

*Coming Together is a Beginning~ Working Together is Progress~
Growing Together is Success!*

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Greetings LMC Community,

We are excited to bring you this Student Services Newsletter "*In Step With Student Services*" the first of what will become quarterly publications intended to bring you up-to-date on latest projects, plans, and initiatives in Student Services. You will also find regular updates on our progress with our program assessment plans, featuring three Student Services Departments in every edition. We welcome your feedback!

Like many of you, members of the Student Services Unit have been working hard to address the assessment of student learning outcomes based on students' experiences in our programs and services. Over the past four years the Student Services SLO Committee has addressed assessment projects based on the following themes. LMC students will:

- Demonstrate proficiency in the use of college on-line 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.

The three featured services and SLO projects we are highlighting in this edition: **Career Center, EOPS, and Financial Aid.** Please read on!

STUDENT SERVICES CALENDAR OF EVENTS (APRIL-MAY)

April 12	Resume Writing Workshop	Room 501	10-12 PM	Career Center
April 28	Resume Writing Workshop	Brentwood	3PM-5PM	Career Center
May 4	Annual Job Fair	In door Quad	10-1 PM	Employment Center
May 27	Graduation Ceremony	Football Stadium		

Career Center

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Student Services Theme: LMC Students will demonstrate proficiency in the use of college on-line services

Career Center Program

SLO: Students will be able to conduct career exploration and utilize information obtained from “College to Career” workshop in order to better understand the relationship between their major and career options.



Accomplishments:

The Career Center facilitated 8 “College to Career” workshops to 132 participants utilizing Career Center homepage on the Internet.

What We Learned:

- Of the 132 students, 28 students required explanation in regards to degree requirements for specific career options that were presented in their interest inventory results. The question of “What is the difference between Associate and Bachelor Degrees? was asked by 15 students.
- Of the 132 students, 79 students indicated that they had sufficient information to make the next step in their academic/career plan.
- Of the 132 students, 43 students required additional information in regards to schools and vocational options.
- The Career Center was unable to determine the number of students who submitted a major declaration/change of

major form as a result of participation in the workshop.

- Survey used to assess effectiveness of workshop did not ask the right questions. Staff is currently working on revision of questions for survey.

- Based on feedback, revision of presentation may be required to make the flow of presentation and identification of resources more accessible to students.

What Are We Doing to Improve Service?

- Reorganize the presentation to assist in the flow and demonstration of links and resources offered by the Career Center.
- Student Services is in process of transitioning from a career exploration software program titled EUREKA to a web based program called CHOICES. This program affords the student the opportunity to access career exploration resources from home. In addition, counselors have access to student files and can review options and make recommendations to student without a scheduled appointment. This may help to improve facilitation of the student’s career exploration process and provide them with tangible information to come to a decision about their academic or career goal.
- Plan to expand the time to 1.5 hours rather than 1 hour to give students sufficient time to review resources with assistance of career center staff. We also plan to continue marketing our workshop to faculty, staff and students to increase awareness of the career

center resources and to support students in their academic/career pursuits.

- Plan to include major declaration/change forms at presentation, should any students decide to take the next step upon completion of workshop.

Extended Opportunity Programs & Services (EOPS)

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Student Services Theme:

Students will be aware of expectations for socially responsible behavior and actively engage in the college experience.

E.O.P.S. Program SLO:

Students will be able to demonstrate knowledge of the concept of conscientious citizenship.

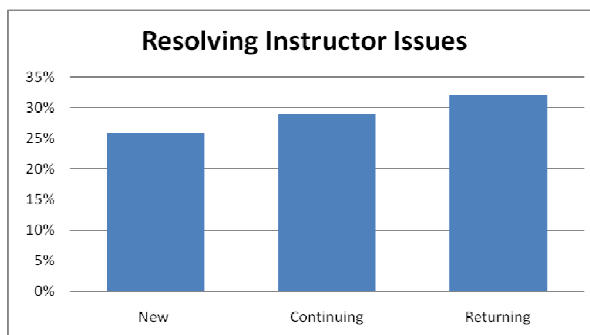
Accomplishments:

During spring 2010, EOPS surveyed 230 of its students, a cohort consisting of new and continuing students, as well as students readmitted to EOPS after a period of non-enrollment in the program. The survey consisted of both true-false and multiple-choice questions, and it was conducted during EOPS Information Sessions, an orientation that students are required to attend at the start of each semester.

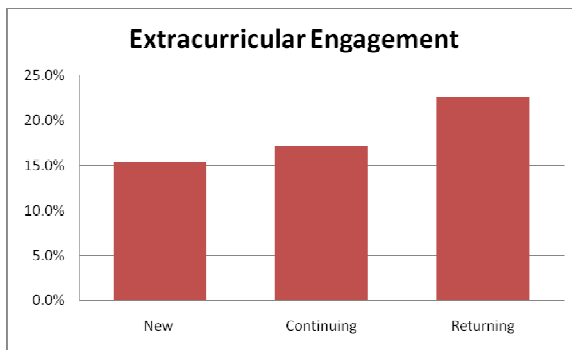
What We Learned:

- Overall, students had very low exposure to the concept of conscientious citizenship.
- During continued enrollment in EOPS, students increased their understanding of the concept of conscientious citizenship.

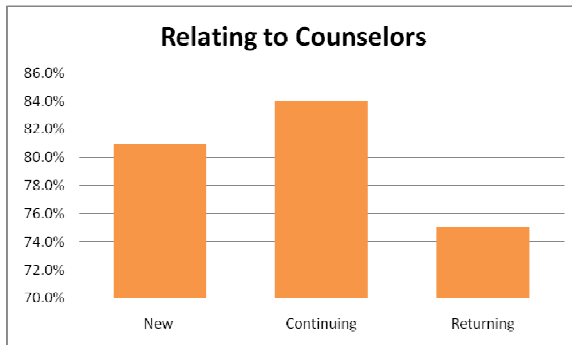
- EOPS has a gap in its knowledge of why no more than a fourth of any student category sees the value of resolving instructor issues through direct contact with instructors.
- The average, overall accuracy of student conceptual knowledge of the conscientious citizenship was 16.6%, with only a 1% variation between new students and the two other categories, combined.
- Where 32% of returning students and 29% of continuing students practiced contacting instructors to resolve instructor issues, 26% of new students observed this practice.



- Although 22.6% of continuing students defined extracurricular commitment as an essential part of conscientious citizenship, new (15.4%) and continuing (17.2%) students identified extracurricular engagement with conscientious citizenship at lower rates.



- As compared to both new (81%) and returning students (75%), 84% of continuing students identified counselors as the best resource for planning course schedules.



What Are We Doing To Improve Service?

- Will shift the focus of future inquiries about student knowledge of conscientious citizenship, from assessing what students know to how students acquire their knowledge, e.g., what are the LMC information outlets that offer exposure to the concept of conscientious citizenship, and which institutional agencies aid students in translating this conceptual knowledge into practice? What does EOPS do with respect to both of these questions? What assets do students possess that relate to engaging instructors?

- Enfolding a critical-interactive presentation of student-instructor engagement values and techniques into the required, EOPS Informational Sessions.
- Piloting a peer-to-peer networking project to assess current student peer-to-peer academic contacts made through existing social networks.
- Revised the required Mid Semester Progress Report to encourage more student use of instructor office hours and enable data capturing related to student-instructor contact practices.
- Created a *Facebook* page for program updates.
- Will create special information packets for returning students to aid their reentry.

Financial Aid Office

Loretta Canto-Williams, Director of Financial Aid

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Student Services Theme:

Students will demonstrate proficiency in self-advocacy.

Financial Aid Program SLO: Students will demonstrate self-advocacy in the completion of Financial Aid Progress report and as a result successfully meet Satisfactory Academic Progress (SAP) for the term.

Accomplishments: Financial Aid Suspension Appeals were implemented during the spring 2010 term. We identified 227 students to be sampled. As a result of the study we found student's awareness of the potential implications of not meeting

SAP increased as well as student advocacy when discussing their academic progress with LMC instructors.

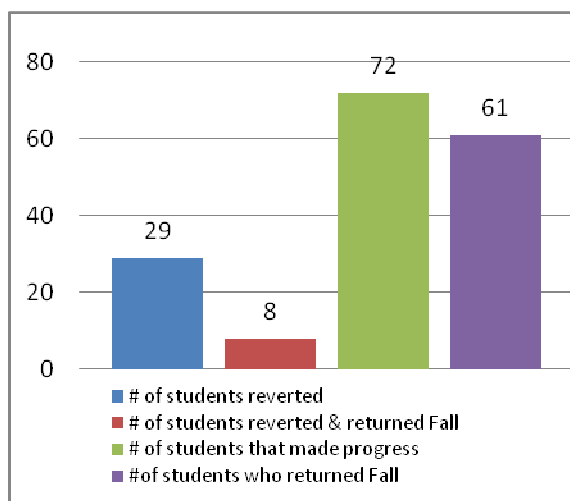
What We Learned?

Of the 227 students 101 students successfully submitted progress reports.

- 29 students reverted back to suspension status
- 72 students demonstrated progress toward completion

In view of the successful outcome the FAO decided to research further to determine the retention rate for the students sampled.

- 8 students who reverted back to suspension status did return for the fall 2010 term
- 61 of the students who made progress returned for the fall 2010 term.



What We Are Doing To Improve Service?

The progress report served as a tool for students to advocate for themselves, as well as a constant reinforcement of the potential implications of not maintaining satisfactory

academic progress. The progress report also served as a bridge between the FAO and students. Many students checked in with the office to inform the staff of their academic progress during the term.

- Understanding students experience challenges throughout their academic career, we plan to fully implement the progress report on a case-by-case basis for students who are borderline and demonstrate the potential to be successful in their probation term.
- The FAO will implement new regulatory policies into the group workshops and increase visuals with examples of the qualitative and quantitative measures in hopes of promoting a more interactive session.
- We will also implement an electronic warning notification to be sent via email to all probation students each semester as a proactive measure and reinforcement of the importance of maintaining Satisfactory Academic Progress.
- It is not clear why all students who were sampled did not choose to submit an appeal form or financial aid progress report. However, FAO remains committed to monitoring and exploring other means of assisting this group of students.

Collaborative Efforts



Career Center and Transfer Center Presents: Don't Cancel Class Service

This service allows faculty who are unable to attend a regularly scheduled class to call upon Career and Transfer Center staff to present one of several workshops focused on academic and career development. Faculty members can request a presentation if they will be absent due to a conference or other engagement, or simply in response to a need observed within their class.

Career and Transfer Center staff will meet with your students, take attendance, present on a preselected topic, and administer a post-test to measure student learning. Afterward, we will provide you with a copy of the attendance record, all handouts, and a summary of students' test scores.

Program Objectives:

- Promote the benefits of taking charge of your own academic and career development
- Expose students to information that may increase their success during their academic career and beyond!
- Prepare students for the leap from classroom to world of work

For More Information Contact:

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Counseling Collaborative with the Developmental Education Program

For the last 8-9 years, the Counseling Department and Developmental Education Program (primarily English 70 and Math 12) have been working together in an effort to inform students about the many ways that counseling and student services can help them reach their academic and career goals. In the fall 2010 and spring 2011 semesters, a special emphasis was placed on early interventions through a scheduling process which allowed counselors and instructors to set presentation dates and times even before the semester had begun.

The presentations include information about careers, educational goals, majors, counseling, additional support services, as well as detailed information about our many CTE Programs which are often highlighted by our CTE coordinator, Catherine Fonseca. The workshops also involve time for students to search the web for career specific and labor market data. All students are encouraged (many instructors make this mandatory) to see a counselor for an educational plan. Many instructors also include outside assignments that prepare students for these visits.

Counseling Collaborative with the Developmental Education Program (Continued)

A well-attended flex workshop, which brought together counselors and DE instructors served as an orientation to the partnership and gave attendees time to schedule classroom visits. As a result, the majority of these one hour counseling presentations were completed within the first 6 weeks of the spring 2011 term. The goal is to visit every section of English 70 (18 sections) and Math 12 (19 sections) by the end of spring 2011 term. While this may not occur altogether due to staffing shortages, we expect to reach 80-90% of these classes or approximately 900 students!

We believe this partnership has been very successful in terms of students served. The real proof of success will be in the numbers of students who complete these courses and register for English 90 and/or Math 25 the following semester. We will continue to look at the data.



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