

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

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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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

In 2020-2021, LMC completed work on the 5 meta major areas, or what are referred to as the Learning, Major and Career pathways (LM&C's). All associate degree programs and certificates of achievement were aligned to the LM&C's, and graphic iconography was developed and approved by the Academic Senate, Classified Senate, Strategic Enrollment Management Committee, Shared Governance Committee and approved by the college President. The LM&C's and the iconography represents a visual representation of our pathways and the foundation for our GP marketing and messaging.

Program mapping and sequencing is continuing to ensure that all webpages, degree checklist tools and other student-facing documents are consistent and accurate. LMC is continuing to implement eLumen as the software tool to maintain our curriculum and assessment inventory. As such, program and course sequencing will be built into eLumen, and will inform our one- and two-year scheduling efforts as part of our clarify the path strategy, and is also aligned to our Strategic Enrollment Plan. Furthermore, eLumen will be the centralized instrument for informing program sequences that appear in our catalog, webpages, degree checklists and other materials that are utilized in messaging to students. These processes had all be done manually by different departments and at different times, thus rendering the information in consistent across platforms. The use of technology, and the continued use of technology platforms, will continue as we work to find effective interfaces with other college applications.

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

Fall - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

In Fall 2021, all constituent groups approved the 5 metamajors, or Learning Major and Career Pathways (LM&C's) for LMC and subsequent iconography and LM&C's graphic was designed and approved.

The Marketing, Outreach and Career Services team are beginning to use the graphic designs to update messaging about the LM&C's across the campus. The college will not be putting the LM&C's in the college catalog for 2022/2023 due to evolving support services in the form of success teams to more fully support students in their pathway choice, but will be reflected in digital versions as staffing for the Learning, Major and Career Pathways is developed.

Term and Year

Fall - 2021

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, and established the Strategic Enrollment Management Committee that focused on the four categories: strategic scheduling, integrated student support, curriculum analysis, and distance education. This group continues to refine the work, and has spent much of the year working toward a one- and two-year comprehensive schedule.

LMC is comprehensively reconstructing all program sequences to ensure congruency across all student-facing documents. This includes webpages, degree checklists, program brochures and flyers, and similar outreach and collateral materials.

LMC piloted a modified version of Success Teams in Spring 2021, and continues to expand and refine these practices in Spring 2022. Comprehensive staffing of success teams is being developed and will go through LMC's RAP and governance processes for staffing.

Term and Year

Summer - 2021

Term - Detail (optional)

Spring 2022-Fall 2022

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.

LMC's Career Services modified their career exploration services to align to the Learning, Major and Career Pathways. Career Services provides remote and in-person services through class presentations, workshops, major exploration fairs and expanded online resources.

In spring 2022, the college endeavored into a backward design activity to ensure program learning outcomes (PLO's) are relevant considering post-pandemic conditions. This activity, along with a New Program Summit, are designed to supplement our Educational Master Plan, and ahead of our Faculty Master Plan, to ensure our programs are germane to students' interests and meet current economic realities related to high-wage and in demand jobs. This has campus wide participation, including that from Career and Transfer Services, classified professionals and faculty.

In winter 2022, the Planning Committee began vetting a new Comprehensive Program Review Template that incorporates more comprehensive data related student success across the four GP pillars, as well as disaggregated data for disproportionately impacted students. It also aligns to the Educational Master Plan, Equity Plan, and others to fully integrate college priorities that can be operationalize under the guided pathways framework. The template is currently being reviewed by user groups and feedback is being solicited. T

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

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

In Fall 2021 and Spring 2022, programs and divisions (Academic, Administrative and Student Services) completed their bi-annual program review updates. The planning committee is currently evaluating the process, as well as preparing the final summary of all program reviews.

On March 7, 2022, the college assembly was devoted to a New Program Summit, where regional and local economic data were presented to shine a light on new and emerging opportunities for students that include potential new programs of study, or to make modification to existing programs to meet regional economic needs for high wage and in demand jobs.

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

Term and Year

Fall - 2021

Term - Detail (optional)

Spring 2022

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 *

Annually, and more often as needed, labor market data is provided to each program to ensure alignment of the program to external needs. Each program has access to Career Coach, whereby student can explore career options.

Departments are encouraged to update their webpages annually to reflect course sequences, job and wage data, student stories of success and goal attainment.

The implementation of eLumen as a singular database for curriculum inventory and course sequencing is ongoing and expected to be completed in summer 2022 for the purpose of garnering greater efficiencies and to avoid the need to maintain multiple and seemingly duplicative efforts.

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 piloted a "case management" approach under *Pillar 3 - Stay on the Path* - and is continuing the effort into Spring 2022. Supporting this work as a long-term strategy is a priority for the institution and the college administration is working to budget for the staff to do so.

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 other data sources) and Career Coach are aligned.

Ensure career services and transfer center have clear access to career exploration tools (such as Career Coach) that capture a student's career interests and that these interests are integrated into a student's educational plan.

Term and Year

Not Entered

Term - Detail (optional)

Summer 2022

Next Steps Toward Implementing Practice at Scale *

In 2022, 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

Fall - 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 ***

In 2021, LMC audited the catalog against COCI and Assist to ensure accuracy of all programs. Several incongruencies were discovered; therefore, all programs were reconciled to ensure accuracy and catalog and curricular adjustments were implemented.

In 2022, the Guided Pathways framework and the review and approval of the Learning, Major & Career Pathways, resulted in broader faculty and classified professional conversations. The development of program maps and requirements relies on identifying the required core courses, GE, electives and course sequencing options. With corrected and accurate programs, discipline faculty, deans, and counselors began working again to sequence courses and align these efforts within eLumen and inform webpages, program brochures, degree checklists, catalog pages and the Strategic Enrollment Management committee for their one- and two-year scheduling work.

LMC also actively markets the First, Time, Full-time, Free tuition reimbursement program, along with the Zero Textbook Cost (ZTC) initiative, which reduces student expenses and allows students to have course materials upon enrollment.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Assessment of processes that inhibit a student's ability to clearly identify their path continues. This includes improving marketing and webpages, advertising Learning, Major and Career Pathways, and providing more career exploration so they can more clearly identify their path.

We continued to work on the program sequences in spring 2022 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 2022.

Term and Year

Not Entered

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 *

In Fall 2020, a working group titled AB 705 Lunch and Learn was established. In March 2022, this group completed the AB 705 Assessment Plan. The group used the expected requirements in the Assessment Plan to develop a work plan for the remaining months of 2022, as well as revise the reassign time positions for English and math so that they are aligned to the outcomes in the Assessment Plan.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Assess and update multiple measures math placement and messaging as needed. Implement all steps within the AB 705 Assessment report that was submitted in March 2022.

Term and Year

Not Entered

Term - Detail (optional)

ongoing annual work between math department and Outreach & Assessment

Next Steps Toward Implementing Practice at Scale *

In 2022 publish the LMC Pathways with the required math course. Ensure that the LMC website is consistent in its description 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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

For 2022, 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.

LMC's Early College Credit Program supported the implementation of Get Focused, Stay Focused career exploration curriculum in Antioch Unified School District which provides the opportunity for 9th graders to receive articulated credit for Counseling 32 and 34 courses.

In 2022, LMC continued the Learning, Major, and Career Pathway Pilot (Pathway Pilot) designed to develop and test how best to "project manage" the pathway and "case manage" the student experience.

Timeline for Progress to Date

Term and Year

Fall - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue to expand the use of disaggregated data to focus on our disproportionately impacted (DI) students. LMC developed a methodology in spring 2021 by using 0-15, 16-30, 31-60, etc. unit counts to categorize students in their progress toward completion. Additionally, student ed plans were analyzed to assess what level math and English they may be taking and counseled into the correct courses. These efforts will continue with the Success Team model that was piloted in spring 2021, with more specific and discreet strategies identified for our DI students.

Term and Year

Not Entered

Term - Detail (optional)

research and recommendations will continue through Fall 2020 and beyond

Next Steps Toward Implementing Practice at Scale *

In Spring 2022, the Strategic Enrollment Management Committee made adjustments to their committee structure to make room for a Marketing and Outreach Committee. This group will tackle all messaging to support students on both clarifying the path, but also staying on the path. They will develop and deploy messaging around career assessment, programs of study, career options, transfer opportunities with an overall goal of connecting each of these steps to support the student experience.

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale *

LMC is working on developing fully online student services for greater access to students. Designed with flexible hours and remote access, this strategy is meant to reach working adults, single parent families, and others who benefit from flexible and accessible services.

Term and Year

Spring - 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. The Pathway Pilot project started in Spring 2021, will expand to include time of entry, to completion, and transition to career work or transfer. To this end, LMC's Outreach office and discipline faculty are already assessing student data and coordinating messaging efforts to students.

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.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The SEM/GP team will refine the first-year experience with steps and implement in fall 2022.

Term and Year

Not Entered

Term - Detail (optional)

Fall 2022

Next Steps Toward Implementing Practice at Scale *

In 2022, LMC continues to refine steps for gateway courses in math and English and refine career assessments that help students get on the path. Clarity around the path will be taken up by the Marketing and Outreach group, with specific interventions and improvements provided and operationalized by Academic and Student Services divisions.

Term and Year

Spring - 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 February 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

Winter - 2022

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

Support the LMC Math department with specific interventions spelled out in the AB 705 Assessment and Improvement Plan.

Term and Year

Not Entered

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale *

Continue 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 - 2022

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. Support in aligning language for pre-transfer level courses to meet the AB 705 Assessment and Improvement Plan.

Term and Year

Not Entered

Term - Detail (optional)

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

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 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.

Comprehensive math labs and tutoring is available, along with reading and writing coaches in the Center for Academic support.

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

LMC is looking to expand its early alert through the scaled use of Starfish.

Timeline for Progress to Date**Term and Year**

Spring - 2022

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

The Student Equity Plan is in the beginning stages of being rewritten. Utilize disaggregated data and align best practices for serving these students. Build out success teams to support students with more accessible comprehensive services.

The best practices that the college might consider implementing will be made available to college community via Academic Senate, Classified Senate, Associated Students, and Shared Governance Council.

Term and Year

Spring - 2021

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 *

LMC has a K-12 team that includes a Sr. Program Coordinator, Counselor and Assist, working with the Dean of Student Success, to work with K-12 students and their transition to LMC.

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, 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.

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

Winter - 2022

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

Not Entered

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 *

Having established the five Learning, Major and Career Pathways, counselors have started to align themselves to the specific pathways. They are working with discipline faculty and deans to develop interventions for helping students stay on the path. This includes an assessment of students and their progress as it aligns to their educational plans, and how many units they may have completed. The college developed a comprehensive student-facing messaging plan that is supported by multiple departments (Outreach, Transfer & Career Services, marketing, Workforce Development, etc.) which alerts students to specific steps or milestones such as alerts for graduation applications, early registration and online orientation, or open sections that are listed in a student's education, etc.

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 *

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

Term and Year

Not Entered

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

No support requested

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.

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.

Term and Year

Not Entered

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 2022, the full implementation and scaling of Starfish/LMC Connect has been identified to serve as an 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. Utilizing the pandemic to expand instructional options, the *College Your Way* campaign was launched to students toward their

educational goals utilizing online, hybrid and face-to-face course offerings.

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

Term and Year

Not Entered

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

Winter - 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 *

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 *

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

Not Entered

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

Not Entered

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

In 2022, LMC began a backward design process to validate Program Learning Outcomes (PSLO's). This exercise asks the critical questions: are the existing PSLO's relevant to the program and how would the discipline/program know? This was an important endeavor given the changing educational and economic environment since the COVID-19 Pandemic. This project is meant to enhance a Educational Master Plan that is in place, along with the long-running CSLO/PSLO assessment model that has been in place at LMC.

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

Spring - 2022

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

Not Entered

Term - Detail (optional)

Obtaining disaggregate data may take additional semesters

Next Steps Toward Implementing Practice at Scale *

Continue to validate PSLOs utilizing the reverse design model with industry standards and employment related skills across all programs; meta-major advisory committees could align with employment outcomes; collaborate with CSU faculty 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

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 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.

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

Not Entered

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale *

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 programs and practices; 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

Summer - 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.

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, performing arts activities (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.

Learning Communities provide space for projects, dialog and study to ensure learning.

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

Not Entered

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale *

Expand work-based learning through increased cooperative work experience 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

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

Not Entered

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.

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

Not Entered

Term - Detail (optional)

Faculty inquiry and reading groups are ongoing professional development

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 *

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 auto motive 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.

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

Not Entered

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

Not Entered

Term - Detail (optional)

Professional development is ongoing for the college community

Next Steps Toward Implementing Practice at Scale *

Continue to align all plans such as SEM/GP, Equity and EMP to create one to many relationships for the work. They are integrated activities and not disassociated.

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

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 *



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 by having student membership on governance committees. Student Senate is part of the LMC "Roadshow" when SEM/GP reports are presented to groups.

Course Alignment

As mentioned earlier, LMC is continue its course and program sequencing to ensure courses are scheduled and aligned in such as way to create a clear path for students. Degree checklist that provide a framework for sequencing and completing general education requirements are also being revised and subsequent support materials are being updated. 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. 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
 ApprovedLMCSOAA041521.pdf	Self-Assessment	12/17/2021, 11:22:36 PM	SOAA spring 2021
 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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