

Lead from Cabinet (Dean)

Project 1—Intentional Outreach: Tanisha (Dave & Jeffrey)

Project 2—Strategic Scheduling: Natalie (Ryan)

Project 3—Focused Retention: Sabrina, Tanisha, Natalie (Aprill)

Instruction & Timeline

- The update is only for a half-page to one page per each project.
- Draft will be needed by **March 31**.
- Draft will go to the following committees before the end of the semester (tentative meeting dates):
 - Planning Committee: April 7
 - Academic Senate and Classified Senate: April 18
 - SEM Committee: April 19
 - SGC: April 13 or April 27
- Please make sure you have it (QFE) on SEM and SGC meeting agenda. 😊
- I will communicate with Mark and BethAnn.

Los Medanos College

Quality Focused Essay

Completion of Gateway English and Math Courses in Students' First Year

Submit to:

the Planning Committee,

Strategic Enrollment Management Committee,

Shared Governance Council

Spring 2022

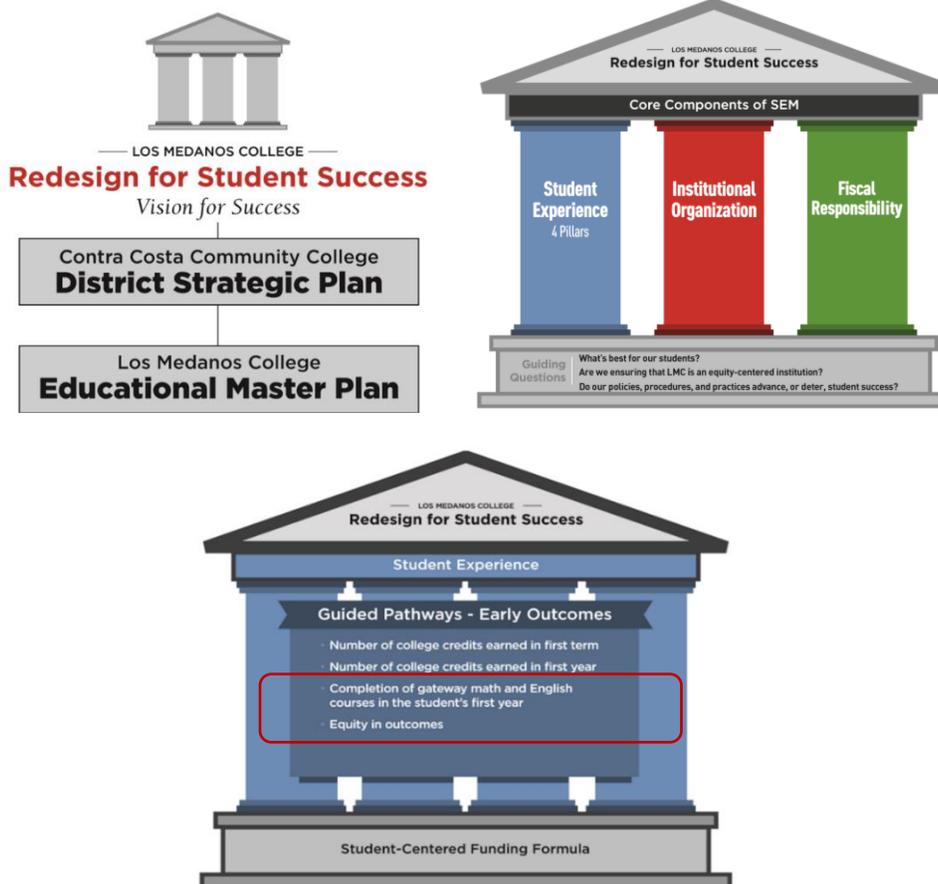
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I. Introduction of Projects

In spring 2019, Los Medanos College’s Strategic Enrollment Management (SEM) Committee was established as a subcommittee of the Shared Governance Council. SEM is charged with:

- Developing comprehensive student enrollment goals aligned with the College’s mission and Educational Master Plan;
- Utilizing Guided Pathways principles, ensuring strategies that improve equitable access, success, engagement, persistence, and completion outcomes for all students;
- Providing excellent and pertinent programs of study with clear pathways, course offerings and alignment, and student support;
- Creating decision-making and measurement strategies that are data-based;
- Recommending internal and external communication and marketing approaches to support enrollment management goals;
- Enhancing coordinated campus-wide efforts to ensure student success;
- Assessing existing studies and resources to better inform College practices and the student success factors;
- Optimizing student enrollments and completion, while ensuring financial viability – particularly in conjunction with the Student-Centered Funding Formula.



II. Intended Measurable Outcomes of Projects

Based on these data, LMC's projects are designed to achieve the following outcomes:

1. Increase successful completion of degree/transfer-level English and math* in the first year of a student's enrollment at the College through a focus on practices that directly address the needs of our disproportionately impacted student populations, as identified in the institution's Student Equity Plan.
2. By fall 2022, increase the number of first-time students enrolled in degree/transfer-level English and math* in their first year to 80% of students with degree/transfer as their stated goal for all fall cohorts.
3. Reduce waitlists for transfer-level English and math courses, while maintaining fill rates, by researching and evaluating how many sections of degree/transfer-level English and math would be needed each semester – including online courses – to meet students' needs.

**Note that the initial data collected in the above referenced research reports was based on enrollment in transfer-level math courses only, but the projects would also include increasing enrollments and success in degree-level math courses that might not be transferable (e.g. Intermediate Algebra).*

III. Anticipated Impact on Student Learning and Achievement

1. The College anticipates that greater focus on equity-centered practices will increase enrollment, retention, and successful completion of transfer-level English and math courses for first-time students with degree/transfer goals in their first year at the institution.
2. Through effective recruitment, orientation, and onboarding of first-time students, and by offering sufficient numbers of transfer level English and math sections, the College anticipates an increase in first-year enrollments, thus increasing equitable access to the transfer pathway.

Progress Update March 2022

Lead: [Chialin](#)

The College has collaborated with the District Research Office to develop a Guided Pathways Tableau focused on Gateway English and Math courses — enrollment, course completion, and course success. This information supports the College in monitoring its progress toward completion of this project. Elements in the Tableau include but are not limited to the following: (a) demographic information (ethnicity, age group, and gender); (b) student educational journey (degree/transfer seekers, CTE, etc.); (c) new, continuing, and returning students; (d) terms or academic years (by semester or by each academic year). In addition to the 4CD Tableau, the College also utilized the CCCCO Transfer Dashboard as its 2nd data point to gauge progress.

The College also made an intentional decision to monitor the progress on the following data points using the 4CD GP Tableau:

1. New students who are degree/transfer seeking students
2. Course enrollment and successfully completed transfer English and Math
3. Disproportionate impacted group based on Vision for Success and Student Equity Plan:
 - a. African American
 - b. Low Income
 - c. Foster Youth

In the academic year of 2020-2021, approximately 32% of new students with degree/transfer (N=1434) indicated as an educational goal enrolled in transfer level English; approximately 30% enrolled in transfer level Math, and approximately 19% enrolled in both English and Math.

Approximately 22% of new students with degree/transfer indicated as an educational goal successfully completed transfer level English in one academic year; approximately 20% completed transfer-level math, and approximately 12% completed both English and math.

The overall trend for the past five (5) academic years, demonstrates an upward trend in the percentage of enrolled students in transfer-level English and/or Math; and an upward trend in the percentage of successfully completed transfer level English and/or Math.

The above data points are displayed below by DI group.

African American New Students (N=181):

In the academic year of 2020-2021, approximately 27% of new students with degree/transfer indicated as an educational goal enrolled in transfer level English; approximately 17% enrolled in transfer level Math (vs 30% for the overall), and approximately 10% enrolled in both English and Math (vs. 19% for the overall).

Approximately 14% of new students with degree/transfer indicated as an educational goal successfully completed transfer level English in one academic year; approximately 10% completed transfer level Math (vs 20% for the overall); approximately 6% completed both English and Math (vs 12% for the overall). Based on the data, our African American students appear to be underperforming compared to the overall.

Low Income Students (N=625):

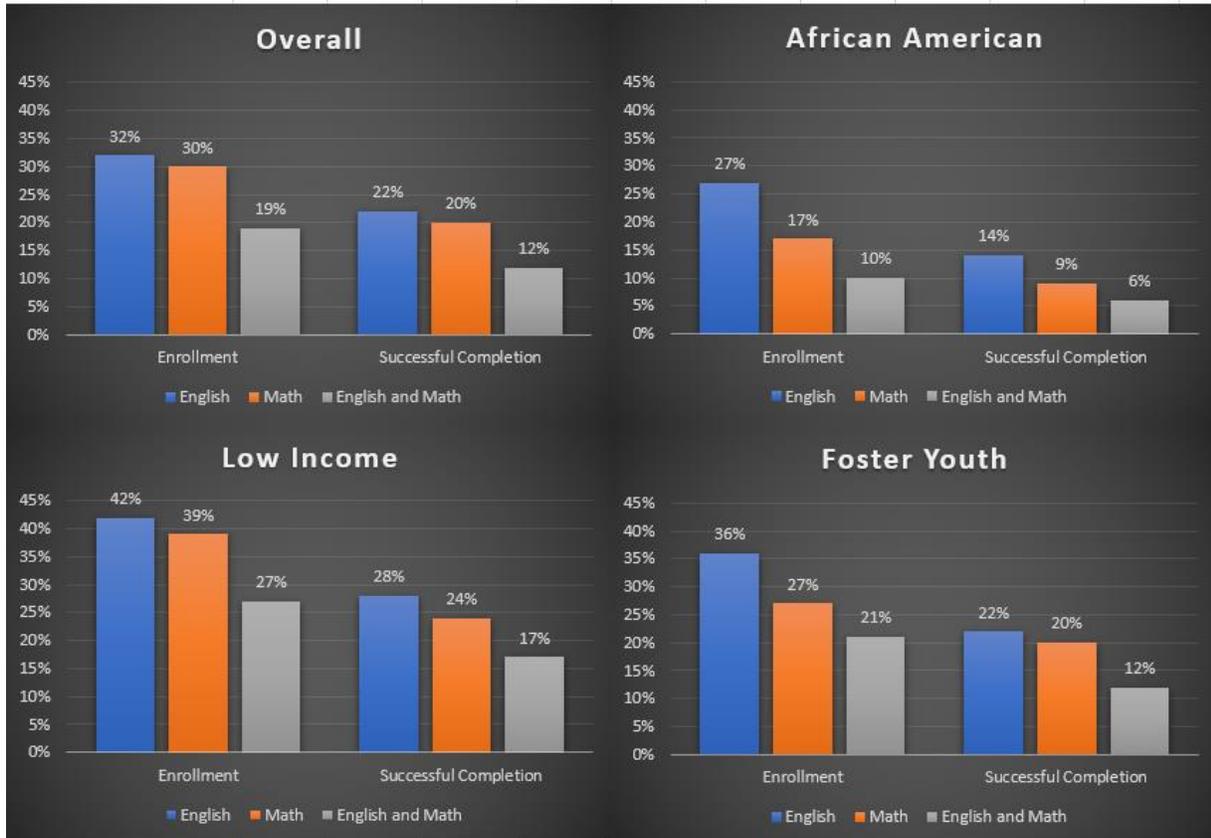
In the academic year of 2020-2021, approximately 42% of new students with degree/transfer indicated as an educational goal enrolled in transfer level English; approximately 39% enrolled in transfer level Math (vs 30% for the overall), and approximately 27% enrolled in both English and Math (vs. 19% for the overall).

Approximately 28% of new students with degree/transfer indicated as an educational goal successfully completed transfer level English in one academic year; approximately 24% completed transfer-level Math (vs 20% for overall), and approximately 17% completed both English and Math (vs 12% for the overall). Based on the data, our low-income students appear to be performing better than the overall.

Foster Youth Students (N=41):

In the academic year 2020-2021, approximately 36% of new students with degree/transfer indicated as an educational goal enrolled in transfer level English; approximately 27% enrolled in transfer level Math (vs 30% for the overall), and approximately 21% enrolled in both English and Math (vs. 19% for the overall).

Approximately 22% of new students with degree/transfer indicated as an educational goal successfully completed transfer level English in one academic year; approximately 20% completed transfer-level Math (vs 20% for overall), and approximately 12% completed both English and Math (vs 12% for the overall). Based on the data, our foster youth students appear to be performing similarly to the overall.



The graph below shows the five-year trend for new students with transfer/degree indicated as educational goals, and the successful completion of transfer level English and Math in one academic year. The overall trend demonstrates an upward trend in the percentage of enrolled students in transfer-level English and/or Math, and an upward trend in the percentage of successful completion of transfer level English and/or Math.

Click on the link to see the entire display.

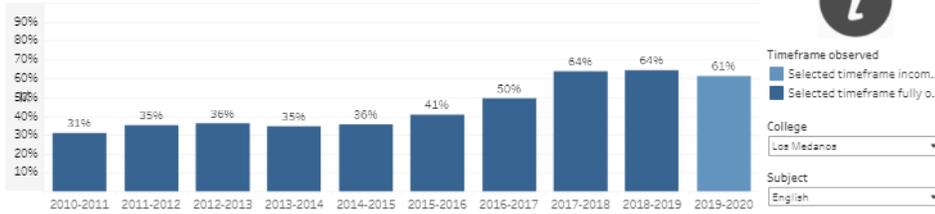
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5 Academic Year Trend: New Students with Transfer/Degree Educational Goal Successfully Completed Transfer Level English and Math in one Academic Year

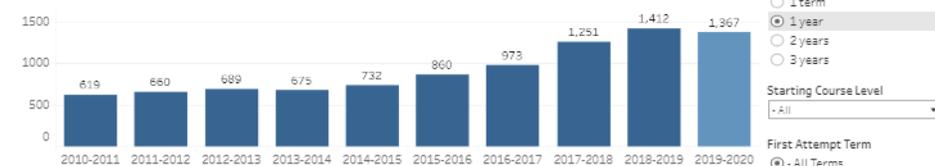


The College also uses the *Chancellor’s Office Transfer Level Dashboard* to monitor the institution’s AB 705 effort. LMC continues to make significant progress on the percentage of students successfully completing transfer level English with one academic year. African American students remain identified as the DI group.

Successful Transfer-Level Completion Rates in English



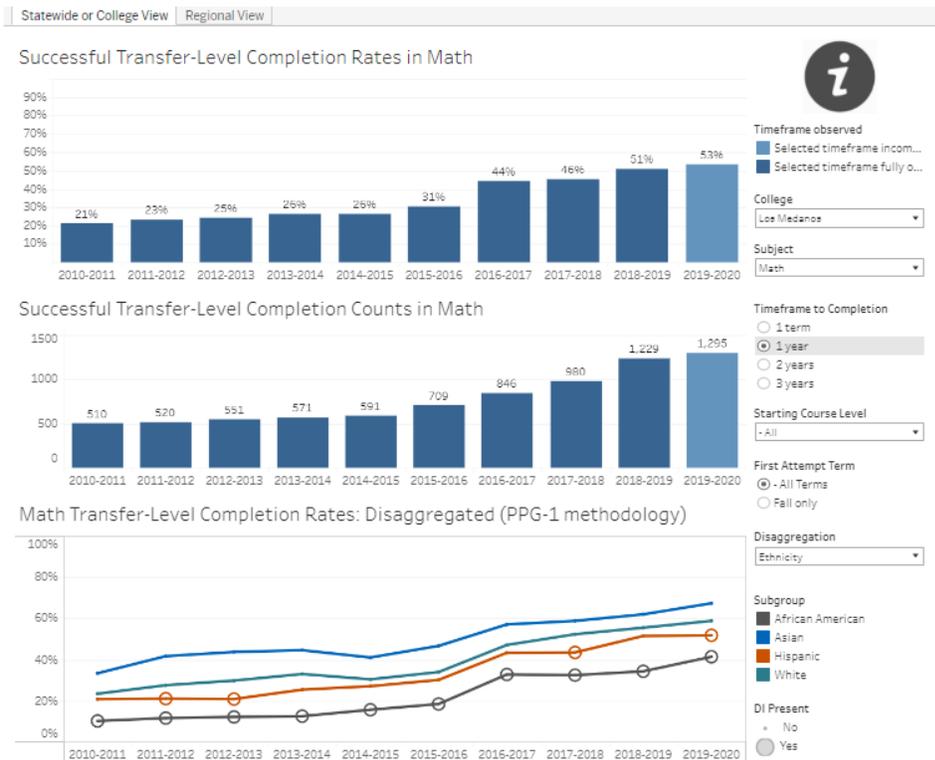
Successful Transfer-Level Completion Counts in English



English Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)



LMC continues to make good progress on the percentage of students successfully completing transfer level Math within one academic year. African American and Hispanic students remain identified as the DI groups.



<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard>

Overall Takeaways:

1. We may need to adjust the original intended measurable outcome #1: *Increase successful completion of degree/transfer-level English and math* in the first year of a student's enrollment at the College through a focus on practices that directly address the needs of our disproportionately impacted student populations, as identified in the institution's Student Equity Plan.* **We may want to consider setting a goal of 30% or 40% for new students with degree/transfer indicated as an educational goal, and successfully completing transfer level English and Math by fall 2024.**
2. We may need to adjust the original intended measurable outcome #2: *By fall 2022, increase the number of first-time students enrolled in degree/transfer-level English and math* in their first year to 80% of students with degree/transfer as their stated goal for all fall cohorts.* This outcome is not realistic. Based on the trends, we are reaching 32% of new students with degree/transfer indicated as an educational goal for English, 30% for Math, and 19% for both English and Math. **We may want to consider a realistic goal to "Increase the percentage to 50% of new students with degree/transfer indicated as an educational goal enrolled in transfer level English and Math by fall 2024, (instead of 80% by fall 2022).**
3. The College needs to determine how we can best support our African American new students who indicated degree/transfer as an educational goal, then enrolled and successfully completed transfer level English and Math in their first academic year.

IV. Project #1: Intentional Outreach

Los Medanos College will continue its long-standing efforts to work collaboratively with local feeder high schools, adult education schools, and community partners – including those in industry and local businesses – to inform prospective students about academic and career pathways at LMC. The College’s work in Guided Pathways will help to inform this effort and align its programs with the needs of the community. With special emphasis on the need to enroll in transfer-level English and math in the first year, efforts will include: researching and implementing new tools to assist students in developing educational plans; and using more streamlined technologies and support to facilitate actual registration as an integral part of orientation and counseling. Part of this approach will involve identifying the characteristics and needs of the 30% of students who matriculate but do not enroll in transfer-level English and math in their first year. There will also be an exploration of new marketing strategies that effectively “get the word out” about the opportunities available, and that highlight the welcoming and inclusive College community students can expect to join. These efforts will be informed by student surveys and focus groups, for which will include help from and engagement with LMC Associated Students (student government) and student life organizations. In addition, a renewed emphasis on initiatives like the District’s “Full Time, First Time, Free Tuition” (FT³) Promise Program, as well as other financial supports available to students, will help efforts to increase enrollments in key gateway courses, with targeted outreach to low-income students.

Responsible Parties: Outreach, Counseling, and Office of Planning & Institutional Effectiveness, in partnership with the District Office of Research & Planning

Timeline: fall 2020- fall 2022

Progress Update March 2022

Lead: Dave, Rachel, Maryam, Jeffrey, Tammy, and Tanisha. Chialin. Please provide a half-page to one-page update.

Beginning in March 2020, the COVID-19 pandemic had an unapparelled impact on Outreach and Student Services, which brought numerous extraordinary challenges. Most significant was the need to shift to entirely remote/online interaction with prospective and incoming students for the majority of this period. Though this shift impacted the ability to implement some efforts such as focus groups, the college created, and continued, a number of intentional efforts to increase the number of first-time students enrolled in degree/transfer-level English and math in their first year.

Early Registration Steps Promotion (Spring 2021 – present)

In early 2021, the college unveiled a new “Getting Started at LMC” webpage which included clear direction and streamlined steps to registration for new students. This webpage included integration of career assessment as an important early step, as well as completion of Guided Self-Placement and creation of an Educational Plan. Additionally, in Spring 2022, as part of the Strategic Enrollment Management Student Facing Communication efforts, all current students who were missing key steps needed for early registration (orientation, placement, and educational planning), were sent an email with a personalized dashboard of their missing steps with links provided to complete necessary steps.

AB705 Calling Campaign (Fall 2021)

In Fall 2021, the College piloted enhanced communication to increase the number of first-year students completing transferable English and math through a calling campaign to 618 first term students who were not currently enrolled in a transferrable English and/or math course. Of the students called, 209 enrolled in transferable English or math in Spring 2022.

Expansion of Dual Enrollment (Fall 2021 – present)

Beginning in 2021-2022, dual enrollment partnerships enhanced to offer English 100 at Heritage High School. Based on the success of this offering, dual enrollment partnerships are being enhanced in 2022-2023 to offer 2 sections of English 100 at Heritage High School and 1 sections of English 100 at Antioch High School.

Learning Community Intentional Scheduling (On-Going)

Serving predominantly 1st year students, all five Learning Communities are committed to ensuring AB705 success for their students by encouraging enrollment in transferable English and math and through dedicated counseling. Specifically, the Puente, Umoja, and Transfer Academy programs offer structured first year course taking patterns which include required enrollment and completion of transferable English and math.

College Your Way Marketing Campaign (Spring 2022 – present)

In Spring 2022, as part of the Strategic Enrollment Management Student Facing Communication efforts, LMC launched the *College Your Way* campaign through digital advertising, email, and print mailings. The campaign focused on LMC as highly accessible with student friendly course scheduling options though in-person, hybrid, and online options at campuses in Pittsburg and Brentwood.

AB705 Improvement Plan Communications (language directly from the College improvement plan)

The College has made intentional and systematic efforts below to ensure the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English AND no pre-transfer level enrollments by fall 2022 with report in spring of 2023.

1. *Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.*
2. *Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.*
3. *Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.*
4. *Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.*
5. *Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-*

level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

- 6. Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).*
- 7. Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.*
- 8. Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.*
- 9. Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in “certificate or degree programs with specific requirements that are not met with transfer-level coursework”.*

V. Project #2: Strategic Scheduling

In collaboration with the Strategic Enrollment Management Committee, working groups will explore innovative approaches to scheduling, such as: scheduling for one or more years, rather than semester by semester; creating priority time blocks for transfer-level English and math courses; and researching ways to ensure enrollment in degree/transfer-level English and math for all students who have degree/transfer goals noted in their educational plans. Additionally, through this project, the College will increase its use of data to inform the scheduling of degree/transfer-level English and math courses in particular. This will include a more in-depth analysis of: historic student enrollment patterns in these courses; student educational plans, to predict and manage future enrollment needs; and student feedback on how schedules impact their ability to enroll.

Responsible Parties: Strategic Enrollment Management Committee and working groups that include representation from English, Math, and Counseling

Timeline: fall 2020- fall 2022

Progress Update March 2022

Lead: Ryan and Natalie. Please provide a half-page to one-page update.

Strategic scheduling continues to refine our process and work toward a one- and two-year scheduling model, as well as refining the modality in which our courses will be offered. Several surveys and data set were analyzed in 2022/2023 academic year to help develop modality targets. This included a student preference survey, modality fill rate, success rate by modality, and disproportionately impacted students and their success and retention by modality.

For one- and two-year scheduling model, disciplines have worked on refining program sequencing for all associate degrees and program certificates. In summer 2022, these will be layered into a scheduling tool. Areas of general education have been identified by focus area for CSU and IGETC, but specific courses have not been identified, but rather the area and recommended term that an area in a student's educational plan and when it should be addressed LMC recognizes that it has many choices for students in areas C and D of CSU, transfer, and areas 3 and 4 of IGETC. The potential for over-saturating these areas with too many choices is something that LMC is addressing with its Curriculum Committee and Academic Senate.

Math and English have developed a comprehensive workplan to address the remaining aspects of AB 705 where the college must demonstrate full compliance. More direct catalog and schedule language, blocking section enrollments, direct outreach to students who are not enrolled in transfer level

VI. Project #3: Focused Retention Efforts

These efforts will be focused on disproportionately-impacted student populations identified in LMC's Student Equity Plan. The College will increase professional development opportunities that focus on equity-centered practices and areas that need additional resources. Actions will particularly address students impacted by the "invisible costs" of attending college, such as food and housing insecurity, wellness, mental health needs, and textbook and materials costs.

One specific intervention already in place is "LMC Connect," a software tool also known as Starfish, which provides an infrastructure to support retention and increase collaboration among faculty, counselors, and other personnel. For this project, the College will research the effectiveness of these initial efforts, identify what is and is not working, and implement modifications that would increase its effectiveness. Feedback will be garnered from math and English faculty, as well as from counselors, to gain insight into the primary reasons that students drop out of degree/transfer-level math and English courses and to develop a safety net to help students at risk of doing so.

In addition, the College will increase support for the efforts of the Distance Education Committee to improve equitable access and success in distance education classes. This will include professional learning opportunities for faculty, equitable resources for students, and the integration of student support services such as NetTutor, Cranium Café, and other online platforms for LMC's distance education students.

Responsible Parties: Student Success & Retention Program, Office of Equity & Inclusion, and Professional Development, in collaboration with faculty in math, English, and other disciplines, the Distance Education Committee, and Teaching and Learning Committee

Timeline: fall 2020 - fall 2022

Progress Update March 2022

Lead: , Letta, Sandra, Aprill, Marci, Tanisha, Natalie, Sabrina. Please provide a half-page to one-page update.

Aprill – Please add to or revise I have included here.

Regular Online Accessibility Workshops

Beginning in Fall 2022, Distance Education made accessibility a main focus for online course design. In September we hosted the LMC Accessibility Workshop and continued the efforts with monthly accessibility workshops for faculty to work to gain knowledge and have support with developing accessible content for their online classroom. These weekly workshops continue into this year and support faculty in both the Peer Online Mentoring Program and our faculty across multiple disciplines

LMC Wellness Central

In Fall 2021, LMC launched LMC Wellness Central that provides free health and wellness resources created especially for California Community College students. The resource that was originally designed by CVC and the CCCCO, was reviewed, refined, and integrated into our Canvas instance and is accessible to students whenever they are in LMC Student Support Hub. In addition, the college has recently acquired Timely MD and it will be integrated into the Wellness Central Hub and/or the Student Support Hub for students to have seamless access to the services.

Student Support Hub

During the Summer of 2021, the college developed and launched the LMC Student Support Hub that provides seamlessly integrated online student support services for several different areas of the college including, Admissions and Records, Financial Aid, Counseling, Tutoring, Library Services, DSPS, Bookstore, Transfer and Career, LMC Wellness Central, Office of Student Life, Welcome Services, and Starfish LMC Connect. Reflection on the overall design and integration of services is an ongoing effort and there is continued reflection about what services can and will be added for students.

Peer Online Course Review (POCR)

Over the 2020-2021 and 2021-2022 academic years, our online instructional design faculty training program (POCR) has grown. This rigorous review process guides faculty in review of specific instructional design elements as identified on the CVC Course Design Rubric including overall course design, interaction, assessment, and accessibility. Upon completion of this site and district review, the faculty will have a course that is specifically developed to support student in online learning by creating an online environment that provides support resources, engaging interactions, relevant assessments, and accessible content. Faculty who go through this process will earn badges on their courses for the CVC-Exchange and they are highlighted as high-quality courses.

AB705 Alignment.

Faculty in English, Math, and members of various departments across the college have collaborated and developed a detailed workplan that identifies specific actions to not only align our course offerings with the AB705 mandate, but also to develop institutional resources to support our students' success. This

includes developing more wraparound tutoring opportunities, peer mentor/ambassador opportunities, thoughtful messaging about transfer-level courses and the benefits to enrolling in them.

Guided Pathways Pilot

During the Spring 2021 semester, the Arts, Humanities, and Music departments engaged in a Guided Pathways pilot project specifically focused on developing outreach to program students during different stages of their academic journey. The outcome of the project included a detailed workbook that outlined the outreach efforts for students prior to registration, students who had completed 0-15 units, 16-30 units, 31-45 units, and 60 and beyond units. The messaging included informing students of appropriate next steps to take in progressing towards completing their degree and it also included information about upcoming workshops and activities focused on transferring with a degree in the program. Very specific messages and planning provided the foundation for outreach in upcoming semesters. Outreach efforts included telephone campaigns, emails, text messages, and face-to-face workshops. The work completed in the pilot project served to be the foundation for the work started in the English department where the Guided Pathways team has worked to develop program-specific messaging that started going out to students in fall of 2021. Collaboration and discussion about these new efforts have included registration messages and developing workshops to support students as they explore different career opportunities available with the major.

VII. Evaluation of Progress

The specific activities planned for this Quality Focus Essay (QFE) align with the College’s program reviews, Strategic Enrollment Management (SEM) work plan, Educational Master Plan, and Vision for Success goals.

Progress toward achieving the projects’ intended outcomes will be included in program review reports, and will be discussed regularly in the SEM Committee and Shared Governance Council. Any resource needs identified through the QFE projects will be requested through LMC’s Resource Allocation Process.

Progress Update March 2022

This report has been submitted to the AB705 Lunch and Learn ad hoc group, Planning Committee, Strategic Enrollment Management Committee, and Shared Governance Council for feedback. The report has also been documented in eLumen—College Plan module. Feedback from the above committees and council are as follows:

Lead: Chialin, Natalie, Tanisha, and Carlos

1. Xxx
2. Xxx
3. Xxx
4. Xxx
5. Xxx
6. Xxx
7. xxx