Preview

Status: Draft

Details

College

Los Medanos College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

Project Director

Dr. Sally Montemayor Lenz
Project Director
smontemayor@losmedanos.edu
(925) 473-7403

Alternate Project Contact

Dr. Chialin Hsieh 4737309
Senior Dean of Planning and Institutional Effectiveness
chsieh@losmedanos.edu
(925) 473-7309

Alternate Project Contact

Natalie Hannum
Dean of Workforce and Economic Development
Nhannum@losmedanos.edu
(925) 473-7403

Alternate Project Contact

Dr. Tanisha Maxwell
Vice President of Student Services
tmaxwell@losmedanos.edu

(925) 473-7421 ext: 37421

Alternate Project Contact

Carlos Montoya
Vice President of Business and Administrative Services
cmontoya@losmedanos.edu

Approvers

Chancellor/President

Bob Kratochvil
bkratochvil@losmedanos.edu

Awaiting Submittal

Academic Senate President

James Noel
jnoel@losmedanos.edu

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

In October 2018 we conducted a student focus group for feedback about how meta majors are organized and presented on the websites of several of the best-practice guided pathways colleges. Students suggested a meta major organization for LMC programs.

January 2019, Rudolf & Julie shared this first draft of meta-majors with faculty and classified professionals at all college day in Spring 2019. Faculty and classified professionals discussed across disciplines and gave feedback for changes.

In March 2019, GPAC hosted a retreat and received suggestions for "what opportunities exist for Clarifying the Path".

Opening day at flex 2019 we will set aside time for program faculty to discuss overlap in courses the 1st and 2nd semesters of their program map, and align program maps to include math and English in the first year.

In 2020, LMC's progress to date for this practice was delayed due to the pandemic with the shift to deliver instruction and student support services in an online and remote environment. LMC continues to focus on finalizing its work on the development and publication of the **L**earning, **M**ajor, and **C**areer Pathways (LMC Pathways and aka meta-majors) working closely with the senates, committees, and Marketing to publish the program maps and requirements for all programs of study.

In 2021, LMC continues to research and explore technology solutions to support the development and publication of LMC Pathways maps and requirements. While LMC contracted with Concentric Sky in 2018, the District Office launched eLumen as its curriculum management system and research is being conducted to assess whether this tool can be used to publish the program maps given that it interfaces with other college applications. The functionality of both Program Mapper and eLumen are under review.

LMC is also researching options to link the LMC Pathways to online Career Assessments and to CCCApply allowing students to view careers and select an LMC Pathway, then view the majors in that specified path. A goal is to connect the career exploration, college application process, and the LMC Pathway to support the student experience.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

In Fall 2019, the Academic Senate approved a meta-major structure for LMC. In Spring 2020, we are working to publish the meta-majors and program map pages, accessible from the LMC home page. We continue to gather feedback from faculty and incorporate the meta-majors structure.

We have a long term goal to work with the marketing team to develop videos for advertising and marketing programs and majors to students.

In Spring 2020, within the development of the strategic enrollment management plan, we will work to include strategies related to scheduling that support course taking patterns for students within each meta major group.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

In 2019-20, LMC participated in the state Chancellor's Office second IEPI SEM Academy cohort.

In 2020-21, LMC implemented the SEM experience to integrate college planning processes across the college to include the Educational Master Plan and the Strategic Enrollment Management Plan. SEM embodies an action plan to meet the *Vision for Success* goals which includes adopting the *Guided Pathways* framework. LMC continues to assess technology tools such as, Program Mapper and eLumen, to support broad career-focused academic LMC Pathways. LMC is finalizing the **L**earning, **M**ajor and **C**areer Pathways (meta-majors) with presentations to college senates and committees. A goal is to publish pathway maps online **spring 2021;** and the **2021-22** academic catalog.

LMC is engaged in an Arts, Humanities, and Music Pathway Pilot aligned with SEM Committee teams focused on strategic scheduling, integrated student support, curriculum analysis, and distance education.

Note: Implementation delayed due to the pandemic.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Curriculum Committee and Academic Senate ensure that academic programs are aligned with CSU/UC requirements, and CTE Advisory Committees ensure that career pathways are aligned with workforce preparation.

In 2018, LMC expanded support for career exploration with additional staff. With an expanded Career Services, LMC supports over 3600 student annually in major exploration - this includes class presentations, workshop series, major

exploration fairs and expanded online resources.

In Fall 2019, Planning Committee approved the Program Review Year Three template. Departments and programs have been working on the Year Three program review update. LMC hosts Career Focus Fridays throughout the semester.

In 2021, as noted in Practice A, LMC is finalizing the LMC Pathways. While departments do offer degree checklists, career information, and links to the college catalog, finalizing and publishing the program maps offers an opportunity to apply a consistent design and messaging to for programs of study.

Some LMC departments are working closely with advisory boards to guide the planning process of its pathway programs to align with business and industry.

LMC is in the development phase of an in-orientation career and major confidence assessment for all incoming students. Career services will use this tool to provide tailored LMC Pathways career exploration resources to support students.

LMC is dedicated to providing update and real-time information related to all LMC Pathway programs of study, business and industry changes, and transfer institutions. LMC continues to work closely CSU, UC and private institutions regarding LMC Pathway transfer option.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

In Fall 2019 and Spring 2020 departments and programs will be working on the bi-annual program review updates. The planning committee is currently revising the program review template.

The SEM plan, in coordination with the Educational Master Plan (EMP), will include an external environmental scan to ensure that our programs are meeting the industry, workforce, and transfer needs of our service area.

The Transfer and Career Center is doing data analysis on the majors that LMC students are transferring to and conducting transfer gap analysis for our program offerings.

In Fall 2019, the Academic Senate established an Emerging Programs Task Force to collaborate with Workforce, Transfer and Career Services, and Institutional Research, with a goal of recommending future and expanded degrees, certificates, and areas of study.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

For 2021, the LMC Career Services assessment is due in March with integration into the student orientation. A barrier to career exploration and services is that the service is viewed as optional. A goal for GP is to better integrate career

services into the student experience with intentional student career exploration activities working with a career professional to help guide the student experience.

LMC continues to work closely with CSUEB to ensure transfer majors remain current using the CSU Program Mapper and all ADT's are being updated following CCCCO direction.

Early College Credit Pathways Maps have been developed guide high school students and planning grids to guide high school counselors. International students are also supported given the unique

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The program mapper software includes local career and employment data from EMSI. The senior web administrator is updating program web pages to include widgets with data from Career Coach. Career Coach survey resources are available online for students.

In 2021, LMC is in the process of updating its website to ensure a consistent marketing design and message for the LMC Pathways. CTE webpages are a bit more developed given SWP funding.

While all programs of study and career and employment details available online, LMC is exploring the ongoing maintenance cost of staff and financial resources to support a consistent design and display of the information using Program Mapper and eLumen. A goal is to support a singular database, if possible, to garner greater efficiencies and to avoid the need to maintain multiple and seemingly duplicative efforts. As noted, the District Office is supporting the use of eLumen and LMC is exploring how best to use the technology tool to support the LMC Pathway work.

LMC faculty and staff support adding career exploration activities early in the students' experience and is exploring how best to proceed. LMC offers career planning courses, career days, with new opportunities being explored to add career focused activities in an online format in an LMC Pathway.

LMC is piloting a "case management" approach under *Pillar 3 - Stay on the Path* - and will include career exploration activities to support students as they complete their field of study.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Work to ensure the career and employment data from EMSI and Career Coach are aligned. When the program mapper is up and running, work with career services and transfer center to create a webpage with exploration by career interest that can link to the program mapper information, and incorporate the career interest surveys .

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

In 2021, LMC continues to work to ensure career and employment information is updated and available to students. LMC offers a career exploration assessment for students prior to their submitting as well as career information on its website.

LMC is dedicated to providing updated information with the goal of creating consistent career exploration webpages linked by career interest and connected to LMC Pathways. Ongoing costs with regards to staffing and ongoing financial commitments for technology applications and tools are under review.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Rudolf & Julie have created updated program maps for all majors in the program mapper software. We hosted a meeting in spring 2019 for department chairs to review their maps and give edits and feedback.

In 2020, with the onset of COVID-19, LMC's efforts to update the Program Mapper were delayed. While foundational program maps were created, marked changes to general education (GE) course offerings, new courses, and new programs of study need to be added to Program Mapper.

The Guided Pathways framework and the review of LMC Pathways resulted in broader faculty conversations regarding LMC's general education pattern and the impact to students seeking the local degree, CTE programs of study, and transfer. The academic senate tasked the GE committee to review its 1982 position paper and to, in part, make recommendations to general education curriculum for purposes of removing barriers for transfer students, increasing options for CTE students, to ensure GE SLOs are distributed to eliminate or minimize gaps in student pathways, to maintain efficiencies of the faculty in writing course outlines, and teaching to, and assessing, GE SLOs.

The development of program maps and requirements relies on identifying the required core courses, GE, electives and course sequencing options. The GE committee further clarified that the GE changes resulted in removing barriers for students seeking to transfer and maintains options for CTE students and students seeking a local degree. The GE committee recommendations were approved spring 2020 and will be implemented effective fall 2021.

In January 2021, faculty led the Program Mapper Tech Review - a review of existing programs of study against the new GE pattern, the college catalog, program review (course sequencing) reports, ADT's (transfer model curricula), and assist.org. Instructional and counseling faculty will meet to discuss the findings and programs of study will be updated to reflect any pathway changes. All processes will align with LMC's committee review and approval practices.

LMC is also markedly engaged in the Zero Textbook Cost (ZTC) effort which reduces student expenses and allows students to have course materials upon enrollment. The ZTC effort contributes to student success from "entering the path to staying on the path."

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

At opening day flex fall 2019, a break out group aligned the first two semesters with programs in meta-majors for some meta-majors.

We continued to work on the program maps in fall 2019 to make edits and adjustments as needed.

As part of the strategic enrollment management efforts, data will be collected from education plans to determine what courses students will need to complete their education goals and make recommendations about when courses should be scheduled. This will feed into the scheduling process for Fall 2020.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

In 2021, as indicated, LMC faculty will meet to align program maps and requirements to ensure updated information reflects changes to the GE pattern, updated ADTs, course sequencing, and other edits as needed. While not all programs of study are impacted with the newly adopted changes, the faculty led Program Mapper Tech Review discovered inconsistencies that will be further reviewed by discipline and counseling faculty.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Jorge, Nicole, Ninette, Myra, & Julie have updated the multiple measures math placement with district office IT to align with areas of study. LMC Math offers open access co-requisite skills courses for transfer level Statistics, Precalculus, and Applied Calculus. Michael N. and the Math Developmental Education Committee are working with John S. to

create visual maps of the math courses by area of study. Rudolf has created program maps in the program mapper software, with the appropriate math courses for majors. Eloine and Myra updated the math website to include areas of study so that students can choose the right math course for their major:
https://www.losmedanos.edu/Groups/Math/index.aspx

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Edit and update the multiple measures math placement as needed: placement adjustments may be made for the Number Systems course and terminology may be adjusted to match meta-major areas. Edit and update the visual maps of the math courses by area of study as needed.

Term and Year

Spring - 2020

Term - Detail (optional)

ongoing annual work between math department and Outreach & Assessment

Next Steps Toward Implementing Practice at Scale

In 2021, publish the LMC Pathways with the required math course. Ensure that the LMC website is consistent in its decription of AB 705. Review and edit as necessary, the online web Assessment descriptor, the LMC catalog Assessment descriptor, the Assessment video and instructional video, conduct a study session on AB 705 and ensure compliance across all publications.

Ensure Math and Chemistry department faculty meet to assess how best to clarify the Algebra requirements for Chemistry to support clear course sequencing for students.

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

LMC is establishing a Strategic Enrollment Management (SEM) team to serve as the operations using the Guided Pathways framework.

In March 2019, GPAC hosted a retreat and received suggestions for "what opportunities exist for Enter the Path".

At opening day August 2019, breakout groups met for each of the guided pathways pillars. Pillar groups met and presented at meetings throughout the fall 2019 semester.

At opening day January 2020, the college faculty were updated about the progress to date on SEM and Guided Pathways.

For 2021, LMC offers a career assessment to all prospective and enrolled students. Students are also encouraged to enroll in Counseling courses to include: COUNS-030, COUNS-032, COUNS-034 or COUNS-036 - each with a focus on Career and Life Planning and educational planning; or the Academic and Career Success courses - ACS-010 *Becoming a College Scholar- a First Year Seminar*, to engage in career assessments, exploration and educational planning as well as transfer options.

LMC offers five Learning Communities and most students engaged in these communities are required to enroll in the ACS-010 course.

Early College Credit (ECC) offers another pathway for prospective students. More than 3000 students annually are eligible for articulation and dual enrollment. ECC materials to high school counselors and students.The counseling courses are offered to dual enrollment for students.

The Transfer & Career Services offers workshops informational interviews, and transfer guidance.

Department faculty are actively engaged in advising students at varying levels. The Art department holds art major events, career focused videos, college information, and coordinates tutoring.

Also in 2021, LMC launched the **L**earning, **M**ajor, and **C**areer Pathway Pilot (Pathway Pilot) designed to develop and test how best to "project manage" the pathway and "case manage" the student experience.

The Pathway Pilot will research and explore LMC model practices as used by the LMC Learning Communities programs, as well as, test strategies used by other colleges as it develops a plan of action to reach all students in the Pathway Pilot.

Each service area noted offers student educational planning. Efforts are underway to explore how best to showcase LMC's career assessment tool to increase the number of students using the tool and to link it to career counseling and the LMC Pathways. Department webpages also provide career information.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The "Enter the Path" inquiry group is researching promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

The SEM/GP team will review and implement the suggestions from the March 2019 Guided Pathways retreat for "what opportunities exist for Enter the Path". The SEM/GP team will consider how to implement suggested improvements across both instructional, student service, and administrative threads of the college.

Term and Year

Spring - 2020

Term - Detail (optional)

research and recommendations will continue through Fall 2020 and beyond

Next Steps Toward Implementing Practice at Scale

In 2021, as noted, efforts are underway to explore how best to showcase LMC's career assessment tool online to increase the number of students using the tool and to link it to career counseling and the LMC Pathways. Department webpages also provide career information as well as the Transfer webpage with faculty and staff contact information.

SEM and the LMC Pathway Pilot will be working with Marketing to develop and deploy strategies to best showcase the career assessment, display programs of study, career options, transfer opportunities with an overall goal of connecting each of these steps to support the student experience. LMC is also engaged in assessing case management models that connect faculty and staff to an LMC Pathway to build early (time of application or enrollment) relationships with students in their respective path.

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

LMC is working on developing an Online Academy for students to complete their entire GE sequence. Efforts to align GE courses in the LMC Peer Online Mentoring Program are underway with a goal of have these courses identified as "Quality Reviewed" on the Exchange.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Supports currently exist for students via learning communities and specialized programs, but are not tied specifically to needs of students in meta-majors or gateway courses.

In 2021, LMC continues to explore options of building a community of support for all students beyond Learning Communities and categorical programs. As indicated in Practice A, the Pathway Pilot will begin to research strategies to help all students in the Arts, Humanities and Music Pathway. This includes from time of entry, to completion, and transition to career work or transfer. To this end, faculty are already assessing student data and coordinating efforts with the Center for Academic Success for student tutoring, as well as, faculty tutoring in gateway courses.

Additionally, gateway courses are currently being reviewed and mapped by instructional and counseling faculty with a goal of ensuring transfer-bound students enroll in English and math in their first year.

Learning Communities (Umoja Scholars, Puente, MESA, Transfer Academy and Honors) ensure first-time students are enrolling in gateway courses in their respective major. Learning community counselors and coordinators monitor mid-semester success through scheduled communication with instructors, and create support activities.

Research is integrated into core majors' coursework to build soft and hard skills necessary to practice professionally. Course embedded undergraduate research experiences (CUREs) are associated with higher retention and course success rates, particularly for underserved students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The SEM/GP team will consider the supports needed tied to specific targeted gateway courses and meta-majors. For example, we may target specific supports for English and math gateway courses for students in the first year.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

For 2021, efforts continue to be explored with regards to offering support for gateway courses linked to LMC Pathways. Additionally, LMC is exploring the implementation of a FYE (2023) with efforts to ensure student participating in the FYE enroll in gateway courses in their first year of with necessary supports.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

For 2021, gateway courses for programs and first semester plans need to be widely distributed to the Pillar 1 so every college employee can identify gateway courses for a specific program.

LMC models of monitoring mid-semester progress and intervention to be further scaled college-wide with implementation of success teams. Scaling Hobson's Starfish for purposes of using this technology tool to full capacity to support the student "case management" effort.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

LMC Math offers open access co-requisite skills courses for transfer level Statistics, Precalculus, and Applied Calculus.

As noted for 2021, through Math department flex workshops and professional development, the Math department is working on developing curriculum and improving pedagogy to assist students in co-requisite courses. Further, the department is working to develop culturally inclusive materials to encourage and support student engagement. Math 30/29 courses are open access and help academically underprepared students succeed in Number Systems course, Statistics, Applied Calculus and Precalculus.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Support the LMC Math department with professional development and resources to provide support for first year students.

Term and Year

Fall - 2020

Term - Detail (optional)

offer ongoing professional development to support math faculty teaching first time students

Next Steps Toward Implementing Practice at Scale

In 2021, through flex workshops and professional development the Math department is working to develop curriculum and improving pedagogy to assist student in co-requisite courses. The department has offered professional development to explore problem solving strategies. Faculty in "gateway" courses have participated in professional development to support student collaboration through Statistics projects. The department is working with CTE to offer Math for Construction, providing applied and contextualized learning opportunities.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

LMC English offers an open access co-requisite skills course for transfer level English 100. The LMC English department is developing an integrated 4 unit skills & transfer level English 101 course.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Support the LMC English department with professional development and resources to provide support for first year students.

Term and Year

Fall - 2020

Term - Detail (optional)

offer ongoing professional development to support English faculty teaching first time students

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Next Steps Toward Implementing Practice at Scale

In 2021, LMC is in the process of exploring and researching a First Year Experience (FYE) for students with student enrollments in English and Math in their first year in tandem with AB 705 guidance. The LMC Design Lab Team is working to launch the FTE across the LMC Pathway.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

LMC is establishing a Strategic Enrollment Management team to serve as the operations using the Guided Pathways framework to create inquiry groups to explore such supports and equity considerations, and make recommendations to the college for next steps.

For 2021, department faculty continue to actively engage in conversations around course scheduling and how best to offer courses, office hours, and support to fit with students' lifestyles and schedules.

LMC students not meeting the 2.0 GPA requirement are offered support services through the Center for Academic Support as well as additional faculty support and targeted student tutoring services.

LMC has hosted Annual Summer Bridge Programs (pre-COVID) and the Outreach department issues weekly communication and an eNewsletter focused on providing timely information on technology support, financial aid, the FT3 initiative and library resources.

NetTutor - the online tutoring program is available in all online course shells.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The inquiry groups will research promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

The inquiry groups will research best practices the college might consider implementing and make recommendations to the college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

For the 2021, efforts are underway to initiate a FYE and to launch a Student Support Hub in collaboration with Student Services. This fully integrated hub would provide students with access to all Student Services resources 24/7 within their Canvas account.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Jorge, Nicole, and the LMC outreach team present to and assess students at feeder high schools in the spring semester.

Dual enrollment has been implemented within all three feeder school districts and, along with K-12 articulation, continues to expand each year to include additional college faculty and departments. LMC has been continually working with all three area high school districts to identify shared issues/interests, design targeted interventions, and measure success of these interventions.

LMC hosts two meetings each year (Principals/Partners Breakfast) to foster service area wide discussions to address pathway related issues. Additionally, the college hosts an annual service area high school counselor conference to bring together LMC counselors and outreach staff to enhance awareness and build effectiveness with issues related to identifying the high school student pathway. Additional activities include Career Focus Fridays, High School Counselor Conference, CAPP Grant support with math and English faculty, High School Senior Saturdays, and Summer Bridge programs.

LMC is actively working with each service area district to increase the number of articulated courses between the high schools and LMC, with the intent of aligning curriculum with pathway outcomes (certificates & degrees).

LMC continues to expand dual enrollment opportunities for high school students. For example, the World Languages department is expanding the Spanish and ASL languages and department faculty are working closely with the Early College Credit program. In the English Department, English 100 will be offered as a dual enrollment course at Heritage High School fall 2021.

Overall the dual enrollment effort continues to focus on increasing college preparation opportunities for historically underserved students. Strong partnerships exist with feeder high schools including student information sharing, early college credit adoption, ongoing HS counselors conferences, and Career Focus Friday series.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Outreach and dual enrollment teams will be a part of the SEM/GP inquiry groups to assist with research and information about promising practices the college might consider implementing.

SEM will include current and incoming students as a target population for which to build supports in and through the college.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

For 2021, LMC will continue to assess opportunities to expand courses and student support services for concurrent and dual enrolled student needs.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

LMC is establishing a Strategic Enrollment Management Team to serve as the operations using the Guided Pathways framework to create an inquiry group to explore such supports and equity considerations, and make recommendations to the college for next steps.

A degree audit specialist position was established and partially funded by Guided Pathways to complete the degree audit software for Admissions and Records.

In March 2019, Guided Pathways hosted a retreat and received suggestions for "what opportunities exist for Stay on the Path". Follow up meetings for pillar groups were held in fall 2019.

In 2021, Learning community counselors continue to be assigned a dedicated student caseload and are responsible for maintaining the accuracy of a student's education plan using degree planner and elucian. Learning communities assess the effectiveness of this practice during program review, where they analyze guided pathway metrics for students in their program, including disaggregation by equity populations. Many learning communities track students progress in a way that identifies students in their final year at the college. These students are grouped in a cohort that receives special messaging and transfer application support.

Students participating in select programs for special populations (athletes, EOPS, DSPS, CalWORKs, etc.) are extended close monitoring and interventions, however, this is not occurring for the general student population.

Early Success Progress Surveys using Starfish/LMC Connect have been implemented and are being piloted across the college. And, efforts to increase access to referrals, communication, and scheduling are in progress.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The inquiry group will research promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Review and implement the suggestions from the March 2019 Guided Pathways retreat for "what opportunities exist for Stay on the Path."

Research developing and implementing systematic assignment of students to an advisor and systemize the case management process.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Closer analysis of Hobsons Starfish and Elucian degree planner is needed to explore additional integration. Need to develop automatic tables for monitoring education plan progress and gaps. A collegewide approach to the implementation is needed. Some departments offer informal monitoring and advising.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Increase professional development as it pertains to Starfish/LMC Connect. Obtain faculty/staff commitment to complete one survey per semester. Market directly to students for direct management using the "raise" the hand feature.

Expand use of referrals and professional development and increase awareness of the Starfish/LMC Connect dashboard and resources.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

We do not have a team 100% dedicated to onboarding the college. A new strategic plan strategizes through a segmented onboarding structure that builds upon itself.

Support Needed - Detail

An integrated approach that includes membership in committees and pilots that would benefit from Starfish/LMC Connect - need to support more "hands-on" engagement with the tool.

Type(s) of Support

- Connections with other Guided Pathways teams

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All students can self-initiate the degree audit program.

In 2019, LMC is establishing a Strategic Enrollment Management Team to serve as the operations using the Guided Pathways framework to create an inquiry group to explore such supports and equity considerations, and make recommendations to the college for next steps.

For 2020-21, the District Office continues to support the Ellucian Colleague degree planner module. LMC students and faculty continue to access the self-service educational planning tool to gauge student progress. Additionally, automated notifications are sent to students when courses on their educational plans become available during the registration period.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Student training in Insite is needed to help them avail themselves of resources. We will work with marketing to develop videos for students.

The Stay on the Path inquiry group will research promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Efforts are underway to apply Learning Community and other "stay on the path" strategies and activities for students identified in the LMC Pathways. A goal is to build a community of support for all students.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

LMC has implemented the early alert system Starfish/ LMC Connect. In September 2018 the student retention team and Guided Pathways hosted a joint all college Monday meeting to orient faculty and staff to the early alert system. The student retention team continues to work with individual faculty and monitor feedback from faculty and students.

Transfer Academy has begun testing use of flag notification in Starfish in Fall 2020. The Learning community receive "flags" when a faculty raises a flag for a student in that program. More work is needed to map work flow and prioritize flag assignments, and correct notification errors.

For 2021, recommendations will be made to offer professional development to support the Starfish/LMC Connect early alert student case management system for all students.

Some departments are offering advising days and coordinating activities to learn more about their progress and to review degree checklists.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The student retention team and faculty are collaborating on additional ways to support students, such as a #doyourHW campaign.

SEM/GP and the student retention team will collaborate about how to increase faculty usability and participation for LMC Connect.

An inquiry group will research promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

An inquiry group will research additional best practices the college might consider implementing and make recommendations to the college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

As noted in previous Practices, LMC uses the Starfish/LMC Connect case management system. Next steps include a more robust professional development training plan for faculty and staff to fully utilize the Starfish/LMC Connect case management system so that all students are monitored and offered student support services.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not occurring

Progress to Date

Progress to Date Implementing Practice

LMC is establishing a Strategic Enrollment Management Team to serve as the operations using the Guided Pathways framework to create an inquiry group to explore such supports and equity considerations, and make recommendations to the college for next steps.

Transfer Services offers optional workshops each semester on some limited access programs that are popular at our college- nursing, the Haas School of Business at UC Berkeley, Stanford University, and transferring to any program at UCLA are examples. Outreach is conducted based on student's declared major- all students in declared major are emailed information about these workshops.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

An inquiry group will research promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

A recommendation for the the SEM Integrated Student Support/Retention team is to assess how best to provide students with information regarding limited-access, or impacted majors, with alternative or closely related career paths. For example, for students unable to be gain admittance into a nursing program, other program of study options in the allied health field may be a viable career option.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

LMC is establishing a Strategic Enrollment Management Team to serve as the operations using the Guided Pathways framework to create an environment that supports effective course scheduling to meet student demand.

In 2019-20, LMC completed its work developing the SEM plan. This plan details the work of a dedicated team effort focused on "Strategic Scheduling." Decisions regarding the schedule of courses is aligned with AB 705 compliance, student educational planning, program of study course sequencing, and student demand to improve the student "time to completion" timeline.

For 2020-21, with the onset of the pandemic, all courses were moved to an online and remote learning environment. Department discussions continue with regards to synchronous and asynchronous course designations in the schedule to allow students the ability to plan their schedules around courses. As we begin to transition to more traditional courses delivery, the focus on time designation will continue to be an important aspect of timing.

Other strategies include: 1) working across department(s) to minimize conflicts in course scheduling; 2) STEM course offerings every semester; 3) review of established pre-requisites; 4) expanded course offerings at the Brentwood campus; 5) the development and publication of "in-house" lab manuals to offer students affordable course material options.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

An inquiry group will begin analyzing existing course offerings and schedules, and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

These discussions will include scheduling for part-time students, who are approximately 64% of LMC students, and additional research about scheduling needs for students, using an equity lens.

SEM will implement strategies that ensure that students have access to taking the courses they need to continue progress toward their education goals.

The Research Inquiry group under the Strategic Enrollment Management Team will provide data to department chairs regarding the number of students enrolled in department and program majors, and their course progress. This will allow department chairs to make adjustments for demand to current schedules.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

The district is researching software with predictive analytics to generate data for departments and management to schedule more efficiently and appropriately meet the course needs of students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

The SEM Strategic Scheduling team will continue to assess student demand for courses based on compliance, policies and procedures, student demand, student educational plans, program of study course sequencing, and time to completion. Additionally, the team is monitoring options to also offer classes as part of the intersession course schedule.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

In 2017, based on our PSLO assessment, we revised our PSLOs extensively to align more clearly with CSLOs in our two majors' courses and specifically mapped them to the core concepts and skills essential for biology professionals.

Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/ Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.

Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

CTE programs conduct semi-annual Advisory Committee meetings to validate PLOs with industry workforce needs. Annual program reviews for all programs have access to Labor Market Information indicating employment trends and most-requested skills by employers.

Many curriculum plans are articulated with transfer institutions and ADTs are aligned with IGETC.

For 2020-21, LMC remains current and vigilant about all assessments: CSLOs, PSLOs and GESLOs and evaluating and updates programs through program review.

Course learning outcomes for transfer courses are aligned with program learning outcomes, so students can transfer to CSUs and UC's successfully; internships and work study positions to assist students with obtaining practical job skills.

Timeline for Progress to Date

Term and Year
Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Disaggregate program learning outcome data, program retention and completion data, and other assessment measures by race, income, age, gender, foster youth, LGBTQ+, and disabilities to determine disproportionate impact. Currently, LMC only has disaggregated student achievement outcome data.

The Research Inquiry Team (grouped under the Strategic Enrollment Management Team) will provide, disseminate and discuss data within the college community, with students, and with the outside community.

Term and Year

Spring - 2020

Term - Detail (optional)

Obtaining disaggregate data may take additional semesters

Next Steps Toward Implementing Practice at Scale

Next Steps beyond Spring 2020:

Validate PSLOs with industry standards and employment related skills across all programs; meta-major advisory committees could align with employment outcomes; collaborate with CSU faculty via program mapper project to clarify and align educational outcomes; hold professional development sessions focused on aligning PSLOs with employment outcomes and anticipating future industry needs; regular program reviews to look at employment trends and labor market information; review disaggregated data for PSLO outcomes.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

As noted in "Progress to Date," LMC remains vigilant about all assessments: CSLOs, PSLOs, and GESLOs. Programs of study are updated through the program review process.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

We have established that the LMC Teaching and Learning Committee (TLC) members will be the subcommittee for Ensure Learning.

TLC hosted a focused flex in spring 2019 with focus on improving teaching and learning.

TLC is coordinating the Pedagogy Improvement Project. The Pedagogy Innovation Project (PIP) offered its first year of programming in the 2019-2020 school year, which consisted of a semester focused on instructional design and a semester focused on pedagogy. Our cohort consisted of 9 full-time and adjunct faculty from a mix of disciplines coming together for biweekly meetings. Participants collected video and audio data, conducted analysis on the audio, shared and reflected on their teaching videos, and visited each other's classrooms for peer observation and coaching. We plan to secure funding to make this professional development program an ongoing offering at Los Medanos.

In March 2019, Guided Pathways Advisory Committee (GPAC) hosted a retreat and received suggestions for "what opportunities exist for Ensure that Students are Learning". In August 2019, an opening day breakout sessions involved the campus community discussing teaching and learning. As part of ACCJC accreditation, programs map their PLOs against 6 Competencies that include communication, analytic inquiry, and ethical reasoning.

For 2020-21, in DE courses students work together in a large group setting or in the smaller breakout rooms. Programs like Hypothes.is a are to engage students in active and collaborative work. Opportunities to engage with peers using course texts encourages critical thinking and effective communication.

Faculty design projects aimed at fostering student engagement and active participation. In-house publications are made available to students, research experiences, faculty ensure all students develop relevant 21st century skills for employment, communication, and problem-solving.

LMC's new GE model has three SLOs directly related to this standard:

***Universal COOR Core SLO Reading and Writing** At the completion of an LMC degree or certificate of achievement, a student will be able to read critically and write effectively

***Universal COOR Core SLO 2: Critical Thinking** At the completion of an LMC degree or certificate of achievement, a student will be able to think critically.

***GE SLO 1: Human Communication** At the completion of the LMC GE program a student will be able to communicate and collaborate effectively as a speaker, visual communicator, and/or performer.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As the subcommittee for Ensure Learning, the LMC Teaching and Learning Committee (TLC) will research best practices to consider implementing and make recommendations to the General Education Committee and Academic Senate.

Review data from SENSE and CCSSE surveys.

Review and implement the suggestions from the March 2019 GPAC retreat for "what opportunities exist for Ensure that Students are Learning."

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Next steps beyond Spring 2020:

Corequisite pedagogy share out and collaboration from Math and English faculty and communicating about the new corequisite courses and pedagogy to the college community; flex workshops where the campus community can learn about CTE apprenticeship learning; institutionalize interdisciplinary professional development, such as scaling up Nexus and PIP and ongoing funding; promoting internships and mentorships for students in all disciplines to help transition into career pathways.

Incorporate more student voice via continued student satisfaction surveys, and student panels during flex workshops and all-college meetings.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Continue to research, share, and implement programs and best practices for online instruction to garner student engagement and to provide student support.

When the new model is implemented in **fall 2021** the Curriculum Committee will be responsible for ensuring the Universal COOR Core SLOs are integrated into the course outlines, and the TLC is tasked with assessing them. The GE Committee will be responsible for ensuring GE SLO 1 is integrated into the appropriate course outlines as assigned in the new GE model, and for assessing it.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The college has study abroad programs, LMC Honors, co-op education, internships, clinical placements, the New Play Festival (Drama, Art, English, Graphic Design, Journalism), experiential learning in Choir (Chamber and Gospel), Nursing, EMT, CTE programs, and group projects. There are embedded research opportunities in STEM, including the STEM symposium. Student driven clubs regularly organize experiential learning activities.

We have established that the LMC Teaching and Learning Committee (TLC) members will be the subcommittee for Ensure Learning.

In 2018, the new program coordinator position allowed for expanded outreach and student support for Cooperative Work Experience (CWEE) and Work Based Learning overall. Career Services partners with the Workforce and Economic Development (WED) office in recruiting local industry to provide internships aligned with College programs. Occupational and Internship work experience course outlines have been written for Career Education programs.

For 2020-21, the efforts noted above continue to be made available as permitted given the pandemic. The Biology department offers a specific example of coordinating opportunities for students by working closely with the MESA program. Faculty hold office hours at the MESA Center, college and alumni tutoring, speakers series seminars, internships and other science experiences.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Ensure Learning inquiry group and the Teaching and Learning Committee (TLC) will collaborate to research promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Next steps beyond Spring 2020:

Increase COOPs and internships; create sustainable funding streams for programs already in place; promote/ support faculty leadership with funding and/or reassign time.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

LMC has excellent pilot projects with Career Education programs in Process and Instrumentation, Child Development, and Business. Scaling is in-progress for building internship opportunities and co-op, but a more detailed plan needs to be developed in partnership with faculty, Career Services, and WED to embed opportunities into coursework.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.

Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

CTE programs receive annual data from CTE Outcomes Survey indicating employment success, an indicator of skill development and success securing and keeping employment in their field.

For 2021, LMC's General Education program is unique in that it has integrated GE student learning outcomes at the course level, so CSLOs identified in GE course outlines of record are contextualized with the GE SLOs. While a benefit of this integrated GE model is that when a GE course's CSLOs are assessed it also captures assessment information about the GE student learning outcomes, which may then be aggregated and analyzed as desired by the GE faculty and the GE Committee, there have been drawbacks.

Some faculty have found LMC's historic integration of all GE SLOs a heavy curricular and pedagogical lift, so the revision to the model reduced the number of SLOs required for integration while maintaining the contextualized approach. It also introduced flexibility by increasing the number of SLOs to allow for a more natural curricular fit.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Ensure Learning inquiry group and the Teaching and Learning Committee (TLC) will collaborate to research promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Term and Year

Spring - 2020

Term - Detail (optional)

Assessment and communication is ongoing work for the Teaching and Learning Committee

Next Steps Toward Implementing Practice at Scale

Next steps beyond Spring 2020:

Build more conversation opportunity across programs; build portfolios across the curriculum, potentially in Canvas; create and share a cohesive project that students could showcase as a resume builder; design more coherent and inclusive ways of assessing and ensuring learning.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

As noted, faculty current and vigilant about all assessments: CSLOs, PSLOs and GESLOs. Programs are evaluated and updated through the program review process. Assessments are varied and include practical, hands-on demonstrations of skills and knowledge.

Obtaining aggregated CSLO data mapped to GE SLOs has been problematic since LMC's assessment model has been based in a paper and/or electronic document system. The college district purchased a new eLumen curriculum management system that will now make possible a streamlined and systematic approach to GE assessment.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Assessment drives professional development and program review. Completion of assessment is a required component of program review. The Shared Governance Committee (SGC) reviews and recommends funding requests from each program.

TLC offered a focused flex and ongoing professional development sessions that include learning and applying the best practices of backwards design, instructional and course design, culturally relevant instructional and course design, meaningful assessment and objectives, and inclusive pedagogy to reach all of our students equitably.

PIP is following up with cohorts to check in about retention and application of pedagogy.

TLC reviews randomly selected assessment reports to check quality and focus professional development efforts on gaps.

The CORE, Math Lab, and MESA use Tutor Learning Outcomes (TLOs) to improve the programs for tutors and students.

The GE Committee held a flex workshop in January 2021 on the new model, and a late spring 2021 or early fall 2021 College Assembly is being planned to introduce the new GE model to faculty and then create professional development opportunities around the new set of GE SLOs.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Support TLC to continue offering ongoing professional development sessions that include learning and applying the best practices of backwards design, instructional and course design, culturally relevant instructional and course design, meaningful assessment and objectives, and inclusive pedagogy to reach all of our students equitably. Organize a joint Guided Pathways and TLC faculty inquiry and reading group for culturally relevant and inclusive pedagogy.

Term and Year

Spring - 2020

Term - Detail (optional)

Faculty inquiry and reading groups are ongoing professional development

Next Steps Toward Implementing Practice at Scale

Next steps beyond Spring 2020:

Organize targeted professional development for student facing, learning support programs programs (MESA, Center for Academic Support, Math Lab, etc.) incorporating data from SLO assessment.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

One of the most compelling aspects of the spring 2021 GE Survey was that faculty members want professional development on each of the students learning outcomes. While respondents were most confident about teaching to and assessing the student learning outcomes involving communication and critical thinking, still 32.03 and 33.59 percent of respondent respectively would like to learn more. But nearly half of those responding to GE Survey question 16 want professional development about teaching to and assessing ethics (50.78 percent) and diverse perspectives (49.22 percent) in their courses. And they noted they would like to receive professional development in a variety of ways, especially through Flex activities, college-wide workshops and seminars, department/group coaching, and other professional development opportunities for all faculty.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

We have established that the LMC Teaching and Learning Committee (TLC) members will be the subcommittee for Ensure Learning. They are discussing portfolios and other means for students to showcase their academic achievement.

Transfer and Career Services offers extensive workshops and coaching on developing resumes and completing transfer applications that highlight learning.

Some programs explicitly prepare students to pass industry-standard third-party certifications (NCLEX, EMT state licensures, ASE automotive certification, etc.

LMC programs of study include research experiences whereby students develop research abstracts, notebooks, and posters, which are all professional products that may be used in interviews, applications, and beyond to illustrate a student's skill set and provide them a competitive edge.

The LMC Biology department partnership with the East Bay Regional Parks District and the Physical Sciences department hosts a STEM symposium which supports the development of student portfolios and showcases student research projects. Plans are underway to resume this symposium post-COVID-19.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Ensure Learning inquiry group and the Teaching and Learning Committee (TLC) will collaborate and research promising practices the college may consider to implement and make recommendations to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Next steps beyond Spring 2020:

Explore opportunities to utilize online tools such as LinkedIn and digital badging.

Explore opportunities to further prepare students and offer opportunities to qualify for third-party, industry-standard certifications.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Increase inreach and case management approach to transfer and career support. Scale up capacity in Starfish/LMC Connect to identify transfer-eligible students and provide targeted resources and support. Starfish/LMC Connect should also be used to manage graduating student list and track graduating students who complete a resume.

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Students took the SENSE survey in Fall 2018. The college administered the CCSSE survey in Spring 2019.

Results of student surveys are shared with committees, including the Professional Development Advisory Group, Local Planning Group, Academic Senate.

Student voice from surveys influences professional development efforts, including NEXUS, flex workshops, and All-In Equity workshops.

Although not directly related to student responses to instruction, the GE Committee conducted a GE survey of faculty members in spring 2020. The information garnered from 165 faculty respondents was used in the revision of the GE model and will indirectly impact student learning within courses in the future.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Planning Committee, Equity Office, PDAC, and TLC will collaborate to make recommendations for targeted professional development to the Strategic Enrollment Management Team, college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Continue to review and discuss data from SENSE and CCSSE surveys in campus-wide meetings and department meetings.

Term and Year

Spring - 2020

Term - Detail (optional)

Professional development is ongoing for the college community

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Next Steps Toward Implementing Practice at Scale

Next steps beyond Spring 2020:

Create a shared vision and purpose for educational effectiveness goals, such as the strong equity vision and purpose of Skyline College.

Build goals that align to the results of student surveys.

Build deeper inquiry spaces based on the results of student surveys.

Center student voice in process and professional learning.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Survey results are also guiding the GE Committee and the Teaching and Learning Committee in its development of professional development opportunities for faculty.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details

Student focused groups conducted with the first draft of the meta-major organization. The meta-majors have been shared with the student senate, LMC Associated Students. We are working to design focus groups with future students and incoming students to review our program mapper and meta-major web pages. The college has administered both the SENSE and CCSSE surveys to students. Our Guided Pathways and Strategic Enrollment Management committees have student representatives from LMC Associated Students. Student representatives co-planned and co-presented at our college wide focused flex workshop about re-designing General Education.

LMC continues to engage students as noted and that status of implementing and institutionalizing Guided Pathways is a standing item on the Student Senate meeting agenda.

Course Alignment

In 2018-20, Guided Pathways faculty leads created updated program maps for all majors in the program mapper software. Feedback was incorporated from students, faculty, classified professionals, and managers to create an agreed upon meta-major structure. Work continues to be done to publish updated program maps and meta-majors online for students. The SEM/GP team meets regularly to discuss supports and alignment for students. Student services are collaborating with English and math faculty to design supports and clear marketing for AB 705 assessment and the co-requisite skills for English and math courses. Support provided by the Career Ladders Project. All students can self-initiate the degree audit program. The SEM/GP team is regularly discussing scheduling, analyzing course taking patterns and General Education offerings, and the district office is researching software with predictive analytics for scheduling. The aforementioned describes ongoing projects associated with GP.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
Los Medanos College Guided Pathways_SOAA_CCC April 30.pdf	Self-Assessment	2/11/2020, 10:06:53 PM	N/A

Success Story (Optional)

Story: Title

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

✕ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

✕ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

✕ Decrease the average number of units accumulated by California Community College students earning associate degrees

✕ Increase the percent of exiting CTE students who report being employed in their field of study

✕ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

✕ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

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