

# Standard 2.4 – 2.6 Feedback Results (4/23/26)

Substandard	Who does this well on campus?	What evidence should we ask for/secure?
<b>2.4</b>	<p>Student services  Faculty/Departments  Pull the Internal Communications  CalWorks  EOPS  Student Outreach</p>	<ul style="list-style-type: none"> <li>• Web Advisory Group went away and used to be a place where this happened</li> <li>• We do have work around website accessibility</li> <li>• Student Services has CRM Leads meeting to coordinate different messaging campaigns</li> <li>• Journalism students and entire classes have attended this: Job Fair Flyer/Data</li> <li>• Would we include any Starfish communications that was used pre Target X</li> <li>• Is something replacing the web advisory group that should be mentioned?</li> <li>• Any communications from LMCAS to be included?</li> <li>• Counselling 030 syllabus</li> <li>• ACS-010 syllabus</li> <li>• Accessibility cohort via the District</li> <li>• State-wide Cohort</li> <li>• Accessibility capability maturity model (ACMM)</li> <li>• Misses communication through Phone Campaigns, Events (i.e. Senior Saturday, Transfer Day), Canvas Messaging, District</li> </ul>

		<p>Required Orientation, Courses like COUNS-030, ACS-010, more specific department messaging besides all student newsletters as evidence</p> <ul style="list-style-type: none"> <li>• Misses intentional use of CRM/TargetX</li> </ul>
<b>2.5</b>	<p>Check some of the department program reviews to see who have identified scheduling issues &amp; then have resolved it.</p> <p>Dual enrollment</p> <p>ECE pathway</p> <p>Scheduling subcommittee with English</p>	<ul style="list-style-type: none"> <li>• 2-3 examples</li> <li>• 4CDLI</li> <li>• SEM work</li> <li>• HS article &amp; dual enrollment</li> <li>• Brentwood College Pathways Connect or Brentwood College Connect Program</li> <li>• SEM evidence as bridge to our new ESPC group</li> <li>• Department specific schedule data that shows variety of options for enrollment at the campuses</li> <li>• Program mapper data</li> </ul>
<b>2.6</b>	<p>Places where the survey results are used for</p> <p>Places/actions – CCSSE/SENSE</p> <p>President Council meetings</p> <p>College Assembly meetings</p> <p>Academic Senate meeting</p> <p>IDEA committee</p>	<ul style="list-style-type: none"> <li>• Program Review and Assessment</li> <li>• Realignment of Assessment and data capture.</li> <li>• LSO Assessment in student services</li> <li>• Does not speak about SENSE and CCSSE use and outcomes of surveys and how they have informed our work in the college.</li> <li>• Counseling heat mapping for modalities and times- Looking at the effectiveness of delivery modes.</li> </ul>

		<ul style="list-style-type: none"><li>• Faculty evaluation practices based on delivery modes</li><li>• Dual enrollment as an intentional delivery method and regular data review of success rates.</li><li>• Committees that look at the effectiveness of practices: TLC works towards offering professional development around the purpose of outcome assessment as it applies to pedagogy, personal and professional reflection and professional development by offering flex sessions at least once per semester. PD sessions focus on assessment process as well as pedagogy.</li><li>• Effective online instruction survey</li><li>• Peer online mentorship program- Help faculty be more successful in their online mentorship courses.</li><li>• BEOI/ BEHI Requirements for Faculty teaching</li><li>• CVC/OEI alignment</li><li>• College Assemblies focused on success rate data on modalities</li><li>• DE Committee advises the college on regularly evaluating the effectiveness of distance education offerings. The DE Committee has conducted a survey (ADD Data) on student modality preferences, allowing faculty and administrators to align course offerings with students' learning needs and access considerations. The college also supports a peer online mentorship program in which experienced</li></ul>
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		<p>faculty guide colleagues in designing and refining online courses to improve student success. In addition, Los Medanos College’s participation in the districtwide Regular Substantive Interaction (RSI) professional development course requires faculty to reflect deeply on the effectiveness of their online teaching practices and make evidence-based adjustments. “</p> <ul style="list-style-type: none"><li>• ECE pathways at PHS</li><li>• Show how Program Review evaluates modality outcomes and informs improvements.</li><li>• Examples of changes made based on survey findings.</li><li>• Evidence showing how data informs institutional improvements.</li><li>• Data demonstrating improvements in online course quality or outcomes.</li><li>• Student modality preference survey – include as evidence</li><li>• Program Review data is missing – evaluates modality</li><li>• Outcomes of surveys should be mentioned in our narratives</li><li>• Senior Saturday survey – include in different substandard as evidence</li><li>• Program Review not integrated: Program Review is listed as evidence but not explained in the narrative. Need: Show how Program Review evaluates modality outcomes and informs improvements.</li></ul>
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		<ul style="list-style-type: none"><li>• Survey results not tied to action: CCSSE and SENSE are referenced but impacts on teaching or services are not shown. Need: Examples of changes made based on survey findings.</li><li>• Evaluation activities lack clear improvement link: Analyses like counseling heat mapping and modality success data are mentioned but not connected to planning decisions. Need: Evidence showing how data informs institutional improvements.</li><li>• Distance education efforts lack outcome data: Online mentorship, RSI training, and surveys are described but impacts on student success are unclear. Need: Data demonstrating improvements in online course quality or outcomes.</li><li>• The Distance Education Committee and Curriculum Committee implemented and evaluates the Online Course Addendum all course authors must complete in order to offer their course online. The online addendum requires course authors to check the ways they will be required to implement instructor-to-student and student-to-student interaction in the course. The Curriculum Committee and Distance Education Coordinators review and evaluate online course addenda submitted for approval. The addendum can be found on the Distance Education Committee's website.</li><li>• In addition, the Distance Education Committee provides Regular Substantive</li></ul>
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		<p>Interaction resources, training, and information on its website and RSI in Online Teaching Canvas shell. Recently the DE committee just finalized the LMC RSI Checklist that was sent to faculty. This is being used to help guide online teaching faculty in using DE best practices and to meet RSI and ACCJC standards.</p> <ul style="list-style-type: none"><li>• The DE committee offers RSI professional development every semester and the DE Coordinator helped to create the 4CD RSI in Action course that LMC faculty are enrolled in and have completed in an effort to ensure RSI best practices are being used.</li><li>• The DE Coordinators also offer DE drop-in hours 4 hours a week during which faculty get support with online teaching best practices, RSI, and Canvas related issues.</li></ul>
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