

Greetings LMC Community!

In the spirit of sharing information and bringing you up to date on important projects and initiatives within Student Services we bring you our second edition of *“In Step with Student Services”*.

One of the major projects we continue to emphasize involves the work of the Student Services SLO Committee. Committee members take the lead on assessment projects that help us gauge what students are learning as a result of their experiences in our programs and services. The focus of our projects is 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: **Counseling Services, Information Center, and Outreach Services.**

For a snapshot of these SLO projects and a look at additional initiatives being led by our *amazing* Student Services staff, please read on!

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## **Information Services**

### **Introduction:**

All new applicants and students who apply for Financial Aid are required to declare an intended major or program of study. A requirement for Financial Aid students is that they can have only one active major and corresponding goal throughout the district. Beginning in spring 2011, Information Services staff began revision of the *Declaration or Change of Major Form* attempting to update and clarify its contents.

### **Student Services Theme:**

Students will be able to identify and set goals to guide their educational and career plans.

### **Information Center Program SLO:**

By using a revised *Declaration or Change of Major Form*, students will demonstrate that they understand the various choices available by selecting an appropriate major/program and corresponding goal.

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### **Accomplishments:**

In fall 2011 the Information Center Staff collected 115 submitted forms as a sample set for evaluation.

- Of the 115 forms submitted, 85 were correct and 30 had errors. Of those with errors, 24 chose both “Transfer without an AA/AS degree” and an “AA/AS” degree, and 6 chose a nursing major, which is not appropriate for students who are not yet in the Nursing Program, but are taking prerequisites. This represents a 74% correct, with a 26% incorrect submission rate.
- Most errors were caused by the choice of more than one major/program, and of those errors, most chose both a Transfer Program and an AA/AS Major; therefore, the current layout is confusing to students who wish to choose an AA/AS and Transfer option.

### **What We Learned:**

Although, most students are able to choose an appropriate major and goal this does not necessarily indicate an understanding of the choices, but only an ability to submit the form correctly.

### **What We Are Doing to Improve Services:**

Information Services will continue revision of the form, including instructions that will address the results of this assessment. Ultimately, the goal is to have an online *Declaration or Change of Major* Form which will electronically prevent the student from submitting conflicting information and will allow for links to instruction, explanation, and major information.

### **Student Outreach Services**



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### **Student Services Theme:**

Students will demonstrate proficiency and self-advocacy.

### **Outreach Program SLO:**

Prospective high school students will follow through the matriculation process after attending an Outreach Workshop.

### **Accomplishments:**

In spring 2010 semester, prospective graduating high school students at local high school were invited to attend an LMC

application workshop. The workshops took place at local high schools and the sign-up process was coordinated by the high school counselor or college center coordinator. The workshops were promoted for students that were thinking of attending a local community college or for those that needed additional information about Los Medanos College. Approximately 425 students were identified from 4 local schools. The students received the following services:

- A hands-on workshop completing the online LMC application.
- Students were given an assessment schedule and instruction on how to register and prepare for the English and/or math placement test. The test was administered at the local high schools.
- Students were given instructions how to sign up for the New Student Orientation.
- A website was developed for high school seniors with instructions and the link to a registration page. Written instructions were provided to students.
- During the workshop the students were instructed on the value and importance of attending a New Student Orientation.
- The students were informed of the ideal method of enrolling in classes was to attend the orientation.

### **What We Learned:**

- Of the 425 students identified as workshop participants 422 students took the English and/or math placement test. At a 99% rate, the assessment was highest percentage of any matriculation activities.
- There were only 215 students that attended the Saturday New Student Orientation for high school seniors. This accounts for only 50% of high school students that attended an application workshop.
- Of the 215 students that attended the New Student Orientation 194 enrolled (90%) at LMC. This provides evidence that students

that attend the orientation are committed to LMC.

- There were 389 students of the original 425 cohort (68%) that enrolled at LMC for the fall 2010 semester.
- There were 95 identified high school students that attended the application workshop that enrolled at LMC without attending a New Student Orientation.

### **What We Are Doing To Improve Services:**

The Student Outreach Office will continue to evaluate the methods used to distribute application and enrollment information to the high school students and staff.

A website designed for high school has been created and should be used to address the enrollment needs of all students. We will continue to investigate additional use of technology to reach more students.

Next enrollment cycle student ID # will be required for both the assessment test and the orientation sign up.

## **Counseling Department**

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**Introduction:**

The Counseling Department is aware of the large number of students who continue to struggle academically from semester to semester. With this in mind, counselors looked at a cohort of 620 students who were either on Academic Probation or Dismissal in fall 2006 and monitored their status into spring 2008.

**Student Services Theme:**

Students will demonstrate responsibility for their actions and take personal initiative.

**Counseling Program SLO:**

Students who are on Academic or Progress Dismissal will successfully complete their classes during the semester in which they are (provisionally) reinstated.

**Accomplishments:**

Of the 620 students, 132 or 21% of these students had moved to or remained on dismissed status.

In response to these unfortunate statistics, the counselors developed a pilot project for those who were dismissed from LMC for fall 2010 due to academic or progress deficiencies. Fourteen students were involved in this pilot which included the following interventions:

- Mandatory meetings (3) with a counselor during the semester
- A progress report
- A signed contract which listed the above requirements and consequences

Forms were developed to track these appointments and letters were sent mid-semester to remind students of their obligations. In some instances, phone calls were made as well.

**What We Learned:**

Students were required to earn at least 2.0 in their fall 2010 courses in order to be reinstated for the following spring:

- Five out of the 14 students completed all pilot requirements. All 5 of these earned at least a 2.0 GPA and 4 earned at least a 3.0 GPA.
- Four of the 14 attended only 1 appointment. Only 1 of these earned at least a 2.0 GPA.
- The remaining 5 students did not complete any of the counselor interventions or earn a 2.0 GPA or higher. None of the 5 students enrolled for spring 2011.

**What We Are Doing To Improve Services:**

Although this pilot assessed a small number of students, the results indicate that counselor interventions do have a positive effect on students struggling academically.

As many more students (400-600) find themselves on academic/progress probation or dismissal every semester, the possibility of individual appointments for all of them seems remote.

However, given the success of our small study, the Counseling Department, with the support of the Dean of Student Development and the district, is in the process of providing mandated counselor-led workshops for all Probationary 2 students. We will continue to assess the effectiveness of these workshops and monitor students' progress over the coming semesters.



# Collaborative Efforts

## **TITLE V- HSI- *Transfer Academy***

### **Program Objectives:**

The integration of Student Services and Instruction in an effort to assist students in transferring to four-year colleges and universities within a three year period.

### **About the Transfer Academy:**

Transfer has become an LMC goal of increasing importance in recent years. In the initial year of the EXITO (Title V HSI) Grant, Student Services has worked to build and enhance the programming for the Transfer Center. Over the past year the Transfer Center hired a permanent Transfer Center Coordinator, a Transfer Center Director, five Student Ambassadors, and created a graduate student internship position. In fall 2011, the center offered five university tours and currently six tours are planned for spring 2012. With the support of the grant the Transfer Center is being revitalized, including enhancement and expansion of activities offered, such as the development of the Transfer Academy program.

The Transfer Academy, launched in the fall of 2011 with 78 students, is a large-scale cohort program, combining a highly structured academic experience, including blocked courses with dynamic faculty, mentoring support, study groups, counseling, and transfer workshops. Students are required to participate in one of the new student orientations, attend the Summer Academy, enroll full time, meet with the Transfer Counselor at least twice per semester, and participate in activities and college tours. Students are also required to take math and English in their first semester to ensure their success in tackling core classes. In alignment with the mission of Title V, Latino students made up 39.7% of the cohort of the Transfer Academy program, which represents +8.6% over the representation of Latino students at Los Medanos College.



While the ultimate impact of this program on transfer rates cannot be measured for at least 2-3 years, the initial results from the fall 2011 semester show significantly higher completion and success rates for all courses offered in the program. The overall completion rate for the Transfer Academy was 94% as compared to 82% for the same courses college-wide, and the overall success rate was 84% for the program as compared to 66% college-wide. In addition, 57% of students in the program received a fall 2011 GPA of 3.0 or higher, including 14 students who received a 4.0.

In order to coordinate and implement the various aspects of the program, the Transfer Academy has recruited a team of more than 13 instructional faculty and 9 student services staff. One of the significant outcomes of the program has been the positive impact participation has had on the faculty and staff involved. Team members meet every other week to plan program logistics, design interventions for struggling students, and coordinate curriculum.

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