

Preview

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

Not systematic

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.

Timeline for Progress to Date

Term and Year

Not Entered

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

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 hosts Career Focus Fridays throughout the semester.

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

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.

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

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.

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

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

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.

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

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.

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

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.

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

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

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

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 inquiry groups to explore such supports and equity considerations, and make recommendations to the college for next steps.

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

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).

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

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.

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

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.

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.

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

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.

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

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.

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

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

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

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

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.

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

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.

In March 2019, 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.

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

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, and group projects.

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

Spring - 2020

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.

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

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.

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

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.

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

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.

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

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

We conducted a student focus group when constructing 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.

Course Alignment

Our Guided Pathways faculty leads have created updated program maps for all majors in the program mapper software. We incorporated feedback from students, faculty, classified professionals, and managers to create an agreed upon meta-major structure. We are working to publish the updated program maps and meta-majors online for students. The SEM/GP team is regularly meeting and discussing 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, with support from 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.

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, 2:06:53 PM	N/A

Success Story

Success Story (optional)

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



California
Community
Colleges



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