

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 that are capable of benefitting from its 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." (Evidence: PDF of Student Service Philosophy, LMC Catalog, p 25)

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 (Evidence: LMC application).

The Admissions and Records Office maintains open access policies and procedures, listed in the major college publications – College catalog, class schedule and College website. (Evidence: Open Course Policy, LMC website) Students apply to the College using the statewide 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 main campus in Pittsburg or at the Brentwood Center.

The college Student Success & Support Program (formerly known as Matriculation, now referred to as 3SP) plan and steps to enrollment 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 include completion of the admissions process, assessment, orientation, counseling and program planning, course registration and follow-up. Students are informed of these steps through visits to feeder high schools and other community outreach events, on the college web site, and in the Schedule of Classes.

(Evidence of steps ?)

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 **(evidence – message or other written updates)**, SODA Foundation Grant **(evidence – summary of progress)**, CAA (Career Advancement Academy) Grant, **(evidence – Summary-d. Wahl)** and the Trade Adjustment Assistance for Community College Career Training (TAACCCT) Grant **(evidence – new – written announcement?)**. 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. **(evidence – Monday meeting schedule? Agendas?)**

The 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) **(evidence – Monday meeting calendar?)**, strategies for addressing the achievement gap, **(evidence – IDEA Committee info)** and updates on other broad campus initiatives **(evidence – Vision 20/20 – Kiran)**. Additionally, through full-day flex activities **(evidence - agendas)**, 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/or work groups generally meet once or twice a month and involve participants from among faculty, staff, managers and students. **(evidence – agendas/and/or minutes?)**

The Student Services Managers Committee meets twice a month to discuss possible changes to College processes and systems to ensure that students are able to be successful during their education 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 for improving services and to share department/program updates. Speakers are sometimes invited to address topics of

concern, such as how to provide support to students in crisis or behavioral issues. (evidence – First Hope - new)

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. (evidence – sample new outreach & EOPS projects)

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. (Evidence: meeting minutes – evidence – new) 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.

Reviews of the college and district admissions policies and procedures are regularly reviewed through district 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 beginning in Spring, 2013. Students continue to be informed of the changes through messages in the Student E-newsletter, the Schedule of Classes and on the college website. (evidence – examples)

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 3SP 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.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 Los Medanos College and the philosophy of Student Services, LMC is committed (evidence LMC Student Service Philosophy) to recruiting and admitting diverse students reflecting the diverse community it serves and who are able to benefit from its programs. 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. **(evidence LC mission statement statement)** 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 offers an array of student support services 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 a variety of activities), Transfer Center, and Welcome Center services. Admissions and Records services, Assessment, Counseling, DSPS, Financial Aid, transfer workshops, Student Life activities, tutoring, general information services, access to Library reserves and textbook sales are also offered at the Brentwood Center. Services are also available online for students taking classes at off-site locations, as well as online. Online services are available for 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 available student services on the LMC website **(evidence –link)**, the College Catalog, **(evidence)** the Schedule of classes **(evidence)**, and at outreach activities conducted at local high schools, on campus and at locations such as the OneStops. **(evidence – CTE/workforce connections, OneStops – Dave W.)**

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 web site in English and in Spanish. **(evidence – CCCApply)**. 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 that prefer to come in-person at either campus location. **(evidence)** 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 web site.

The Welcome Center staff on the Pittsburg campus provides incoming students seeking one-on-one assistance 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 32 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. **(Evidence: grant information describing Welcome Center coordinator role)**

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

(evidence). 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 financial aid application process, Extended Opportunity Program and Services (EOPS), and the Summer Bridge program. **(evidence – agenda of orientation, power point)**

Learning support is also offered through the Center for Academic Support, where students can access tutoring services and 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 a positive early experience, with 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 both Pittsburg and Brentwood locations, online, and on a limited basis at off-campus sites. **(evidence – Dave Wahl info)** 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 local job training and placement program - Opportunity Junction - where student services information is included in the orientation for students enrolling in selected LMC Business courses **(evidence – Dave Wahl).**

The ability to benefit from the College programs begins with identifying placement information through multiple measures, including an assessment of English and math proficiencies **(evidence)** or an assessment of language ability through the English as a Second Language assessment **(evidence)**, the evaluation of other college and/or high school transcripts, Advanced Placement (AP) scores and Early Assessment Project (EAP) scores. . 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 **(evidence)** and Brentwood Center **(evidence)**.

Other tools are also employed by the College 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 **(evidence)** about resources for first-generation/low-income students will receive an automatic email summarizing the benefits and eligibility criteria from EOPS. **(evidence)**

In addition to an assessment of student proficiencies, interests and needs, other services made available to students are general counseling services, consultation on the development of education plans, and financial aid. 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 education 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 developed 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 them adjust to college life and become familiar with support services available on campus. **(evidence – orientation agenda)** 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. **(evidence – D. Graves schedule of meetings).**

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 Department collaboratively designed 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. **(evidence – samples)** Early usage data of the online roadmaps indicates there is significant student interest in accessing this information **(evidence – new)**. 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. **(evidence)** 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. **(evidence – announcements)** 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 **(evidence – training meeting announcement or sign-up).**

Meeting for all Student Services staff are scheduled one or two times each semester to provide a forum for sharing department updates, discussion of upcoming projects or initiatives, as well as for training opportunities. These meetings promote dialog, open communications, encourage community-building, and offer a forum for issues that are relevant to all the staff. These meetings include staff from the Pittsburg and the Brentwood campuses. **(evidence – announcements/agendas)**

- **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 4-year university. The College hosts an annual high school counselor conference **(evidence – agenda)** as well as two high school partners breakfast annually **(evidence – agenda)**, where high school principals and superintendents are invited to attend. **(evidence – announcement/agenda - new)**. Similar collaboration with four-year colleges results in transfer representatives scheduling meeting times at LMC and offering workshops **(evidence – schedule/calendar of visits)** to assist students with transfer. They also help to arrange visits for students interested in transfer to various colleges **(evidence – schedule of college tours)**.

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

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 **(evidence – lists of board members)**. These boards provide valuable feedback for planning purposes and to determine the future direction of these programs. **(evidence – meeting agenda or minutes)**

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 **(evidence – academy meeting minutes)**. Counselors also meet with Career Technical Education (CTE) faculty to address the specific needs of students in CTE programs **(evidence – SODA grant agenda or minutes)**; and the counselors work with faculty in basic skills classes to establish a schedule for counselors to visit their classes to make presentations on a regular basis **(evidence – class visit schedule)**.

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 2012-13 academic year that were focused on the re-

envisioning counseling services, a plan was developed to provide more focused counseling by major **(evidence – diagram of plan – new)**. As a result of this effort, three part-time counselors and two full-time counselors are assigned to three groups of college majors. The counselors who are assigned to these groups divide their time by meeting one-on-one with students within the specific majors, meeting with faculty within the majors, and making presentations or providing orientations in group or classroom settings within the different majors.

All of these partnerships and dialog provide input from various groups outside of Student Services, offering 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 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 **(evidence – comprehensive (?) program review template)**. 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 **(evidence – calendar of meeting dates)**. Based on feedback received from students through the various direct and indirect measures, Student Services staff learns about the effectiveness of their respective activities and services and what improvements need to be made. **(evidence – sample SLO project)**

In spring 2013, a reorganization of the college management structure was introduced and vetted in 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 are now reassigned between the Dean of Counseling and Student Support, and the Dean of Student Success **(evidence – org chart – new)**.

As one of three colleges within the Contra Costa Community College District (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 **(evidence – link and PDF of home page)**, all students have access to registration, their grades, unofficial transcripts, financial aid status, account balance information, class schedule updates, wait list information, and the ability to add and drop classes **(evidence – WebAdvisor menu)**. All of these features are continually monitored for effectiveness of services through monthly meetings involving Admissions managers and Financial Aid managers across the District. **(evidence – meeting agendas/minutes)**. 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 **(evidence – form)**, the FAFSA application **(evidence – application)**, appointments for counseling services or financial aid **(evidence)**, appointments for assessment **(evidence – web site)**, access to Schedules of Classes **(Evidence)**, the College Catalog **(evidence – web site link)**, and the purchase of textbooks through the college bookstore **(evidence – web site link)**. Students may also prepare for assessment tests with an online study guide **(evidence link)**. The orientation for new students may be completed online in a self-paced format **(evidence – link)**. Once the orientation is complete, the student may make an in-person appointment with a counselor or take advantage of E-advising services **(evidence – link)**. 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 is available for on-campus employment, and the Center for Academic Support which provides the option of one-on-one assistance with reading and writing assignments. **(evidence – link to each site)**

The Disabled Students Programs and Services (DSPS) Office provides access to online testing accommodations and helpful links are available 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, the DSPS Student and Faculty Handbooks are available online. **(evidence – DSPS link)**. The effectiveness of DSPS services as a whole, both in-person and online, are monitored by surveying students in the program every two years. **(Evidence of survey form and results?)**

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,

(evidence – new) and regular, continuous dialog to support access and improvement of services at monthly meetings of the Student Services Student Learning Outcomes (SLO) Committee reviews (evidence – SLO themes), dialog in integrated college shared governance committees such as the Teaching and Learning Committee (evidence – agenda), the Planning Committee (evidence – agenda and minutes), the Distance Education Committee (evidence - agenda or minutes), the Shared Governance Council (evidence – minutes), and the college program review process (Evidence?).

Self-Evaluation

Los Medanos College meets Standard II.B.1. There is an ongoing commitment to campus dialog 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 ours 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 staff from the Financial Aid Office (Evidence: Results of the Survey?). There is also interest is in having a dedicated bookstore and full library services for the Brentwood Center. These services will eventually be provided with the planned construction of the permanent Brentwood Center (evidence – new). 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 at our off-site locations only or online only. A systematic approach and schedule for gathering student

feedback was 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 spring 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 either 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 of an online orientation **(evidence – new)** 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 education plans. This version of the education 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. Because 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 education plan **(evidence – new)**. A fall 2014 implementation is anticipated 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 **(evidence – new)**. 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 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 as a PDF version **(Evidence)**. 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. **(Evidence of each)**

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 college 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 the 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. (evidence).

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, and on 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 handbooks 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 efforts at high schools and for 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.

Links to college policy information are provided on the college web site (Evidence: PDF of webpage) The “Academics and Student Services and Support” section of the website includes links to the college’s academic policies, including 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.

All Governing Board Policies and Administrative Procedures are found on the Contra Costa Community College District (CCCCD) website www.4cd.edu. This link is provided at the bottom of the college web site. Hard copies of all CCCCDD Governing Board policies and administrative procedures that govern the college 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 Office of Instruction, Student Services, and Marketing staff. 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, and undergoes 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 had been concerns about the consistency of various college publications. To improve consistency of Student Services information, the Student Services Unit assigned a classified position (administrative assistant, reporting to the Outreach Coordinator) to oversee accuracy and currency of information. One of the main responsibilities of this position 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 assessing the degree to which support services are meeting student needs is through the program review process for every student service unit (evidence), along with the assessment of program level student learning outcomes (PSLO evidence) during which students evaluate services provided. In addition to gathering primary data and conducting program review, the college conducted a *Survey of Entering New Student Engagement* (SENSE) (evidence) in 2013; and during the fall of 2013, the District Office of Research and Planning conducted the *Environmental Scan* report. (evidence)

In addition to the Environmental Scan, the SENSE report has revealed a particular need among its entering students. 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 reveals 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, 44.5 percent of students indicated that they did not receive advisement. 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 with respect to discussions that a college staff member had with a student about balancing extracurricular activity with and course requirements; in that question, 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. (evidence)

In addition to the SENSE report, the college has conducted other assessments of student needs. By examining enrollment trends and rates of student success, it was determined 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 for improving student success, student mentoring, collaboration in a learning community environment, support for non-English speaking students, and professional development opportunities for interested employees.

The *Environmental Scan* generally cites the aforementioned achievement gap as a college issue; it provides additional detail showing that while Hispanic and African American students define the lowest rate of academic performance, African American students are comparably lower. (evidence) The college has used the *Environmental Scan* report to underscore the critical nature of the achievement gap (evidence) and has defined this issue of disparity in student achievement as one of its four institutional priorities for the College’s Interim Strategic Plan (2012-2014). The student services *E-newsletter* (evidence) and monthly college forums have served as key information outlets for college staff, just as the *Experience* (evidence), the student newspaper, has served as a key information outlet for students.

During the 2012-13 academic year, the College administered the Community College Survey of Student Engagement (*CCSSE*). 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, where 27.7 percent of the *CCSSE* cohort indicated that their college offered “Quite a bit or very much” by way of services, “Helping

you cope with your non-academic responsibilities (work, family, etc.),” 24.4 percent of LMC students shared this opinion. Similarly, while 53.2 percent of the CCSSE cohort indicated that their college offered “Quite a bit or very much” in the form of resources, “Providing the financial support you need to afford your education,” 47.8 percent of LMC students also shared this opinion. (evidence)

Although there has been limited evaluation of online or off-site services, during the 2009-10 academic year, the Computer Science Department, working with its advisory board, reviewed the local job market and developed a series of programs leading to degrees and certificates. The curriculum for these programs consists of both new and existing courses, with some of the existing courses having been offered completely online for five or more years at that time. 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 evaluation of online classes and services.

For some years, LMC used Blackboard 8.0, with the server residing at the College; however, during the summer 2013 session, the College switched to a new online environment, Desire2Learn (D2L) with the servers residing in the cloud. 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 to 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 beliefs and values. The District’s value statement on Social Justice through Access and Quality states, “... *all District affairs and operations is the District’s steadfast resolve to maintain openness in all activities and decisions (transparency).*” (evidence -). Additionally, the District’s statement of core beliefs 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.”

(evidence -)

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 main campus, the Brentwood Center and (at various levels of service) online. The Program Review process and 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 **(evidence)** and on the LMC website **(evidence)** Most Student Service areas have their own web page that includes detailed information about their services.

Admissions and Records

The Admissions & Records Office staff assists students with admission and registration-related activities, processes incoming and outgoing transcripts, maintains student records, evaluates coursework for degrees and certificates, and processes 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 access to admissions, registration and records services online has resulted in more convenient services for students in all college locations. From their first inquiry about enrolling in LMC classes, through graduation and beyond, the Admissions and Records Office staff provide the ability for all students 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 web page: <http://www.losmedanos.edu/admissions/forms.asp>. Information regarding policies (for example, registration, late adds, drops) is also available online.

Students may order official transcripts online **(evidence - new)**. 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. This service offers convenience and flexibility to students looking for a quick and reliable method to order 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 **(evidence – new)**. 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.

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Assessment Center

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

In addition, LMC has a program to help students with previous background in the study of Spanish (in middle school, high school, another school or college) with an online placement test in Spanish. Participants receive e-mail notification informing them of which Spanish course at LMC best fits their proficiency level.

Bookstore

The LMC Bookstore provides textbooks and access to other course materials, both online or for purchase in the campus Bookstore. Students attending the Brentwood Center also have textbooks available for purchase during the first two weeks of the new term. A book rental system is another option for students, providing access to textbooks at a lower rate rather than purchasing them for the full amount. The college Bookstore provides a full array of college gear, such as sweatshirts, tee shirts, book bags and hats, along with other classroom supplies and snacks.

CalWORKs

The CalWORKs Program assists potential and current TANF/CalWORKs' recipients that are attending LMC. 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 provided by college staff members who understand the regulations of welfare-to-work programs. The CalWORKs Office works 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 needed services. A CalWORKs Program representative also addresses student needs at the Brentwood Center on a monthly basis.

Career Center

Students have access to career exploration and preparation services through LMC's Career Center. Students receive personalized assistance that includes career assessments in the areas of interests, personality, skills, values, resume writing and critique, and mock interviewing practice, as well as major and career exploration on the internet.

The Career Center web page offers a wealth of online resources for students seeking information about particular careers and/or applying for jobs. Online assessment tools, such as *Eureka*, are available to help students assess career choices and learn about training

opportunities. Links to online resources also provide access to information about resume writing, interviewing, specific industries, and job openings.

Students may schedule an appointment online with a Career Center staff member and also ask questions via the telephone or online contact form.

Child Care

LMC offers low cost child care services for all LMC students on a space available basis. Care is provided on the main campus for children aged 2 to 5 years of age. The Child Care Center Laboratory at the Pittsburg campus assesses students' child care needs and provides assistance by offering a variety of avenues for participation. Child Care Center staff assist students in applying for community programs that pay child care costs, with accessing community resources for family and child needs, by mentoring students in child rearing techniques, and/or by offering additional after- hour care options.

Communications & Student Email

All students have access to the college/district portal, (**evidence**) a gateway to all things online in the CCCCD: college websites, registering for classes, information about events, campus directories, etc. While most of this information was previously available in other locations, the *InSite* portal makes it easier and faster to access information students need. The District has partnered with Microsoft through a program called Live@edu., which provides web based email access to all students throughout the District. The Live@edu e-mail service is called *InSite* Mail and it includes many useful features for students, such as a 25 Gig SkyDrive, Windows Messenger and access to MS Word, Excel, PowerPoint and OneNote online.

All LMC students have access to timely information about deadlines, campus events, and student services in a variety of ways. Website banners highlight important information, and critical information may be entered as a pop-up on the InSite portal. A monthly e-newsletter is sent to all students with information regarding important dates, campus activities, and available services (**evidence**). The student newspaper is also available online at: <http://lmcexperience.com>. By providing the newspaper electronically, multi-media content such as videos are 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.
<http://www.youtube.com/losmedanoscollege>

Cooperative Work Experience Education (CWEE)

CWEE provides an automated software system that allows students to complete their application online. As part of the application process, students can choose which orientation

date and time they prefer. The CWEE Student Handbook is available in electronic format; it includes information about developing objectives as well as due dates for work to be completed. Instructor resources are also available online through the CWEE web page.

<http://www.losmedanos.edu/cwee/resources.asp>

Counseling Center

The college counselors provide services to all students in the need of information, guidance and support. Counseling faculty assist students in academic, career and transfer planning, as well as personal issues that might interfere with attendance, the ability to study or concentration. Counselors assist students in goal setting and the development of an educational plan, based on the students' interests and motivations. Guidance is provided regarding educational options, graduation requirements, transfer options, and career planning.

In addition to one-to-one or group counseling appointments at the main campus and at the Brentwood Center, the Counseling Department offers an *e-advising link*, with remote access to the following services:

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

Students who use the e-advising link can expect a response within three business days. The link is: <http://www.losmedanos.edu/studentservices/counseling/online.asp>

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

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

Disabled Students Programs and Services (DSPS)

The DSPS Office provides opportunities for students with disabilities to fully participate in all college programs. A variety of services/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 library is open. DSPTS classes include reading, writing, spelling, arithmetic and computer skills.

The Disabled Students Programs & Services (DSPTS) web page (**evidence - <http://www.losmedanos.edu/dsps/default.asp>**) includes helpful links to information about: applying for DSPTS services, assessment (diagnostic testing), student accommodations, alternate media (including the request form), specialized instruction for disabled students (taught by DSPTS specialists), and the testing center location. The DSPTS Application for Services, as well as the Disability Verification/Authorization to Release Information, are available online. In addition, the DSPTS Student Handbook and Faculty Handbook are available in electronic format (**evidence – handbooks**), accessible from the DSPTS web page or on the faculty shared drive. Students with disabilities who are enrolled in online only classes may contact DSPTS staff via email and arrange for online testing accommodations.

The College is committed to accessibility, regardless of the location or delivery mode of students' classes. To this end, 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" (**Evidence as a PDF: <http://www.losmedanos.edu/marketing/docs/checklist.asp>**). Recognizing that usability is a contributing factor in a truly accessible website, the LMC website was redesigned in 2010, incorporating feedback from various target audiences. For more information, see: <http://www.losmedanos.edu/marketing/usability.asp>.

Employment Services

Part-time job placement assistance is offered to LMC students 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 using the following link: <http://www.collegecentral.com/losmedanos/>.

This web site also hosts a portfolio feature for various majors so that students can upload and save important documents, photos, videos, and transcripts for employers to view. The site also contains career advice videos that focus on appropriate interview attire, responses to key

interview questions, and tips on resume writing. Students, alumni, employers, and community members all have access to these services.

Extended Opportunities Programs and Services (EOPS & 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 available to all 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, grants and allowances for transportation, books, and supplies are provided to enhance the retention, persistence, graduation and transfer rates of EOPS students.

While information is provided to students at all college sites, actual services are only available at the Pittsburg campus.

Financial Aid

The Financial Aid Office 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 the Financial Aid Department 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 main campus, the Brentwood Center and on the college web site.

The Financial Aid Office (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 -- processing takes approximately 48 hours.

Other online services developed by FAO include maintaining a presence on social networking sites such as Facebook and Twitter. Staff are able to communicate on a regular basis to 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' web page (evidence) includes descriptive information about the College campus environment, as well as updates on important deadlines, information about transferring, and announcements. In the future, there are plans to developing an online orientation specifically for international students, allowing the students the opportunity to have the orientation experience while in their home country.

Library

With the library's Millennia system, Brentwood campus students 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 presentations during class in Brentwood to insure 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 bookstore offers textbook sales at the Brentwood Center.

Outreach Services

The College's outreach activities represent the starting point for graduating high school students' access to college enrollment. The Outreach Staff assist students with completing the application process, new student orientation, assessment, scheduling their meetings with counselors to develop an educational plan. The Student Services area conducts outreach activities in the local high schools to meet prospective students. Application workshops and assessment testing are actually done at our feeder high schools, in addition to other information sessions throughout the year at the high schools. (evidence)

The application form asks students which services they may be interested in or require. A reply is sent to interested students by email for every service they select, indicating where additional information can be found, including contact information.

Reading and Writing Consultants

The Center for Academic Support offers students one-on-one assistance with reading and writing assignments, in person at the main campus and 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. <http://www.losmedanos.edu/core/onlineconsul.asp>

Student Life

The Office of Student Life is comprised of a variety of programs and services, including the 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 main 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 directories internet access for transfer information, advising guides, major and career information and guides on financial aid and scholarship information. Assistance is available for 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 main 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 upon review of needs expressed by students. With the Senior Dean of Student Services now serving as the site administrator for the Brentwood Center, there is closer monitoring of the service needs of this Center. Access is also available to students taking classes at other off-site locations or through internet delivery.

In addition to a formal orientation to the program, the first two weeks of instruction of the Fire Academy is conducted at the main campus. This provides an opportunity for students to become familiar with the larger college environment and campus services. Furthermore, the Basic Fire Academy (FIRE 120) is a capstone program, with most students having completed

the introductory Fire Technology courses at Los Medanos College before beginning the Fire Academy, so students are familiar with services offered.

Similar to the Fire Academy, the Police Academy provides a comprehensive program orientation prior to instruction. Although held off site from the main campus, 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 Los Medanos College campus.

In both the law enforcement and fire academies, students are provided with information regarding registration, financial aid, assessment and counseling services, disabled students services, parking information, college life and similar services aimed at student success. In addition, student services are available online for 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 orientation for new students 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 the Environmental Scan provided access to a comparative analysis of Hispanic and African Americans student success, there is not an understanding of the relationship between their low rates of achievement and their engagement with student support services. For example, which services do the students in these two groups engage or believe contribute to their success? Are there gaps in the variety of services or challenges with the modes of delivery or content?

Further, although the SENSE survey shows that the number of students who did not contact advisors outnumbered those that did make contact, the report does not explain why this aspect of student services had more failure than success with regard to employee-student contact. For example, did students fail to contact advisors because too few advisors were available? Are the processes for accessing advisors and the role of advisors communicated clearly to both students and staff? Are staff equipped for this function and supported with professional development? And, in view of the aforementioned achievement gap, how does the SENSE advising data breakdown with regard to gender, majors, ethnicity and full-time and part-time enrollment status?

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

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 and employees to develop holistically. Regarding civic responsibility, LMC promotes general awareness by hosting an annual Constitution Day. Most transfer students take a course in U.S. history, Constitution and American ideals. In terms of leadership opportunities, the college encourages students and employees to participate in the Shared Governance Council (SGC) and its associated shared governance committees. These governance bodies include students, classified staff, faculty and administrators; the SGC constituents are the Academic Senate, Classified Senate, Associated Students (LMCAS), 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 like the blood drive and sickle cell awareness campaign recently sponsored through the collaboration of the LMCAS and African American Faculty (evidence). Students also participate in other activities such as voter registration and the Athletic Department's breast cancer awareness campaign. These experiences provide access to skill-building activities designed to prepare students for positions that offer wide exposure to institutional governance processes and administration. For example, LMC student, Deborah van Eckhardt, served as the student trustee for the Contra Costa Community College District Governing Board during the 2012-13 academic year, a position that becomes available at each college 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 Latino Leadership Network of California Community Colleges.

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 **Student Engagement Leadership Award Recognition** ceremony (S.T.E.L.A.R.). Widely attended, S.T.E.L.A.R. awards are presented to student club and 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.

Although it is not a governance body, LMC's student ambassadors serve as employees of the college 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 (evidence - <http://www.losmedanos.edu/studentlife/ambassadors.asp>).

During the course of every semester, the Classified Senate hosts several fundraisers to generate funds for scholarships offered to LMC students (evidence). 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 avenues for the exploration of aesthetic sensibilities. The Music Department's jazz band not only hosts jazz concerts during the fall and spring semesters, but also sponsors concerts that expose the LMC community to nationally-known recording artists from a variety of genres of music. (evidence) Annually, the LMCAS sponsors celebrations to recognize Caesar Chavez, Martin Luther King, Jr., and Black History Month. 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. Student art is featured year-round in the college complex and in the college art gallery. During the fall 2013 semester, an exhibit entitled, *Queer the Now*, was described as "an exhibit celebrating LGBTQ ancestors THEN with the vital queer art of NOW." (evidence) In fall 2013, the LMCAS hosted screenings of "Girls Rising," a social justice film series (evidence); and the Drama Department performed "The Government Inspector," as one its two productions each semester. Additionally, LMC supports 27 student clubs that vary widely in focus, ranging from the academic, (e.g., Alpha Gamma Sigma, RN Class of 2013, Honors) and cultural (e.g., La Raza Unida) to the political (e.g., LMC Associated Students), social (e.g., Students with Abilities to Coordinate to Help Each Other (S.A.C.H.E.) and aesthetic (e.g., LMC Dance Team). Although not chartered as a club, the LMC 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 academic clubs. The annual S.T.E.L.A.R. 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. 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. (evidence) 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. In 2011, the college formed a Debate Team which became highly competitive immediately, and placed second in the 2013 national debate competition. (evidence) LMCAS has sponsored student participation in the annual Black College Expo

held in Oakland, CA, featuring recruiters from Historically Black College and Universities (HBCU) (evidence) and cultural events. In spring 2014, the Umoja learning community in collaboration with the English department, convened a panel consisting of LMC staff, local graduates and a recruiter of an HBCU that provided a forum for dialogue about the benefits and unique opportunities available at HBCUs (evidence).

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. (evidence)

LMC promotes intellectual development by offering learning communities such as the Academy for College Excellence (ACE), Career Advancement Academy, Transfer Academy, Puente, and Umoja. These are all success-oriented programs structured to increase student retention and success through uniquely structured course offerings and along with an annual spring Transfer Day event. In 2010, LMC applied for and received a \$3.2 million grant as a Title V, Hispanic Serving Institution (HSI). This grant increases 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. Finally, at the end of each academic year, a graduating student is selected to deliver the coveted graduation speech.

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 posted all around the campus – the library, cafeteria, and hallways.

Self Evaluation

Los Medanos College meets Standard II.B.3.b. As described above, LMC has multiple programs and services at both locations in order to support student development.

In addition, in recent years curriculum has been developed under the heading “Academic and Career Success”(ACS) to help students learn strategies to succeed in college. These courses are geared towards assisting 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 for being successful in their classes as they pursue their educational goals.

In Spring, 2014, the ACS 10 class was modified to further support students on “Becoming a College Scholar”, and introduces first-year students into, “. . .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.” (evidence – course outline) The course is also intended to address 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 has maintained 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 either earned degrees in clinic therapy and/or are currently licensed clinical therapists, and they make up an internal crisis intervention team that may be called on as 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.

Here is a summary of the *Comprehensive Review of Counseling* conducted fall 2012, as applied 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 members of the department, but has not been formally forwarded the curriculum approval process. From fall 2012 to spring 2013, when the department devoted 6.67 full time equivalent faculty (FTEF) hours (44.4%) for Counseling 30, 33, and 34 instruction, it devoted 8.33 FTEF (55.6%) 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 customer satisfaction survey conducted in spring 2013 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:

1. How satisfied were you with your counseling appointment: 70.2 percent.
2. I was able to get a counseling appointment when I needed one: 64.2 percent.
3. The counseling reception staff greet you in a professional and friendly manner: 78.65 percent.
4. Counselor attentive to your needs: 72.2 percent.
5. The counselor was respectful and he/she listened to your questions: 81.1 percent.
6. I would return to counseling to update my educational plan: 75.2 percent.
7. I would refer another student to seek academic counseling: 76.1 percent.
8. 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:

1. Did you complete an educational plan: 73.9 percent.
2. Do you understand how to access your educational plan on WebAdvisor (the official online college portal with restricted access): 70 percent.
3. Was the counselor clear on how to reach your educational goal: 61 percent.
4. If you attended express drop-in counseling, were you satisfied with the outcome: 69.9 percent (percentage reflects "very satisfied" and "somewhat satisfied").
5. After your express counseling appointment, do you feel that one aspect of your educational plan was addressed: 61.6 percent.

Because educational plans essentially serve as a roadmap for students, the department has varied the delivery modes for this resource. 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 (i.e., Puente, Umoja, STEM, Transfer Academy), new student orientations, or a categorical student service programs - EOPS, CalWORKs, or DSPS. Of the 9 full-time counselors and 12 part time counselors employed during the fall 2013 semester, only 4 full-time and 4 part-time counselors were primarily general counselors who are accessed on an express counseling or by-appointment basis. Effective the fall 2013 semester, a pilot project was underway, *Counseling By Majors*, with three counselors assigned to groupings of major programs of study, which included majors in Arts, Science and CTE.

There are intervention strategies in place for those students on second level probation, academic or progress dismissal, 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 career exploration workshops. Counselors assist these students in the determination of educational goals, establishing their majors, and the development of an education plan to achieve the goal in a timely manner.

Training of counselors comes 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. Meetings are called monthly to update all counselors, particularly those in a part time capacity. When warranted, one-on-one mentoring is also provided to adjunct counselors.

Online counseling services are available to all students, provided by a few counselors who specialize in this service. Straight forward questions can be addressed online and those

students who appear to have 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 made.

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 education 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 educational 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, 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 projects are contact points at the College where group educational planning is presently occurring. Further, the College is currently completing the beta-test phase for an online electronic educational plan module, as a part of a District-wide initiative, which was scheduled to be fully accessible to the college student body starting 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 that captured student general opinions about counseling services and more specific views about educational plans in particular, the College conducted a student satisfaction survey in spring 2013. 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.

During the past year there has been a transition of personnel addressing 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 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, composed of LMC faculty, administrators, and classified staff. The College hired academic consultants from the University of Southern California's Center for Urban Education (CUE) to assist the 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. LMC held several, well attended college assemblies to present findings. (Attendance logs Evidence) 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. Further, the LMC Professional Development Advisory Committee (PDAC) has 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 diversity through small learning communities, such as Puente and 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 EXITO 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 our curriculum, the college curriculum committee approved English 135, “Introduction to Lesbian, Gay, Bisexual, Transgender (LGBT) Studies, in fall 2013. This course will be offered starting fall 2014.

During fall 2013 collaboration between the Dean of Counseling, the Student Support EOPS Minority Student Retention Specialist and an EOPS student provided a professional development workshop, “Once a Victim, Now Victorious #Winning: Healing the Achievement Gap with Emphasis on African American Males” (evidence). 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 the institutional priority of accelerating the achievement of African American students, this workshop will be offered during a college assembly to further promote professional development and diversity. One outgrowth of this presentation is a high-touch secondary-to-post-secondary transition program titled *Accelerating Minority Make Academic Success (AMMAS)*. This program is offered through LMC’s partnership with adult education center administrators and principals of comprehensive and continuation high schools that feed to 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 summer 2013, should result in greater oversight and coordination of all of the college learning communities. A standardized 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 needs and interests; and after each of its sponsored functions, participants evaluate the events.

Beyond the information posted on the websites of the grant-funded initiatives cited above, there are no on-line resources available to students related to diversity. All services are offered on campus.

Actionable Improvement Plan

By spring 2015, the 3SP Committee, co-led by the deans of student success and counseling will design a process for involving students in identifying and implementing initiatives that promote diversity. A tool will also be developed to assess the effectiveness of college-wide diversity initiatives in relationship to students, staff and faculty.

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 are allowed to apply using a paper application **(evidence – new)** through the Admissions and Records Office in Pittsburg or at the Brentwood Center. The admissions process is a common process across the three colleges in the District – Contra Costa College, Diablo Valley College and Los Medanos College. 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 **(how – evidence? – new)**. 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. **(evidence – minutes – new)**

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 better picture of their abilities in math

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 CCCC Board Policy 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. **(evidence – board policy (we have))**. All student records are maintained for a three-year period in accordance with Title 5 regulations **(evidence – board policy) (we have)**, 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. **(evidence – board policy)**. 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 **(evidence – new)**. 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 web site. **(evidence – new)**

The Admissions and Records Office 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 Admissions and Records Office 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 data base.

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 **(evidence new)**.

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 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 2012-13 academic year. **(evidence – new)** For the next five years, all college programs and services will engage in annual program review update reports, 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. **(Provide evidence/form)**. Other examples include evaluations of campus visits to transfer institutions, and evaluations of the student leadership symposium. **(evidence - Provide examples)**. 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' experiences at the college in general, including the quality of instruction, the physical environment, safety, the availability of required classes, ability to access campus labs and, as before, the quality of specific student support services. **(evidence – survey questionnaire/results - new)**. This new survey will be distributed for student feedback every two years.

Based on the surveys conducted, the feedback indicates a need to strength access to counseling/advising support and educational plan development for both new students; this 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 exploring a counseling-by-major approach which assigns students to counselors based on declared

majors or expressed academic interests. The shift from hardcopy 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 this location **(evidence – new)**. As a result of the latest survey, we learned 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. To address this feedback additional signs have been posted, and the Brentwood Center website has been revised to broaden awareness of available services.

The College has recently implemented another survey instrument, CCSSE (Community College Survey of Student Engagement). **(evidence – new)** It was distributed early in the spring 2013 semester and was designed to gauge student access to services and their resulting engagement. Approximately 2,000 students provided feedback on this survey and the data was analyzed at the Center for Student Engagement, through the University of Texas, **(evidence – new)** Austin. A survey, SENSE (Survey of Entering Student Engagement) was implemented in fall 2012 **(evidence – new)**. SENSE is a complementary survey tool that captures a broader focus of the student experience at the College. Information provided through these surveys has provided insight as to how effective the college services are in meeting the needs of new students.

The cycle for completion of Student Services assessment projects is five years, consistent with 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.

An example of how student feedback on survey results resulted in changes to a Student Service office is the 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 web site, in the Information Center and the Welcome Center. **(evidence – SLO report – new)**

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. Though workshops, speakers, and skill-building activities, students that participate in IMPACT gain insight into 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 within the “above proficiency” or “proficiency” at the end of the retreat, the staff was able to gain insights about ways to improve the event so that students have a clearer understanding of the skills and strategies to be learned as a result of their participation.

(Provide evidence)

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 that Student Services programs are partnering with other areas on campus. **(evidence – copy of *In-Step* – new)**

Student Services SLOs have been added to the College Catalog **(evidence – new)** to provide access to this information for students. The information will also be posted in each of the Student Service programs close to the entrance so that students are able to view the program mission statement, along with what LMC expects students will learn as a result of their experience in the office or program. This information will also be available on the college web site effective in 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 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; increased 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.

The results of student survey information collected in the various events and programs offered at the main campus and at the Brentwood Center are used to modify and improve the college programs and services, to better align with student needs. This information will continue to influence the development of goals and objectives within LMC's services, as well as for all college programs.

Actionable Improvement Plan

None.