abilities to Coordinate to Help Each Other (SACHE) to the athletic (e.g., LMC Dance Team) (II.B.3.b-12, II.B.3.b-13, II.B.3.b-14). Although not chartered as a club, the LGBTQ Center, referred to as QSpot, exists to inform and support the College on issues related to sexual orientation and gender identity.

The College demonstrates the value of intellectual development beyond clubs. Open to the entire student body, students participate in the College's annual IMPACT Student Leadership Retreat -- a Saturday event that explores personality and leadership competencies (II.B.3.b-15). In 2013, the LMC Associated Students, the Office of Student Life, and the LMC Foundation collaborated to host the College's Eighth Annual Academic Competition -- an event that encourages scholarly excellence in the areas of math, science, social science and English (II.B.3.b-16). In 2011, the College formed a debate team, which became highly competitive immediately, and placed second in the 2013 national debate competition, and third in the 2014 National Parliamentary Debate Association Championship Tournament in Northern Arizona University (II.B.3.b-17). LMCAS has sponsored student participation in the annual Black College Expo held in Oakland, featuring recruiters from Historically Black College and Universities (HBCU) and cultural events

(II.B.3.b-18). In spring 2014, the Umoja learning community, in collaboration with the English Department, convened a panel discussion consisting of LMC staff, local graduates, and a recruiter of an HBCU about the benefits and unique opportunities available at HBCUs (II.B.3.b-19).

Learning communities also provide opportunities for discipline-specific leadership development and civic involvement; for example, four students from the Math Engineering Science Achievement (MESA) program were selected to attend the MESA 10th Annual Leadership Conference in San Diego in 2013; and the Umoja Scholars learning community requires community service of its students. The College promotes excellence in student leadership by annually hosting the **St**udent **E**ngagement **L**eadership **A**ward **R**ecognition ceremony (STELAR). The annual STELAR awards recognizes and honors students, who effectively lead in the areas of social change and in student clubs, and also honors faculty advisors for their exemplary work. Widely attended, STELAR awards are presented to student club and student leaders in recognition of their positive contribution to LMC through the execution of projects and programs, commitment to growth, and their embodiment of the spirit of leadership (II.B.3.b-20, II.B.3.b-21).

Of special note is the *Habits of Mind* (HoM) initiative, a unique faculty-led professional development activity that brings together students, classified staff, faculty, and administrators for the purpose of building relationships to catalyze and sustain innovation, inspire critical reflection on the "practice of being an educator", and cultivate qualities such as "looking at things another way", and "empathy", which are hallmarks of great educators. HoM also seeks to provide an alternative to working in silos. From its start in 2012, HoM has grown in membership to over 50 and spearheaded the fall 2013 opening day activities themed, "I am an educator." The day featured breakout sessions organized around four habits of mind: collaboration, asking questions, finding solutions, and learning more (II.B.3.b-22, II.B.3.b-23, OR-8).

LMC promotes personal and academic development by offering learning communities such as the Academy for College Excellence (ACE), Career Advancement Academy, Transfer Academy, Puente, and Umoja. These programs structure student support services closely around academics to increase student retention and success. In 2010, LMC applied for and received a $3.2 million grant as a Title V, Hispanic Serving Institution (HSI). This grant has increased the College's capacity to serve Hispanic and low-income students who intend to transfer to four-year institutions. Students who participate in HSI grant activities benefit from the assistance of program-dedicated counselors and are encouraged to take part in tours to four-year colleges and universities, and attend workshops featuring guest speakers from four-year colleges and universities. Students may also advance their intellectual development either by serving as paid peer-tutors, or by utilizing the tutoring services through the College Center for Academic Support where College faculty also serve in the pool of tutors and consultants.

Self Evaluation

Los Medanos College meets Standard II.B.3.b. LMC has multiple programs and services in Pittsburg and Brentwood to support student development.

In recent years, curriculum has been developed and consolidated under the category "Academic and Career Success" (ACS) to help students learn strategies to succeed in college. These courses include curriculum to assist student athletes, students in the Transfer Academy, and students in learning communities. These courses have proven to be beneficial in preparing students with a stronger foundation to succeed in their classes, while achieving their educational goals.

In spring 2014, the ACS 10 course was modified to further support students on "Becoming a College Scholar", and introduces first-year students to "…intellectual life, prepares them for rigorous university-level work, develops multidisciplinary thinking skills, and supports them in developing a strong sense of academic purpose and identity" (II.B.3.b-24). The course also addresses topics such as motivation and attitude, goal setting, decision-making processes, values, personal health, interpersonal communication, behavioral expectations, cultural and economic diversity, personality and learning theories, and problem-solving strategies that can be applied in academic, social, and personal life.

Actionable Improvement Plan

None.

II.B.3.c: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student learning development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The College does evaluate its counseling services. Philosophically, LMC's approach has been that counseling services are to be delivered by counselors and that faculty members are to advise students in the area their respective expertise, based on the curriculum that they teach. Counseling then provides the "bigger picture" in terms of what else a student would need to transfer to a four-year institution, receive an associate degree, or earn a certificate. Although all counselors are expected to respond to the personal needs of students, several members of the counseling department have either earned degrees in clinic therapy and/or are currently licensed clinical therapist; and they make up an internal crisis intervention team that may be called upon when situations arise.

The Counseling Department routinely conducts a self evaluation as part of the annual program review, as well as through the assessment of program-level student learning outcomes (PSLOs). The annual program review examines completion rates, curricula, student satisfaction, staffing, enrollment, resources, professional development, as well as collaborative activities.

The following is a summary of the comprehensive program review of counseling (II.B.3.c-1) conducted fall 2012, as applicable to the department's courses:

"In fall 2012, the Counseling Department offered four classes: Counseling 30, Orientation to College; Counseling 32, Career Development; Counseling 33, Transfer Planning; and Counseling 34, College Success. In view of the fact that LMC is a Hispanic serving institution, a course entitled "College Experience: Chicano/Latino Pedagogical Approaches" has been proposed by the department, but has not been formally forwarded through the curriculum approval process. From fall 2012 to spring 2013, when the department devoted 6.67 full time equivalent faculty (FTEF) hours, (44.4 percent) for Counseling 30, 33, and 34 instruction; it devoted 8.33 FTEF (55.6 percent) for Counseling 32 instruction.

The only success (grades of C, Pass or better) and enrollment data that was captured from spring 2008 to fall 2010 was by ethnicity. When the College ranks success from highest to lowest, the success rates for this period were: Filipino (87.5 percent), Asian (77.8 percent), Hispanic (75.4 percent), White (69.7 percent), Pacific Islander (64.3 percent), Native American (57.8 percent), and African American (51.4 percent). Although African American students ranked the lowest of all ethnic groups, with the exception of one semester, they were consistently the highest enrolled group, composing between 33.8 to 44.2 percent of all enrolled students."

The satisfaction survey conducted in spring 2013 (I.A.1-14) which added student voice to the evaluation of counseling itself. The response options for this survey were "very satisfied," "somewhat satisfied," "neither satisfied nor dissatisfied," "somewhat dissatisfied," and "very dissatisfied." With 208 students participating, here is a summary of the degree to which students answered very satisfied and somewhat satisfied:

How satisfied were you with your counseling appointment: **70.2 percent.**

I was able to get a counseling appointment when I needed one: **64.2 percent.**

The counseling reception staff greet you in a professional and friendly manner: **78.65 percent.**

Counselor attentive to your needs: **72.2 percent.**

The counselor was respectful and he/she listened to your questions: **81.1 percent.**

I would return to counseling to update my educational plan: **75.2 percent.**

I would refer another student to seek academic counseling: **76.1 percent.**

If you were interested in taking a counseling course, were the sections offered a convenient times for you: **61.6 percent.**

The last five questions of the survey focused on the educational plan, because this was the emphasis of the department's program student learning outcome study. These questions allowed students to respond with either "yes" or "no." Here is a summary of affirmative answers:

Did you complete an educational plan: **73.9 percent**.

Do you understand how to access your educational plan on WebAdvisor (the official online college portal with restricted access): **70 percent**.

Was the counselor clear on how to reach your educational goal: **61 percent**.

If you attended express drop-in counseling, were you satisfied with the outcome: **69.9 percent** (percentage reflects "very satisfied' and "somewhat satisfied").

After your express counseling appointment, do you feel that one aspect of your educational plan was addressed: **61.6 percent**.

Since educational plans essentially serve as a roadmap for students, the department has varied the delivery modes for this resource (II.A.5-1, II.B.1-50, II.B.3.c-2). To create opportunities for students to have program-specific involvement, most counselors devote all or a significant part of their weekly schedule to one of four learning communities (Puente, Umoja, STEM, and Transfer Academy), new student orientations, or a categorical student service programs (EOPS, CalWORKs, DSPS). Of the nine full-time counselors and twelve part time counselors employed during the fall 2013 semester, only four full-time and four part-time counselors were primarily general counselors, who are consulted on an express counseling or by-appointment basis. Effective the fall 2013 semester, a pilot project was implemented called "Counseling by Majors", where three counselors were assigned to groupings of major programs of study, which included majors in Arts, Science, and CTE (II.B.1-37, II.B.1-39, II.B.1-40, II.B.1-41).

There are intervention strategies in place for students on second level probation, academic or progress dismissal, (II.B.3.c-3), and those that have accrued excessive (above 100) units at LMC. Students, who have been identified as falling into one of these categories, are directed into workshops or individual counseling appointments, and may also be required to complete a career exploration workshop. Counselors assist these students in the determination of their educational goals, establishing their majors, and the development of an educational plan to achieve the goal in a timely manner.

Training of counselors occurs in a variety of ways. Counselors attend conferences and workshops to ensure they are up to date with the rules and regulations provided by the four-year institutions. College flex workshops are held to train adjunct counselors. Monthly meetings are held to update all counselors, particularly those in a part-time

capacity. When warranted, one-to-one mentoring is also provided to adjunct counselors.

Online counseling services are available to all students (II.B.1-56), provided by a few counselors specializing in this service. Straight forward questions can be addressed online, while students with more complex questions are asked to make a counseling appointment. If the student has a difficult time coming in for the appointment, phone appointments are also offered.

Self Evaluation

Los Medanos College meets Standard II.B.3.c.

With the passage of California Senate Bill 1456 (SB1456), requiring all community colleges to deliver educational plans to all new students in their first year of enrollment with at least one follow-up counseling contact, a paradigm shift must occur in the method of educational plan development. Presently, although there are nearly a dozen contact points -- learning communities and categorical programs -- at which students meet with counselors to develop educational plans, these contacts offer a one-to-one interaction and produce hardcopy or paper educational plans. The shift in delivery method will move the College from one-to-one contacts to group contact, perhaps 1-to-15 ratio, and will generate electronic educational plans that will enable the College to quickly and accurately monitor and report the number of educational plans that it is delivering. While this shift will enable the College to comply with state regulations, it also has the potential to exponentially increase the number of students developing plans, thereby increasing student-counselor contact, which is a known contributor to student persistence and retention. The Counseling Department is in the process of developing a revised, comprehensive educational plan delivery system that incorporates both academic counseling and faculty advising; the primary mode of delivery will be group contact, as opposed to one-to-one contact.

EOPS, New Student Orientation, the Counseling by Majors project are venues where group educational planning is presently occurring. Further, the College has completed the beta-testing phase for an online electronic educational planning module, as a part of a District wide initiative, fully accessible to the College student body effective spring 2014. Keeping up with the requests for online counseling has become increasingly difficult for the counseling staff given the competing demands of serving increasing numbers of students who come in for in-person appointments.

In addition to the customer service survey (II.B.3.c-4) that captured general student opinions about counseling services and more specifically their views about educational plans, the College conducted a student satisfaction survey in spring 2013 (I.A.1-14). This survey indicated that almost 27 percent of the respondents were dissatisfied with the level of counseling support related to career services and advisement about job opportunities. There was also feedback that roughly 20 percent of the respondents were generally dissatisfied with counseling they received through the Counseling Center. While the level of satisfaction in both areas was close to 60 percent, the indication of 20-26 percent dissatisfaction indicates a need to pinpoint

exactly which factors contributed to the level of dissatisfaction before determining how to address them.

During the past year there has been a transition of personnel supporting career services on campus, including a three-month hiatus. With the addition of a new and higher level position to address career services on campus, improvements are being be made so that students are introduced to a full range of career services, including the incorporation of career assessments into orientations and as a part of the whole assessment package.

Actionable Improvement Plan

None

II.B.3.d: The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The College promotes diversity in many ways. In addition to the aforementioned recognition of the accomplishments of César Chavez and celebration of Black History, the College has placed emphasis on equity through the creation and implementation of the Institutional Development for Equity and Access (IDEA) Committee – a shared governance committee composed of faculty, administrators, classified staff, and students. The College hired academic consultants from the University of Southern California's Center for Urban Education (CUE) to assist the IDEA Committee in its development of an "equity score card", designed to generate data with regard to student performance, with particular focus on transfer rates of students of color (II.B-13, II.B.3.d-1). LMC held several well-attended College Assemblies to present the findings. Members from the College also participated in a series of District wide forums sponsored by the Chancellor to look at disaggregated data pointing to the "achievement gap" in the District. The LMC Professional Development Advisory Committee (PDAC) sponsored *Looking In, Looking Out,* a series of facilitated campus wide conversations exploring the complex relationship of cultural competence and institutional health. Students participated in several of the College forums and meetings convened by IDEA.

The College also promotes success of its diverse students through small learning communities, such as Puente, Umoja, and the MESA programs. In 2010, LMC was awarded a $3.2 million Title V Hispanic Serving Institution grant to promote the retention, persistence, and success of low-income and Hispanic students; the HSI grant supports the Transfer Center and Programs, a comprehensive approach designed to accelerate transfer readiness. The Science Technology Engineering and Math

(STEM) grant is another initiative employed to promote the exploration of STEM-related fields of study and careers in which students of color are under-represented.

In terms of the curriculum, the Curriculum Committee approved English 135, "Introduction to Lesbian, Gay, Bisexual, Transgender (LGBT) Studies, in fall 2013 -- this course will be offered starting fall 2014.

In fall 2013, a collaboration between the dean of counseling, the student support EOPS minority student retention specialist, and an EOPS student led to the development of a workshop, "Once a Victim, Now Victorious #Winning: Healing the Achievement Gap with Emphasis on African American Males" (II.B.3.d-2). This workshop was presented at the California Community Colleges EOPS Association Conference in Los Angeles and focused on African American male student retention, persistence, and success. With its tie to LMC's institutional priority of accelerating the achievement of African American students, this workshop will be offered during a future College Assembly to further promote professional development and diversity. One outgrowth of this presentation is a high-touch secondary-to-post-secondary transition program, "Accelerating Minority Make Academic Success (AMMAS)". This program is offered through LMC's partnership with Adult Education Center administrators and the principals of comprehensive and continuation high schools that feed into LMC from the cities of Oakley, Brentwood, Antioch, and Pittsburg. LMC minority students recruit and mentor transitioning students, with direct support from the LMC's counseling staff, math, English, and career and technical education faculty, along with student support service staff.

Self Evaluation

Los Medanos College meets Standard II.B.3.d.

With respect to the evaluation of small learning communities, the College assesses the impact of these communities by generating persistence, retention, course completion, and success data. A recent management reorganization, effective July 2013, also resulted in greater oversight and coordination of all of the College's learning communities. A standardized program review and assessment rubric has been developed that can be applied to the evaluation of all of the learning communities.

The College Professional Development Committee (PDAC) conducts campus wide surveys to determine professional development needs and interests; and after each of its sponsored functions, participants evaluate the events.

While the College promotes diversity and places an emphasis on equity, beyond the information posted on the websites of the grant-funded initiatives cited above, there are no on-line resources available to students specifically related to diversity -- all services are offered on campus.

Actionable Improvement Plan

In 2014-2015, the President's Office, deans of student success and counseling, in collaboration with both the IDEA Committee and the LMC Associated Students, will identify diversity issues on campus and strategize to expand student awareness and understanding of the value of being a part of a diverse college community.

II.B.3.e: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Students apply to LMC using the CCCApply statewide online application system. If students are unable to utilize the online system, they can apply using a paper application (II.B-2, II.B-4) through the Office of Admissions and Records in Pittsburg or Brentwood. The admissions process is a common process across the three colleges in the District. The college to which a given student applies determines the student's college of record. The colleges have worked together in an effort to minimize bias related to admission practices.

The statewide CCCApply admissions application is managed by a steering committee comprised of IT professionals, Admissions and Records professionals, research professionals, and oversight from the Chancellor's Office Technology Center. The Committee addresses equity and bias issues related to the state wide admissions application (II.B.3.e-1). The director of admissions and records serves on this committee, along with the executive vice chancellor of educational programs, and the director information technology from the District Office.

The District wide Admissions and Records Directors Committee reviews the admissions and registration processes every semester to ensure equity and effectiveness. This group also develops common policies, procedures, and forms that are applicable to all students throughout the District. A separate committee, the Admissions and Records Process Experts Team (PET) team, comprised of staff members from each college location, also works on uniform procedures and forms to ensure that students are treated equitably across the District when accessing admissions, registration, and records information and transactions (II.B.3.e-2).

The College uses Accuplacer as its assessment instrument. Each year the testing instruments are reviewed by the English, math and ESL faculty to ensure appropriateness of cut-off scores and to review data and trends related to student placement in English, ESL, and math classes. Discussions and comparisons of assessment instruments also take place within District student services meetings, where information about other assessment tools is shared among representatives from each college.

Similar discussions take place in the 3SP Committee, where assessment-related issues or concerns can be discussed among faculty representatives, counselors, and other student services staff. An example of an issue that has been surfaced related to math placement is the concern that the cut-off score using the Accuplacer instrument only resulted in placement in lower levels of math. In order to determine if a student is prepared for transfer level math, students are encouraged to bring high school or other college transcripts or other test scores that can provide a fuller picture of their abilities in math (II.B-15, II.B-16, II.B.3.e-3).

In addition to the use of college assessment instruments, there is use of other test scores from high schools, such as Advanced Placement (AP) scores and four-year colleges (EAP scores) to minimize the need for students to be assessed if they have already been through a similar process at another institution.

Self Evaluation

Los Medanos College meets Standard II.B.3.e.

The District wide Admissions and Records Directors Committee provides thorough review of the admissions, registration and records procedures annually to ensure effective processes and equitable access. As one of the key components to the Student Success Initiative, state wide discussions related to a common assessment instrument will continue to be followed closely.

Actionable Improvement Plan

None

II.B.3.f: The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The CCCCD Business Procedure 13.01 for *Records Retention and Destruction* directs the chancellor to establish administrative procedures that assure the retention and destruction of records that include, but are not limited to, student records, employment records and financial records (II.B.3.f-1, II.B.3.f-2). All student records are maintained for a three-year period in accordance with Title 5 regulations and are subject to audit review during this time period. The appropriate protocol for purging outdated files requires that all documents be destroyed using a shredder prior to disposal.

Any hard copy student records that must be maintained are kept in locked file or storage cabinets, accessible only to appropriate staff. Access to student records is

based on an employee's job description, including defined responsibilities for that position.

Student records are kept securely and confidentially per Title 5 and FERPA federal regulations, with access only granted in compliance with federal guidelines (II.B.3.f-3, II.B.3.f-4). The policy for confidentiality of student records is distributed at the beginning of each semester to all College employees, in addition to an explanation of FERPA regulations (II.B.3.f-5). This information is also discussed in trainings of new College staff and in new faculty orientations. The policy for release of student information is published in the College Catalog and is available on the College website (II.B.3.f-6, II.B.3.f-7).

The Office of Admissions and Records is responsible for maintaining student records related to admissions, enrollment, and transcript data in two systems: the student software system (Colleague/Ellucian) and OnBase, the District's document imaging system. The primary location for student records for LMC is in Colleague. The District Information Technology Department backs up this system weekly and this backup is electronically and securely transferred to a storage facility and retained for one year.

Physical documents accepted by the Office of Admissions and Records are imaged on site. Employees are granted access through the assignment of a username and password. The various documents imaged are assigned a document type. The level of access has been predetermined based on the employee's job description, for which there must be a legitimate educational interest expected for a person with specific responsibilities. A project is currently underway with District IT and admissions and records managers to review security levels for access to student information on the District database.

Self Evaluation

Los Medanos College meets Standard II.B.3.f.

The College has provided safe and secure means for maintaining student records. Related policies for access to student information are described in the College Catalog and the Schedule of Classes. FERPA information is also distributed to every college employee at the beginning of each academic term.

Actionable Improvement Plan

None.

II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Similar to all College programs, the effectiveness of support services is evaluated through the College wide comprehensive program review process and through annual program review updates. The in-depth analysis and annual monitoring of program goals and objectives provides a forum for all student services staff to engage in a thorough review and dialogue about program responsiveness to student needs. Changes for program direction are identified through this process with the intended outcome of maintaining and/or improving the quality of the service to students. The last comprehensive program review was completed during the 2012-2013 academic year (ER-8, I.B.3-13, II.B.3.c-1). For the next four years, all College programs and services will engage in annual program review updates, monitoring the progress of goals, analyzing new program data, reviewing program, staffing, equipment, and budget trends and related funding needs.

Another source for evaluating program effectiveness is the use of evaluation tools that are implemented following student participation in various campus activities. For example, based on their involvement in a new student orientation, students are asked to complete an evaluation form that provides feedback regarding their experience in the orientation (II.B.4-1, II.B.4-2, II.B.4-3). Other examples include evaluations of campus visits to transfer institutions, and evaluations of the student leadership symposium (II.B.4-4). Based on this feedback from students, employees are able to modify the format of these activities, continually building on ways to ensure a quality experience for the participants and access to information that contributes to their success.

In past years, student satisfaction surveys were distributed to students on a three to five-year cycle, gathering feedback from students about their experience in any of the student services programs, at either of the College locations. The latest evaluation was implemented in spring 2013. The survey instrument was updated to include a variety of questions relating to students' general experience in the College including the quality of instruction, the physical environment, safety, availability of required classes, ability to access campus labs and, as before, the quality of specific student support services (I.A.1-14, II.B.4-5). This new survey will be distributed for student feedback every two to three years.

Based on the surveys conducted, the feedback indicates a need to strengthen access to counseling/advising support and educational plan development for new students, which is being addressed through the development of the 3SP plan for incoming

students. One major shift in the approach to educational plan development will be from primarily developing hardcopy educational plans on a one-to-one basis, to educational planning using web-based technology in small groups. The College has completely discontinued the use of developing hardcopy educational plans. Additionally, the Counseling Department is piloting a Counseling by Major model which assigns students to counselors based on declared majors or expressed academic interests. The shift to web-based technology and counseling clusters, with its higher counselor-to-student contact ratio, enables the College to increase student access to counseling/advising services.

A satisfaction survey specifically for students attending classes offered at the Brentwood Center gathers feedback to help identify additional services and needs that may be of interest to students at that location (II.B.1-62). The survey indicates that students attending the Brentwood Center are generally satisfied with the services. In addition, some students indicated they were not aware of the number of services offered at the Brentwood Center. As a result, additional signs have been posted, and the Brentwood Center website has been revised to broaden awareness of available services.

The College conducted the CCSSE survey in spring 2013 to learn about student access to student services and their resulting engagement. Approximately 2,000 students completed the survey and the data was analyzed at the Center for Student Engagement, through the University of Texas, Austin (I.A.1-13). Another survey, SENSE (Survey of Entering Student Engagement), was conducted in fall 2012 (I.A.1-12). SENSE is a complementary survey that captures a broader focus of the student experience at the College. Information provided through these surveys has provided insight as to the effectiveness of College student services in meeting the needs of new and continuing students. The results of both surveys are discussed in section II .B. 3.

The cycle for completion of student services assessment projects is five years, similar to our instructional programs. The intent is for each student services program to complete the assessment of each identified student learning outcome at least once during the five-year cycle. Representatives of the Student Services SLO Committee meet monthly to discuss their assessment projects that help gauge what students are learning as a result of their experiences in LMC's programs and services. The focus on the projects is based on the following themes -- that LMC students will:

- Demonstrate proficiency in the use of College online services
- Demonstrate proficiency in self-advocacy
- Be able to identify and set goals to guide their educational and career plans
- Be aware of expectations for socially responsible behavior and actively engage in the college experience
- Demonstrate responsibility for their actions and for taking personal initiative

Based on what is learned as a result of these assessment projects, changes may result in clarifying the presentation of information to students, modifying workshop content, or other approaches to addressing student interests or needs.

Student feedback has led to changes in student services; for examples changes were made as a result of an assessment project implemented by the Information Center staff. Their interest was in learning whether students who inquired about steps to enroll through the Information Center acquired knowledge of the process, including application, assessment, the orientation workshop, and course registration. The staff surveyed students who participated in orientation workshops and were able to identify specific information that needed to be clarified about the intent of assessment, how the assessment tool can assist in course placement, and other measures that can be used for placement purposes. This information has resulted in additional and clearer information being added to the "Steps to Enroll" information on the College website, in the Information Center and the Welcome Center ((II.B.4-2, II.B.4-3, II.B.4-6).

Another example is the result of a recent project undertaken by the student life staff, assessing outcomes of students who attended IMPACT - an annual, one-day leadership retreat. Through workshops, speakers, and skill-building activities, students who participate in IMPACT gain insight about their personal leadership styles, meet and connect with other LMC student leaders, and cultivate the skills needed to lead their clubs and organizations. One of the outcomes for this "mini-conference" assessed the proficiency of participants based on their knowledge of skills/strategies that they can employ as leaders. While the majority of participants (78 percent) scored "above proficiency" or at "proficiency" at the end of the retreat, the staff was able to gain insight into ways of improving the event so that students have a clearer understanding of the skills and strategies to be learned as a result of their participation (II.B.4-7).

Updates regarding student services assessment projects are shared in annual e-newsletters to the College community called, "*In-Step* with Student Services". The themes for the student services SLO projects are described in the newsletter, as well as a summary of three assessment reports. Additionally, a collaborative project with other College programs is highlighted to share ways in which student services programs partner with other areas of the campus (ER-40).

Student services SLOs are included in the College Catalog to share this information with students (II.B.4-8). SLOs will also be posted at the entrance to each student services program office, at both the Pittsburg campus and Brentwood Center -- this will enable students to know the program mission, along with what LMC expects them to learn as a result of their experience with the student services program. This information is scheduled to be available on the College website effective summer 2014.

Self Evaluation

While latest student satisfaction survey information is generally favorable regarding support services, there were a few areas that warrant a deeper review into expressed dissatisfaction with the "overall" registration process (32 percent), the ability to obtain career advisement (27 percent), and general counseling services (20 percent). These programs are exploring ways to learn more information about the reasons for some student dissatisfaction in these areas.

Survey information gathered from students attending the Brentwood Center indicates a high level of satisfaction with available services at that location. Interest was expressed in having additional counseling hours, specifically for more personal counseling, increasing bookstore hours at the beginning of the semester, the addition of a library facility, and more parking. The addition of more counseling and bookstore hours are being explored. The ability to add facilities and parking to the existing Brentwood Center structure will be addressed with the construction of a permanent Center south of the city of Brentwood.

The results of information collected from student surveys at various events and programs offered at the Pittsburg campus and at the Brentwood Center are used to modify and improve College programs and services to better address the needs of students. This information will continue to influence the development of goals and objectives of LMC's services, as well as for all College programs.

Actionable Improvement Plan

None.

Standard II.B - Evidence List

CP-28	CCCCD District Office Homepage Website Screenshot
CR-3	SGC 11Apr2012 Minutes-Approval of SLO Assessment Model
ER-2	2014-2015 College Catalog
ER-5	LMC Mission Statement College Catalog
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-8	Program Review Submission Tool Homepage Screenshot
ER-19	Spring 2014 Schedule of Classes
ER-21	Fall 2014 Schedule of Classes
ER-38	*Faculty Handbook*
ER-40	In Step with Student Services Newsletter-spring 2014
ER-43	LMC Steps for New Students Webpage Screenshot
ER-44	Admissions and Records Policies Webpage Screenshot
ER-58	*Interim Strategic Priorities 2012-2014*
ER-59	LMC Website Homepage Screenshot
I.A.1-12	SENSE 2012 Survey Results
I.A.1-13	CCSSE 2013 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.B.1-4	Planning Committee Minutes 06Mar2014
I.B.1-5	Teaching and Learning Committee Minutes 21Jan2014
I.B.1-6	Curriculum Committee Minutes 04Dec2013
I.B.1-7	Curriculum Committee Minutes 05Feb2014
I.B.1-8	Curriculum Committee Minutes 19Feb2014
I.B.1-9	General Education Committee Minutes 15Nov2013
I.B.1-10	Developmental Education Committee Minutes 30Apr2013
I.B.1-14	List of Flex Workshops-spring 2014
I.B.1-15	College Assembly 31Mar2014 GE Assessment PowerPoint
I.B.1-33	Comprehensive Review Template Administration and Support Units -fall 2012
I.B.1-34	Comprehensive Review Template Instructional Programs-fall 2012
I.B.1-35	Comprehensive Review Template Student Services Programs-fall 2012
I.B.1-43	College Assembly 01Nov2010 CUE Presentation PowerPoint
I.B.1-54	Notes from Educational Partners Breakfast December 2012
I.B.1-55	Educational Partners Breakfast Agenda 06Nov2013
I.B.2-6	*Contra Costa Community College District Strategic Plan 2014-2019*
I.B.2-27	District Research Report on Academy of College Excellence 20Mar2014
I.B.3-10	Vision 20/20 Notes and Retreats on Interim Strategic Priorities 2012-2014

I.B.3-13   Program Review Webpage Screenshot
I.B.4-6   Calendar of Monday Meetings spring 2014

I.B.5-1   Student Services E-Newsletter Webpage Screenshot

II.A.1.c-3   Teaching and Learning Committee Agenda 21Jan2014
II.A.1.c-6   General Education Committee Minutes 21Feb2014
II.A.2.c-9   Developmental Ed-ESL Committee Meeting Minutes 26Feb2013
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