

# Los Medanos College - Integrated Plan

## Description

**COLLEGE:** Los Medanos College

**READ DEADLINES AND IMPORTANT INFORMATION:** Yes

**UPLOADED SIGNATURE PAGE:** SignaturePage.pdf (date: Dec 8 2017 9:20 PM)

**EXECUTIVE SUMMARY:** [https://email4cd-my.sharepoint.com/personal/esanchez856\\_email\\_4cd\\_edu/\\_layouts/15/guestaccess.aspx?docid=1647839e5571b47ad8fa23df6ce7fb55e&authkey=ASWpIO5oxMKcbSBdAg07qJl&e=704134dca22c40fb8caa135f7b1b4a87](https://email4cd-my.sharepoint.com/personal/esanchez856_email_4cd_edu/_layouts/15/guestaccess.aspx?docid=1647839e5571b47ad8fa23df6ce7fb55e&authkey=ASWpIO5oxMKcbSBdAg07qJl&e=704134dca22c40fb8caa135f7b1b4a87)

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## Previous Efforts

### Assess Previous Effort 1a

**GOAL #1:** 3SP Goals Increase in number of students completing Orientation Increase in number of students completing Assessment Increase in number of Student Ed Plans (Abbrev ) Increase in number of Student Ed Plans (Comp ) Increase in Counseling/Advising Increase in accessing At-Risk Follow Up Services Increase in accessing Other Follow Up Services

**PROGRESS #1:** 3SP Progress shown as percentage of increase since 2014-2015 Increase in number of students completing Orientation +18% Increase in number of students completing Assessment +11% Increase in number of Student Ed Plans (Abbrev ) +9% Increase in number of Student Ed Plans (Comp ) +155% Increase in Counseling/Advising +28% Increase in accessing At-Risk Follow Up Services +138% Increase in accessing Other Follow Up Services +242%

**GOAL #2:** Equity ACCESS: ESL - Decrease gap to -2% ACCESS: Veterans - Decrease gap to -1% COURSE COMPLETION: Black or African American - Decrease gap to -7% COURSE COMPLETION: Current or former foster youth - Decrease gap to -7% COURSE COMPLETION: Low-income students - Decrease gap to -.75% ESL: Hispanic or Latino - Decrease gap to -8% ESL: Low-income students - Decrease gap to -5% BASIC SKILLS ENGLISH: Current or former foster youth - Decrease gap to -10% BASIC SKILLS ENGLISH: ESL - Decrease gap to -8% BASIC SKILLS ENGLISH: Black or African American - Decrease gap to -7% BASIC SKILLS ENGLISH: Individuals with disabilities - Decrease gap to -6% BASIC SKILLS ENGLISH: Low-income students - Decrease gap to -3% BASIC SKILLS MATH: Black or African American - Decrease gap to -5% BASIC SKILLS MATH: Individuals with disabilities - Decrease gap to -4% BASIC SKILLS MATH: Low-income students - Decrease gap to -2% DEGREE & CERTIFICATE: ESL - Decrease gap to -6% DEGREE & CERTIFICATE: Current or former foster youth - Decrease gap to -5% DEGREE & CERTIFICATE: Black or African American - Decrease gap to -3% TRANSFER: Individuals with disabilities - Decrease gap to -7% TRANSFER: Black or African American - Decrease gap to -2%

**PROGRESS #2:** Change shown as percentage since 2014-2015 ACCESS: ESL - Increase of gap by 1% ACCESS: Veterans - Decrease of gap by 1% COURSE COMPLETION: Black or African American - Decrease of gap by 1% COURSE COMPLETION: Current or former foster

youth - Increase of gap by 8% COURSE COMPLETION: Low-income students - Increase of gap by 1% ESL: Hispanic or Latino - Decrease of gap by 13% ESL: Low-income students - Decrease of gap by 7% BASIC SKILLS ENGLISH: Current or former foster youth - Decrease of gap by 9% BASIC SKILLS ENGLISH: ESL - Decrease of gap by 9% BASIC SKILLS ENGLISH: Black or African American - No change BASIC SKILLS ENGLISH: Individuals with disabilities - Decrease of gap by 9% BASIC SKILLS ENGLISH: Low-income students - Decrease of gap by 3% BASIC SKILLS MATH: Black or African American - Decrease of gap by 3% BASIC SKILLS MATH: Individuals with disabilities - Decrease of gap by 3% BASIC SKILLS MATH: Low-income students - Decrease of gap by 3% DEGREE & CERTIFICATE: ESL - Decrease of gap by 12% DEGREE & CERTIFICATE: Current or former foster youth - Decrease of gap by 28% DEGREE & CERTIFICATE: Black or African American - Decrease of gap by 14% TRANSFER: Individuals with disabilities - Decrease of gap by 14% TRANSFER: Black or African American - Decrease of gap by 12%

**GOAL #3:** Basic Skills Initiative Goal 1: Improve the equity of success and persistence of students in the developmental education and ESL programs.

**PROGRESS #3:** Basic Skills Initiative Progress 1: Initial data indicates that we now have more equitable placement into transfer level gateway courses in English and math. The percentage of students who were placed as "underprepared" fell significantly between 2015-2016 to 2016-2017: Group 2015-2016 2016-2017 African- American 52.6% 12.5% Hispanic 42.6% 29.8% Asian 49.6% 29.8% Filipino 40.8% 16.9% White 34% 9.8% We are still collecting data on outcomes and whether or not those outcomes are equitably distributed.

**GOAL #4:** Basic Skills Initiative Goal 2: Improve the provision of learning and student support services to students in the developmental education and ESL programs and improve the integration of those services with instructional programs.

**PROGRESS #4:** Basic Skills Initiative Progress 2: We have successfully transitioned our "Counseling Partnership" program, initially funded by BSI ten years ago, to our SSSP program which now maintains it. The goal of the Counseling Partnership program is to have a counselor make a presentation in all basic skills English and math classes about career and counseling services, and encourage students to meet at least once a semester with a counselor to review their educational plan. In addition, we have just hired a full time counselor who will coordinate counseling and services for ESL students, teach a contextualized counseling course for ESL students and participate in orientation and retention activities for ESL students.

**GOAL #5:** Basic Skills Initiative Goal 3: Increase the number of students who enroll and succeed in college level course work following the completion of developmental education and ESL courses.

**PROGRESS #5:** Basic Skills Initiative Progress 3: The major initiative designed to achieve this goal is the use of acceleration and multiple measures for placement in gateway transfer level courses in English and math. We now place approximately 75% or more of entering students into transfer level English and math, as opposed to 25%, our historical average prior to implementing this change.

**GOAL #6:** Basic Skills Initiative Goal 4: Improve the success and persistence of students in the developmental education and ESL programs.

**PROGRESS #6:** Basic Skills Initiative Progress 4: Professional development is an integral part of our BSI plan in math, English and ESL. Workshops, trainings, mentorships, conferences, curriculum development, etc. are regularly offered with the intent of achieving this goal. However, the goal as stated did not specify a quantifiable measure as to what would constitute "improvement". Scorecard data does not indicate much improvement based on the 2010- 2011 cohort data in terms of outcomes 6 years later, but this data does not reflect our current acceleration efforts. Since cohort outcomes take 6 years to reflect current interventions, we do not expect to see the full effect of our new placement policies and acceleration pedagogy until 2023-2024! Even then, the remedial progress measure may be misleading given that large percentages of our students will no longer begin in levels below transfer because they are placed directly in transfer level courses with co-requisite support classes. Instead, we will look to a marked improvement in the percentage of students successfully completing transfer level math and English. Currently, 41% of students successfully complete transfer level Math in 2 years; 52.6% complete transfer level English in 2 years.

### **Assess Previous Effort 1b**

**GOAL:** Overall success can be attributed to these common themes: intensive professional development regarding pedagogy and practices tied to the goals of all three plans; intentional collaborations across the college to streamline student support, improve course completions and student success through equitable outcomes. The implementation of multiple measures is contributing to achievement of BSI goals with improved placement of students in English, math and ESL. Additionally, the creation of co-requisite support courses have advanced students directly into transfer level gateway courses. With further development of new positions addressing equity issues, the impact of additional interventions will be monitored.

### **Assess Previous Effort 1c**

**GOAL:** Basic Skills completion including increasing the number of students successfully transitioning into college level Math and English courses.

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Counseling Partnership: - A collaboration between the Developmental Education Program and the Counseling Department that provides information about early academic counseling right in the classroom. Expand Orientation: - Update to include additional modules that support student transition. Expand Assessment Prep: -Enhance information provided to students (test prep/presentations/ website)

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Counseling Partnerships: ESL Counseling and Coordination -implementation

of ESL PALs, a peer mentorship program for ESL students. Acceleration BSI Partnerships: English / Math Acceleration – development of curriculum, Tutoring: - UMOJA tutors for accelerated math course 29 - DSPS tutoring

**BSI ACTIVITIES THAT SERVE THE GOAL:** In 2011, we began offering Math 27, an accelerated pre-statistics course that would serve as a pre-requisite for Math 34, our transfer level Statistics course, thereby allowing students to complete transfer level Math in 2 semesters, a considerably shorter path to completion. In 2016-2017, we took this a step further by initiating a co-requisite course, Math 28, for Math 34, allowing students to complete transfer level statistics in one semester. In English, we began offering an accelerated course, English 95, one level below transfer in Spring 2014, increasing from an initial pilot of 3 sections to 29 sections in Spring 2017. English 95 served as a prerequisite to transfer level English Freshman Composition, English 100. Therefore, students could complete transfer level English in 2 semesters. In 2017-2018, we initiated a co-requisite course for English 100, which will allow many students who would have previously been placed in English 95 to complete transfer level English in 1 semester.

### **Share A Success**

**GOAL:** The main strategy we have implemented through our BSSOT grant is the use of multiple measures, especially overall high school GPA, for placement into transfer level gateway courses in math and English. This change has resulted in an inversion of the percentage of students placed in transfer level vs. pre-transfer level courses. Historically, only about 25% of entering students assessed into transfer level math or English. With multiple measures and the offering of new co-requisite courses that allow enrollment in transfer level math and English, about 75% of our students are eligible to enroll in transfer gateway courses in their first semester. Math instituted this change in 2016-2017, and preliminary data indicate that students who completed transfer level Statistics with a co-requisite support course succeeded at the same rate (65%) as students who completed Statistics in the previous 4 semesters, when placed in the course by more traditional methods.

## **Future Goals**

### **Integrated Goal #1**

**GOAL:** 1. ACCESS: Increase access through enrollment of students currently underserved in our community. Focused Populations: Veterans, ESL

**GOAL AREA:** Access

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Los Medanos College has engaged in the coordination of activities and partnerships that support student participation and access: - High School Partnership - Pre-orientation Workshops - Senior Saturdays - Summer Bridge Programs (STEM Jam, Summer Bridge, etc.) - LMC Welcome Day - ESL Welcome Day - LMC GO Day/Night - DSPS & EOPS Welcome event  
Data: Use SSSP disproportionate impact data to inform new and current orientation activities for newly identified focus populations.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Increase Counseling Services for DSPS and Veterans ESL Peer Advisory Leaders (PALs) Moved to BSI

**BSI ACTIVITIES THAT SERVE THE GOAL:** Acceleration in English & Math (Transfer level Freshman Composition and Statistics.)

### **Integrated Goal #2**

**GOAL:** 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. Focused Populations: All new, first year students

**GOAL AREA:** Retention, Degree & Certificate Completion

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Increase Staffing/Services to - Career Advising will be mapped into the sequence of student required contacts. - Enhance Career Services to include a staff member focused on the coordination of career exploration in the first year. - Career Advising will also be offered as one of the targeted interventions offered to special populations, such as Foster Youth. Technology: - Use tablets to remotely access the college's online education planning tool and student records. Counselors will then be able to offer in-person assistance to students during peak times, i.e. registration, add/drop periods, by going directly to where students are located, such as: waiting in line for Admissions and Records, Financial Aid, Assessment Center, the cafeteria, or the outdoor quad. - Invest in texting and chat software to enhance communication with students regarding next steps, important dates, and upcoming events. Data: Use SSSP disproportionate impact data to inform new and current orientation, counseling, education planning, and follow up activities for newly identified focus populations.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Enhance Counseling Services for MESA, UMOJA, ESL/Puente (collaboration with SSSP), Foster Youth, Veterans and DSPS

**BSI ACTIVITIES THAT SERVE THE GOAL:** ESL Appreciative Advising Designing contextualized ESL Counseling Courses

### **Integrated Goal #3**

**GOAL:** 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English course. Focused Populations: ESL Hispanic or Latino Low Income Students Foster Youth Black or African American Individuals with Disabilities

**GOAL AREA:** ESL / Basic Skills

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Counseling Partnership: A collaboration between the Developmental Education Program

and the Counseling Department that provides information about early academic counseling right in the classroom. Expand Orientation: Update to include additional modules that support student transition. Expand Assessment Prep: - Enhance information provided to students (test prep/presentations/website) - Increasing awareness of Multiple Measures Assessment Placement. Supporting development of student success workshops: Collaboration with Center for Academic Support. Data: Use SSSP disproportionate impact data to inform new and current assessment/placement activities for newly identified focus populations.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Enhance Counseling Services for MESA, UMOJA, ESL, Foster Youth, Veterans and DSPS MESA Student Engagement Activities, Tutors

**BSI ACTIVITIES THAT SERVE THE GOAL:** Direct placement into transfer level English and Math gateway transfer course through multiple measures and co-requisite course support model English 095 Assessment Portfolio Math 12 Redesign (Pre-Algebra course recommended for students who have not completed Algebra 1 in high school, but who need algebra for their major.)

#### **Integrated Goal #4**

**GOAL:** 4. PERSISTENCE & COMPLETION: Increase successful course completion, and term to term persistence. Focused Populations: Black or African-American Current or former foster youth Low income students

**GOAL AREA:** Retention

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Implement Starfish Early Alert: Implementation of this software will assist students in developing multi-year course plans while offering opportunities for instruction and student services to effectively work together in identifying and assisting students who are at-risk. Increase counseling services (one-on-one appointments, workshops, etc.) - Collaboration with Counseling and other support services (Library, Tutoring, etc.) to provide Student Success Workshops. - Review Counseling appointment/drop in schedule to align with key dates such as last day to drop with a "W". - Counseling Partnership with Developmental Education Program Mentoring Program: Male Empowerment Network (M.E.N.) is a student success initiative focused on improving the educational outcomes of men of color. Students in the M.E.N. Program benefit from mentoring, personal and professional development opportunities and civic engagement. Data: Use SSSP disproportionate impact data to inform new and current counseling, education planning, and follow up activities for newly identified focus populations.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Strengthen and Enhance UMOJA Scholars program AA Male Mentoring program AA Student Engagement Activities, HBCU SSRP program position moved through SSSP FAM - Equity Office Hour with StarFish utilization Foster Youth Coordinator Position

**BSI ACTIVITIES THAT SERVE THE GOAL:** Synchronous tutoring provided through Center for Academic Support Workshops on Universal Design for Learning ESL Peer Tutoring Program ESL Success Coaches

#### **Integrated Goal #5**

**GOAL:** 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. ESL Former or current foster youth Black or African- American Inclusive Pedagogy and data analysis to inform our practice

**GOAL AREA:** Transfer, Degree & Certificate Completion

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Starfish Degree Planner Pilot: Pilot new degree planner that works in tandem with early alert retention tool. It includes up to date information regarding units needed for completion of educational goal and has interactive features that warn students of consequences if they were to deviate from the plan. Enhancing Counseling Services: - Student Wellness Program, a collaboration with JFK University - Counseling course development (Couns 926) and enhancement to support student success and education plan development - Additional counseling positions, such as FT counselor .5 ESL/.5Puente DSPS enhanced services: - Learning Skills course - Additional tutoring services in Science. Data: Use SSSP disproportionate impact data to inform new and current follow up activities for newly identified focus populations.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Enhance Counseling Services for ESL Enhance Counseling Services for Foster Youth Strengthen and Enhance UMOJA Scholars program AA Student Engagement Activities, HBCU \*Six success factors

**BSI ACTIVITIES THAT SERVE THE GOAL:**

### **Integration & Coordination**

**INTEGRATION AND COORDINATION:** Vision The Integrated Planning Leadership Team developed six integrated goals with significant input from the BSI, SE, and SSSP committees as well as the college as a whole. The integrated goals were intentionally aligned with the state goals, District strategic goals, Los Medanos College's Educational Master Plan goals, and specific goals of the BSI, SE, and SSSP plans. • State Vision for Success, 2022 • District Strategic Plan • Los Medanos College (LMC) Educational Master Plan (EMP) • Integrated Plan; BSI, 3SP and Equity Process and Research LMC will explore updating its current program review process to include both evaluation and integrated planning into the process. This would allow for the goals and activities of program units to be intentionally aligned to the goals of new Integrated Plan. Furthermore, program review can also be used as a funding mechanism within the college where resources can be prioritized and distributed based on their alignment with the goals laid out in the Integrated Plan. • Integrated Planning/Program Review • Resource Allocation • LMC Planning Committee Committee Structure The LMC Integrated Planning Leadership Team will work closely with the existing 3SP, BSI and Student Equity committees to evaluate our current committee structures and explore possible new structures that more effectively support integrated planning. This collaboration is also districtwide and a leadership team from all 3 colleges has agreed to meet on a regular basis to enhance collaboration across the district, especially with regard to our common goal of promoting culturally inclusive practices and pedagogy.

**NONCREDIT:** Not applicable

**PROFESSIONAL DEVELOPMENT:** In collaboration with Professional Development Advisory Committee (PDAC), an integrated funding process was developed to support professional development that directly supports student success goals. Through PDAC, conference funding requests are collaboratively evaluated. In support of further alignment, an integrated goal was developed to enhance employees' use of culturally inclusive practices and pedagogy. Furthermore, previous specific opportunities will continue such as Equity Core Team trainings, Faculty Advising and Mentoring Program, on-going Starfish Training, required trainings for all faculty teaching co-requisite English and math courses, and peer mentors for new adjunct faculty.

**EVALUATING PROGRESS:** LMC adheres to a cyclical and regular review of student data to assess existing programs and services as well as to identify potential interventions to improve student outcomes. District Research will annually provide disaggregated data to the college for use in evaluating BSI, SE, and SSSP goals. Additional outcome milestone metrics are being developed between the campus and the District Research Office as needed for evaluating the integrated goals and the activities that are related to these goals. The data will be reviewed by the Integrated Planning Leadership Team in collaboration with the existing committees to inform progress toward meeting student success goals and to improve decision making about what activities to take to scale. Districtwide discussion of student data will also occur throughout the year.

**MULTI-COLLEGE DISTRICT COORDINATION:** CCCCDCD supports the development, implementation and maintenance of equitable programs and policies at each of the colleges by providing research and planning as well as structured venues for reflection and organizational learning. The integrated planning groups from our three colleges are working together to develop baseline metrics and research questions in collaboration with the District Research Office. Regular meetings of the District Integrated Planning Council will be a forum to share information and data about implementation, program development, evaluation and possible areas for alignment district-wide and best practices based on the baseline metrics and research data

## Support

**CHANCELLOR'S OFFICE SUPPORT:** The following support from the Chancellor's Office would be beneficial to our continued integrated planning and implementation process: • Effective Strategies: In addition to current opportunities focused on plan compliance it would be helpful to have increased professional development highlighting effective student success strategies and high impact practices that have been scaled and institutionalized. • Evaluation: Increased support (including methodologies) for assessing and evaluating plan efforts (with a specific focus on measuring the impact of specific activities on large-scale equity goals). • Budget Allocation: Examples of how funding has been effectively integrated in a manner that meets individual plan compliance and achieves integrated goals. • Research & Data: Identifying short-term metrics (in addition to current six-year cohort data) for measuring impact

## Additional Support Documents (Not Required)

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED
Appendix A	Appendix A_Program Activity List Final 11202017.pdf	Program Activity List	Jan 11 2018 7:22 PM
Appendix B	Appendix B_BSI SE SSSP Integrated Budget Plan 2017-2018 Final 11202017.pdf	Budget	Jan 11 2018 7:22 PM
Appendix C	Appendix C_Integrated Plan Data Analysis_Final	Data Analysis	Jan 11 2018 7:23 PM

## Expenditures

OBJECT CODE - CATEGORY	BASIC SKILLS INITIATIVE	STUDENT EQUITY	CREDIT SSSP	CREDIT SSSP - MATCH	NONCREDIT SSSP	NONCREDIT SSSP - MATCH
1000 - Instructional Salaries	\$80,000	\$226,149	\$608,690	\$840,916		
2000 - Non-Instructional Salaries	\$20,000	\$150,853	\$748,974	\$829,264		
3000 - Employee Benefits	\$20,186	\$96,083	\$414,717	\$609,589		
4000 - Supplies and Materials	\$10,000	\$35,357	\$249,953	\$10,862		
5000 - Other Operating Expenses and Services	\$19,000	\$118,275	\$296,851	\$28,554		
6000 - Capital Outlay	\$20,000					
<b>PROGRAM TOTALS</b>	\$169,186	\$626,717	\$2,319,185	\$2,319,185		
				<b>MATCH</b>		<b>MATCH</b>
					<b>BSI, SE, &amp; SSSP BUDGET TOTAL</b>	\$5,434,273



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