

LMC Program Review Year 3 Update 2019-2020

Student Services Units

ALL

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LMC Program Review Year 3 Update 2019-2020 Student Services Units

Admissions & Records

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The **Admissions & Records Office** staff strive to provide quality and efficient services to students, faculty and community members. By focusing on student learning and success, we aim to help students build their abilities and competencies as lifelong learners.

- b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

Admissions & Records serves as a hub due to its high level of engagement with students, staff, and faculty. These relationships and interactions provide mutual support and collaboration with the ultimate goal of supporting student success. Below are some examples:

- Financial Aid and Admissions & Records tend to have a high number of shared students going back and forth to address issues such as, declaring a major and fee waiver reinstatements. As a result, processes have been streamlined and timelines outlined in an effort to decrease the need for students to go back and forth between the two departments.
- The Veterans Resource Center was until recently under the direction of the Admissions & Records department. During this time Admissions worked closely with Disability Programs & Services (DSPS) in an effort to provide Veteran students with dedicated academic counseling.

- c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

State mandates and the change in the funding formula for the college continue to have an ongoing on the Admissions and Records Office. Additionally, the passage of SB1440 which essentially calls for better accountability and success at all community colleges. At its

foundation, student success is measured by degree completion, certificate, and/or transfer. It is imperative that we evaluate the current roles, practices, and identify gaps in the process for processing and evaluating critical documents in a timely manner.

The department performs at a level relative to its current staffing structure. The department works together to ensure that work is completed timely, with a high level of customer service, work with management to solve problems. There is an understanding of the critical need for an evaluation and improvement plan for current and future office processes.

- d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

There is currently a vacancy in role of Director, Admissions & Records. It has been a challenge to fill the role, and at this time the department is being overseen by the VP of Student Services. The college is currently in recruitment for a **Sr. Admissions & Records Assistant and an Admissions & Records Assistant I.**

Currently we have the following staff:

Pittsburg Campus

- 1 FTE Lead Admissions & Records Assistant
- 1 Transcript Audit Specialist
- 2 Senior Admissions & Records Assistant
- 1 Admissions & Records Assistant I/II

Brentwood Campus

- 1 FTE Lead Admissions & Records Assistant
- 2 Admissions & Records Assistant I/II

- e. How does your department ensure that students are aware of learning support outcomes?

The Admissions & Records website continues to be the central resource location for student/faculty/staff. The department is aware that a more concentrated effort can be made to inform students of learning support outcomes. For this reason, the department is evaluating its materials to enhance and support awareness of Admissions & Records Learning Support Outcomes.

2. Engagement

- a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

The Admissions & Records department engage in various campus and districtwide committees, such as, Districtwide Process Expert Teams and LMC Curriculum Committee. Additionally, there is engagement in the following:

- Their role in supporting professional development and orientations for new and returning faculty are offered each semester and by request.
- The department has participated in design team meetings as LMC strives to implement the Guided Pathways framework and Strategic Enrollment Management (SEM). Input from the department are important in the development of recommendations and identifying practices to support collegewide priorities, which include strategic enrollment planning and implementation of Guided Pathways.

- b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Admissions & Records serves as a hub due to its high level of engagement with students, staff, and faculty. These relationships and interactions provide mutual support and collaboration with the ultimate goal of supporting student success.

Below are some examples:

- Financial Aid and Admissions & Records tend to have a high number of shared students going back and forth to address issues such as, declaring a major and fee waiver reinstatements. As a result, processes have been streamlined and timelines outlined in an effort to decrease the need for students to go back and forth between the two departments.

- The Veterans Resource Center was until recently under the direction of the Admissions & Records department. During this time Admissions worked closely with Disability Programs & Services (DSPS) in an effort to provide Veteran students with dedicated academic counseling.
- c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.
During this period of transition, current leadership has been working on strengthening communication through a consistent meeting schedule and with the support of technology. Additionally, email communications to the Admissions & Records department are now inclusive of hourly staff and Brentwood campus employees.
- d. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

The Admissions & Records Office has experienced much uncertainty in the last year due to lack of consistent leadership. This has been a result of unsuccessful recruitments for A&R Supervisor and then the A&R Director when it was determined the director role would better address the needs of the department. New initiatives and regulations while promoting a positive change for our students, also require Admissions & Records to reevaluate current practices and develop new procedures in an effort to provide a high level of service to our students. The goals identified below are inclusive of the following:

- Recruit key vacancies within the department: Director, Sr. Admissions & Records Assistant, and Admissions & Records Assistant I.
- Evaluate and potentially restructure departmental roles and responsibilities in order to ensure areas needing more support, such as, transcript evaluations, residency, and nursing applications, are prioritized accordingly.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	SS GUIDING PRINCIPLES	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Provide adequate staffing sufficient to support the functions of the department, such as transcript evaluation and degree awarding.	Student Engagement and Success	Department Statistical Reports by semester.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New/Revised Goal	<ul style="list-style-type: none"> • Positions are currently in recruitment. • Roles and responsibilities will need to be evaluated and reassigned as needed. • Review baseline reports for a starting point and then by semester for the next 3 years. 	FA 2020 SP 2021	VPSS & Human Resources

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VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	Grow and develop programming for veterans and the Veterans Resource Center.		Successful recruitment of a Program Coordinator. Increase in the number of Student Veterans served to 346.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal	Oversight of the Veterans Resource Center has been shifted to another department: Student Success & Retention. Additionally, in FALL 2019 a FT Veterans Program Coordinator was hired.	FA 2019	
	Support and enhance Professional Development.		Evaluate outcomes of conferences attended via surveys and sharing out by conference attendees.	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal <input type="checkbox"/>	Developing a system for tracking employee participation in professional development activities. Ensure staff engage in professional development activities provided regarding strategic college initiatives.		VPSS & Director

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

Significant changes/improvements in Admissions and Records include the following:

1. Enhanced trainings and materials for faculty and staff as it pertains to A&R processes.
2. Identifying and sharing contact information for staff members that can help address common areas of concern, such as, athletics, veterans, and rosters. They serve not only as a resource for faculty and staff, but also the students impacted by federal and state regulations.
3. Increased participation of staff members in college-wide committees, such as, Curriculum and Guided Pathways work groups provides a different lens and the opportunity to explore ideas for how to streamline processes for our students.

LEARNING SUPPORT OUTCOMES UPDATE				
LEARNING SUPPORT OUTCOME	New students will be able to complete and successfully submit the online application.	Upon completion of the college application new students will understand the next steps leading to course enrollment.	LMC, faculty and staff will understand the process and timelines for adding and dropping classes.	
TARGET	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	
MEASURE	Collect statistical reports showing an increase in the number	Collect statistical reports showing the number of students that complete	Survey and reports tracking successful/unsuccessful	

	of successfully submitted applications.	the application and then move on to complete “next steps” to enrollment.	submission during add/drop period.	
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT				
NEXT STEPS	<p>This LSO was deemed to have been completed due to successful outcomes upon adoption of the online application. All students are now required to complete the online application as the first step in enrolling to LMC.</p> <p>*Currently in the process of exploring a new LSO that focuses on student awareness of key timelines for Admissions and Records timelines.</p>	<p>Numbers have increased significantly due to impact on registration dates, if students do not complete “next steps”. Additionally with the implementation of SSSP and now SEA, we continue to develop and enhance communication to incoming students in partnership with Outreach.</p>	<p>Currently revising/updating LSO from prior iteration due to the transition to the new multi-purpose roster.</p> <p>Need to Evaluate and update measurement method.</p> <p>Build on current training materials to increase faculty level of confidence with the multi-purpose roster.</p>	

RESPONSIBLE PARTIES	Outreach Admissions & Records	Outreach Admissions & Records	DO-IT Office of Instruction Admissions & Records	
SS GUIDING PRINCIPLES	<ul style="list-style-type: none">• Student Engagement and Success	<ul style="list-style-type: none">• Student Engagement and Success	<ul style="list-style-type: none">• Commitment to Innovation and Creativity• Equity and Inclusion	
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Continue to evaluate and improve processes.	Continue to evaluate and improve processes.	Support and enhance Professional Development.	

Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<u>Operating Resource Request</u>			
<u>Professional Development Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent	<input type="checkbox"/> Equipment	<input type="checkbox"/> IT Hardware/Software
Department/Unit Name		Resource Type	
<input type="checkbox"/> Manager	<input type="checkbox"/> One-time	<input type="checkbox"/> Conference/Meeting	<input type="checkbox"/> Materials/Supplies
<input type="checkbox"/> Student		<input type="checkbox"/> Online Learning	<input type="checkbox"/> IT Hardware/Software
General Description		<input type="checkbox"/> Other	Est. Expense
General Description		Est. Expense	
Justification:			
Justification:			

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LMC Program Review Year 3 Update 2019-2020 Student Services Units

Athletics

Introduction

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1. Overview

- f. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission. **Los Medanos College is an open-door institution dedicated to meeting the educational needs of East Contra Costa County residents. The athletic program at LMC is designed to supplement and enhance the total educational experience of student athletes. The program is governed by the California Community College Athletic Association (CCCCAA) and the Constitution of the Bay Valley Conference (BVC). LMC has 7 intercollegiate teams: Baseball, Men's Basketball, Women's Basketball, Women's Soccer, Softball, and Women's Volleyball which are hosted in the BVC. Football is hosted in the Northern California Football Association - American/ Pacific 7 Division**

Our philosophy is to:

Provide for the safety and welfare of the student as a primary concern;

Assist the student athlete in attaining his/her educational goal;

Be recognized as part of the college's total educational program;

Be characterized by the highest levels of professional instruction and supervision;

Provide opportunities for individual growth and development;

Ensure an opportunity for student athletes to achieve excellence;

Provide equal opportunity to all members of the college community;

Maximize opportunities for participation by the maximum number of students;

Aspire to achieve and maintain high levels of athletic performance within a moral and ethical framework;

Maintain the goal of cooperation within and among the various intercollegiate sport offerings;

Provide the best possible equipment and facilities;

Involve community, parents, faculty, friends and other students, as well as the coaches and athletes themselves; and

Strive to make each student athlete's experience a positive, healthful and enjoyable part of his/her college life.

- g. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals. **Athletics has collaborated with the Admissions and Records office to complete a CCCAA Student Eligibility Report(Form 1) for student athletes for the past 10 years. Collaboration with the Student Success and Support Program(3SP) for the past 4 years for our "Athletic Student-Athlete Opening Day Orientation". The 3SP program has been a tremendous help with the planning and organizing of the opening day event. The Athletic Director (AD) works with the Business Office daily to order and pay for supplies and equipment for the athletic program. Athletics collaborates with the Building and Ground Department for athletic field maintenance, community field use and rentals.**
- h. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides. **LMC is a member of the California Community College Athletic Association (CCCAA). The athletic program must be compliant with the CCCAA Constitution & Bylaws which is updated each year. All coaches, staff, and administrators who deal with student-athletes must take a "Compliance Exam" annually. The Athletic Director(AD) attends the CCCAA Fall Conference and Spring Convention where new legislation is voted on for the Constitution & Bylaws. LMC is a member of the Bay Valley Conference (BVC). The AD must attend the BVC Assembly meetings in the Fall and Spring. Our Football and Volleyball coach serve as the men's and women's reps for the BVC assembly. All head coaches must attend a pre-post meeting for their respective sports. The AD must complete an annual Form R-4 Statement of Compliance of Title IX Gender Equity for the CCCAA.**
- i. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment. **Currently we have 7 athletic teams here at LMC. The level of success over the last couple of years has been amazing. It is a testament to the athletic program and the hard work of all the coaches and supporting staff which consists of 2 full-time head coaches, 5 part-time head coaches, athletic trainer and equipment manager to bring in top level student-athletes and ensure they improve, stay eligible and do well academically.**

Commented [MT1]: Spell this out before using the acronym.

Commented [MT2]: List the length of time for this collaboration.

- j. How does your department ensure that students are aware of learning support outcomes? **Our learning support outcomes (LSO) will be covered in our new Student-Athlete Handbook which will cover the California Community College Athletic Association (CCCAA) Student-Eligibility Report (Form 1) at the beginning of each sport season. The Athletic Director informs all student-athletes of the CCCAA eligibility requirements to be able to participate for their respective season and the CCCAA state decorum policy that they will have to follow in order to participate. Student-athletes will take a pre and post survey for assessment.**

2. Engagement

- e. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities. **The athletic department puts on an “Athletic Opening Day Orientation” for all student athletes before the Fall Semester. All coaches and staff assist in hosting this orientation. Last fall over 160 student-athletes participated. The Athletic Director serves as Administrative Rep for Women’s Basketball in the BVC and is a member of the Northern California Football Association (NCFA) Competition Committee. On campus the AD serves on the safety and travel committees. Our volleyball coach will serve as the State President of Volleyball**
- f. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations. **All coaches are ambassadors of the college and the athletic program. The coaches frequently attend local high schools to recruit student-athletes for their respective teams. They will set up on-campus recruiting visits for prospective student-athletes. Coaches also collaborate with local organizations to rent out our facilities for the use of the college gym and sport fields.**
- g. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making. **All coaches will take the CCCAA “Coaches Compliance Exam” and attend a Coaches Compliance meeting mandated by the CCCAA before the Fall Semester begins. This meeting informs coaches of new legislation passed by the CCCAA and a department agenda is covered on all pertinent information of LMC information related to athletics.**
- h. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020. **No Advisory Board**

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

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INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	SS GUIDING PRINCIPLES	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success	Sustain and maintain the continued excellence of the athletic department.	Need help with this one.	Strive to be the top 3 colleges in the BVC for the Commissioner's Cup. LMC won the inaugural Cup in 2018-19. Not have a female team drop from conference play due to low numbers.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Stress the importance of recruiting to all coaches especially the female coaches. Stress the importance of academics to all student athletes and coaches. Marketing strategies to showcase our new Kinesiology/Athletic Complex and Athletic Program to attract local student-athletes, especially females.	Yearly assessment	Richard Villegas Athletic Director

Commented [MT3]: The definition of "measure" is the following:

•A **Measure** is a method used to gauge achievement of the expected results. The measure is not the actual target for achievement, but rather the approach or tool used to collect evidence of performance. Measures encompass a wide variety of sources of information. Some examples include pre- and post-tests; system data; interviews; evaluations; standardized tests; comparison to standards; surveys; activity volume; and document analysis, but may include many other types of information sources.

*The language you currently have in this column is not quite a measure. Please revise. Let me know if you need further information.

Commented [MT4]: Your CPRG needs to align with one of the following SS Guiding Principles:

- Equity and Inclusion
- Student Engagement and Success
- Empowering Student Services Professionals
- Commitment to Innovation and Creativity

					<p>Update athletic website</p> <p>Develop and create a promotional video showcasing our new KAC Complex and incorporating into the athletic website.</p>		
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

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total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS4: Increase the percent of				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress			

Student Services Program Review Year 3 Update 2019-2020 FINAL TEMPLATE

<p>exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>				<input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
<p>VF55: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

The development of a Student-Athlete handbook collaborating with other departments who assist student-athletes on campus.

The opening of our new Kinesiology/Athletic Complex.

The college purchasing three new 12-passenger vans for athletic team travel.

Recipients of the inaugural Bay Valley Conference (BVC) Commissioners Cup. The criteria consist of points awarded for season order of finish for each sport and total athletic GPA which was a 3.1

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	Hold a mandatory CCCAA Student Eligibility Report (Form 1) meeting prior to season of competition	Students who attend meeting will be able to demonstrate an understanding of CCCAA eligibility requirements and the CCCAA state decorum policy			Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).

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TARGET	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE		<p>Provide students with a pre and post survey to determine their understanding of CCCAA eligibility.</p> <p>Provide students with a pre and post survey to determine their understanding of CCCAA decorum policy</p>			<p>Example: Will gather the following data:</p> <p># of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.</p>
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	N/A	N/A			
NEXT STEPS		To provide student-athletes with			<p>Example:</p>

		pre/post surveys and begin to examine the data. Determine methods that can be used to ensure that student athletes are aware of CCCAA eligibility requirements and CCCAA decorum policy			Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.
RESPONSIBLE PARTIES	Richard Villegas	Richard Villegas			Example: Jennifer Ma, Financial Aid Office
SS GUIDING PRINCIPLES	Student engagement and success	Student engagement and success			Example: SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Sustain and maintain the continued excellence of the athletic department	Develop an updated student-athlete handbook			Example: Increase the FAFSA filing and completion rate for currently enrolled students.

Commented [MT5]: These are listed earlier in the document in my notes on pg. 6.

Commented [MT6]: List your CPRG here. Your LSO must be aligned with your CPRG: "Sustain and maintain the continued excellence of the athletic department."

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals. **N/A**

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Operating Resource Request			
Professional Development Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<input type="checkbox"/> One-time <input checked="" type="checkbox"/> On-going/Permanent		<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software	
Department/Unit Name		Resource Type	
<input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> One-time	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Online Learning <input type="checkbox"/> Other	<input type="checkbox"/> Materials/Supplies <input type="checkbox"/> IT Hardware/Software
General Description		Est. Expense	
General Description		Est. Expense	
Administrative Assistant for Kinesiology/ Athletic Complex			
Justification:			
Justification:			
Examples of Duties/Essential Functions Answers phones; transfers calls from inside and outside campus to appropriate person or department; takes and delivers messages. Receives and greets office visitors; refers them to proper persons and offices. Provides factual information regarding college or department courses, activities and functions. Administers the on-line personnel directory and hard-copy campus phone directory.			

Answers emergency calls, obtains all information and accurately reports and forwards to emergency services as needed.

Creates and maintains office files, reports, bulletins, and correspondence; searches files and records for required information; Performs alphabetical and numerical sorting, electronic filing, and locating data.

Keeps records and makes entries on standardized forms.

Operates a variety of office equipment, including photocopier, calculator, and computer.

Reports issues regarding office equipment or technology.

Orders, receives, distributes and stores office supplies.

Prepares and types form letters, labels, addresses, and other materials.

Accepts postal deliveries, including special deliveries.

Sorts and distributes incoming and inter-office mail; prepares shipments of interdepartmental mail to outlying district locations on a daily basis.

Take and Pass the CCCAA Compliance exam.

Generate Athletic Schedules.

Send Athletic Game Management guide and schedule to opposing colleges.

Assist AD with meal money for teams

Provide communication avenues among coaches and between coaches, the faculty, the staff, and other administrators

Coordinate and arrange all travel for team's away games.

Provide meal money paperwork to business office for respective team away games

Assist AD working with admissions office to ensure student-athlete eligibility

Assist AD with coordination and planning fall student-athlete orientation

Operate a phone system.

Operate office machines and learn office methods, rules and policies.

Learn basic rules, policies and procedures of the office to which assigned.

Understand and follow both oral and written instructions in an independent manner.

Learn and communicate general information about campus facilities, events, resources, and staff.

Maintain professionalism when interacting with callers.

Make simple mathematical computations.

Serve students, staff and colleagues in a helpful and professional manner.

Establish and maintain cooperative work relationships with those contacted in the performance of required duties.

Assist and completion of Statement of Compliance of Title IX Gender Equity (R-4 Form) and completion/verification of federal EADA report which is filed with the state office (CCCAA), Bay Valley Conference Commissioner, and Los Medanos College President's Office

Work with Business Office and the Athletic Facility coordinator to assign and coordinate events held in athletic facilities.

LMC Program Review Year 3 Update 2019-2020 Student Services Units

CALWORKS

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- k. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The core functions of CalWORKs are:

- Priority Registration
- Enrollment retention support
- Financial assistance for purchasing textbooks, transportation and course supplies
- Individualized educational & career counseling
- Employment knowledge and skills development
- Academic progress monitoring and intervention
- Work-Study (on-campus employment)
- Subsidized childcare services (on/off-campus)

CalWORKs is a State-funded equity initiative, established to promote job-readiness of parents who receive TANF (cash-aid) and attend LMC as part of their Welfare-to-Work Activity (WTW) Plan. CalWORKs students are committed to define and achieve educational and career goals, find meaningful employment, and successfully transition into the workforce.

- l. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.
- To promote student retention, the program formed relationships to increase student access to support services offered in a centralized location, e.g., subsidized on-campus childcare reduces the amount of time required to transport a child to and from a childcare provider, allowing students to devote more time to classwork:
 - Contra Costa County Employment & Human Services-- streamlined attendance reporting process
 - LMC Child Study Center-- established contracts to provide on-campus childcare

- LMC Employment Center, Bookstore, Child Study Center, Police Services, Student Success and Retention Program-- established student job placements and internships
- Process Technology Department-- contracted with PTEC Faculty member Jim Martin to provide soft-skills training
- School of Etiquette -- contracted with Tina Hayes to provide etiquette training
- Los Medanos College Bookstore *and* CCCEHSD – implemented a payment for books by voucher process underwritten by the CCCEHSD

c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

With regard to internal factors, the transfer of the program's sole staff person, a full-time coordinator and a complete re-staffing of the College's business services office, temporarily strained the partnership with the Dept of Employment and Human Services (EHSD), shifted resources to student retention that had be otherwise devoted to designing and implementing innovating services, e.g., video-recorded mock job interviews previously offered in collaboration with LMC Electrical & Instrumentation Technology faculty as part of a week-long job readiness workshop. Where the two sister colleges have experienced a reduction in their student enrollment, due to a significant number of CalWORKs students moving from West Contra Costa County to East Contra Costa County, the program's service area, EHSD has increased its student referrals to the program. Based on population forecasts, this trend is likely to continue. An on-going challenge for CalWORKs students is the number of physical contact points required for service; for example, in addition to 2 contacts with EHSD to start and complete an EHSD CalWORKs application and 2 contacts with the LMC CalWORKs program apply and certify eligibility for services, new CalWORKs students must apply to LMC, submit a financial aid application, meet with an LMC counselor to develop an comprehensive educational plan, and then visit both the LMC Bookstore and Cashiers Office to obtain books, supplies and a parking permit. Although CalWORKs does not have an advisory board, it represented at regularly scheduled, regional meetings convened by the Contra Costa County EHSD (CCCEHSD) and also by the California Community Colleges Chancellor's Office (R34CO).

d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

The program is staffed by 1 full-time Program Coordinator, 1 part-time student worker, 1 full-time Counselor with a split assignment (40% CalWORKs, 60% EOPS), and all are supervised by the College's Dean of Counseling and Student Support, who manages the program along with 3 other student service units and the Counseling Dept.

e. How does your department ensure that students are aware of learning support outcomes?

The college publishes learning support outcomes in the LMC Catalog.

2. Engagement

i. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Program staff are required to serve on, at least, one institutional workgroup or committee, based on program interest.

CalWORKs Program Coordinator's institutional engagements related to CalWORKs include:

- Latina Professional Network (for community college employees)
- CCEHSD Quarterly Meeting
- LMC CalWORKs Team Meeting
- District-wide CalWORKs Team Meeting
- CalWORKs Region 3 Meeting
- 4CO Annual Conference
- Student Services SLO Workgroup

CalWORKs Counselor's institutional engagements include:

- LMC Guided Pathways Faculty Co-Lead

- CalWORKs Team Meeting
- 4CO Annual Conference

Dean of Counseling and Student Support's institutional engagements related to CalWORKs include:

- LMC CalWORKs Team Meeting
- CCEHSD Quarterly Meeting
- Guided Pathways Workgroup
- Student Services SLO Workgroup
- Student Services Leadership Team
- CalWORKs Region 3 Meeting
- 4CO Annual Conference

j. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The counseling faculty member assigned to CalWORKs attends the program's team meetings and the 4CO annual conference to acquire knowledge about changes in program policies, new State mandates, and exposure to practitioners who offer new approaches and theoretical frameworks that are needed to more effectively advise and understand the changing word of CalWORKs students; the counselor also shares updates with Counseling Dept. Primarily through participation in county and 4CO regional meetings, staff explore models for more efficiency service delivery, given the time and effort that students must devote to satisfy reporting requirements of EHSD and LMC (e.g., monthly attendance reports, academic progress reports).

k. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

The program director encourages all staff to complete, at least, one professional development activity per semester. The focus of the activity must clearly align with individual professional development needs, an immediate unit priority, and an institutional goal. After completing the activity, team members are required share back their most significant insight with their respective unit, with the goal of inspiring collective innovation. To promote professional development of new staff, both temporary and permanent, the program employs a peer-to-peer training process, which involves the delivery of one-to-one trainings by staff with expertise (“lead staff”) in areas (within the program and college-wide) directly related to a new employ’s role. After the lead staff person conducts the training, the trainee’s progress, materials used, and other pertinent details are memorialized in a cloud-based program; the transparency of this process allows the manager to monitor the progress that a new employee is making toward proficiency, assign duties appropriately, document the transference of knowledge and skills, reinforce the value of lead staff professional expertise, and provide feedback to reinforce learning. With respect to decision-making and all team members participate in annual planning and evaluation processes, by collecting and reviewing program data (counselor productivity), devising strategic plans for direct services (SLOs). After each term, program leads generate preliminary outcome statistical reports, which are disseminated and used, not only to increase accountability but to promote a culture of collegial innovation and strategic planning. When making decisions, the program coordinator routinely solicits team member feedback to proposals for new services, administrative changes, and policy that impact student access to services; however, the primary opportunity for collective team member input is through the annual program plan development and the mid-term unit review and planning process. After the program coordinator generates outcomes (i.e., budget expenditures, services, etc.) data from the previous year, that data is presented with analysis in a forum convened by the Dean of Counseling Student Support, which is attended by the staff and counseling faculty of 5 student service units. As part of a rotation, the CalWORKs program coordinator presents the unit’s report and solicits feedback to the forum. In addition to a list of clarifying questions, the process generates ideas, potential network partners, topics to research and new approaches to incorporate into the process for building the next annual program plan. The Mid-term Unit Review serves as check-point, allowing program leads to account for feedback that was given at the aforementioned forum. The program collects student feedback to services through surveys and draws on that data when devising and/or designing activities; for example, during the 2017-18 academic year, the program offered CalWORKs study students a job readiness workshop in collaboration with the College’s Information Technology staff, featuring resume development and video-taped mock-interviews. All

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Students who participated in workshop created competitive resumes and received a copy of their video-taped interview, along with constructive feedback from professional staff. Since students gave consistently high ratings to this workshop, the program plans to revise and repeat that workshop during the 2019-20 academic year.

- I. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

CalWORKs does not have an advisory board.

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

The past comprehensive program review goals are:

- 1) Develop a standardized intake process that can be utilized by the LMC CalWORKs Office and Count CalWORKs Office
- 2) Increase the number of CalWORKs students that received their textbooks on the first day of school
- 3) To minimize the LMC CalWORKs intake documents & to revise the forms to be completed on an annual (academic year) basis, rather than each semester.

Based on a critical review of the aforementioned goals, the program pursue the following goals for 2021-22:

- 1) Increase program consistency and services to students by hiring new permanent staffing
- 2) Increase engagement by CalWORKs students with counselors to complete comprehensive education plan
- 3) Increase career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

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VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, or specific skill sets that prepare them for an in-demand job.	Increase program consistency and services to students by hiring new permanent staffing	Equity & inclusion	Permanent hiring of program coordinator and job developer in CalWORKs	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal	Complete hiring process for CalWORKs coordinator Training for CalWORKs coordinator including New Directors Technical Assistance training, regional meetings, and county collaborations Complete hiring process for job developer	Program coordinator hiring completed during spring 2020; job developer hiring to follow in 2020; Training for both positions ongoing	Jeffrey Benford
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79	Increase engagement by CalWORKs students with counselors to complete comprehensive education plan		Increased percentage of CalWORKs students will have at least 3 semester education plan by the end of the first semester	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal	Create schedule of workshops for students to complete career inventory Create outreach plan to CalWORKs students to	Each semester or term, create new schedule of workshops Create initial plan for outreach to CalWORKs current students; create ongoing	Jeffrey Benford

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total units—the average among the quintile of colleges showing the strongest performance on this measure.			CalWORKs students will complete Career inventory during a workshop in their first semester		have them complete comprehensive education plan Training for counselors to facilitate more comprehensive education plans	outreach for new students Ongoing training for counselors about CalWORKs and need for comprehensive education plans Additional training and collaboration with County CalWORKs each semester	
VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

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colleges showing the strongest performance on this measure.							
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.	Increase career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others.	Student engagement & success	Create schedule of workshops each term. Each workshop will include assessment of skills presented.	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal	In collaboration with the Career Center, County CalWORKs and LMC CalWORKs staff, create schedule of workshops to fit student availability and needs. Create a series of workshops offered each term, with additional sessions for student requested topics. Identify leaders to host workshops each term.	Initial schedule created spring 2020. Ongoing schedule each term thereafter.	Jeffrey Benford

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VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
	Previous CPR goal: Develop a standardized intake process that can be utilized by the LMC CalWORKs Office & County CalWORKs Office	Strengthen community engagement & partnerships	In collaboration with county, new intake procedure has been completed.	<input type="checkbox"/> Completed	New intake has been implemented fall 2019	Jeffrey Benford	
	Previous CPR goal: Increase the number of CalWORKs students that receive their textbooks on the first day of school	Student engagement & success	Goal has been revised to CPR 1: Increase program consistency and services to students by hiring new permanent staffing	<input type="checkbox"/> Abandoned and re-envisioned	Revised goal is in current CPR	Jeffrey Benford	

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	Previous CPR goal: To minimize the LMC CalWORKs intake documents & to revise the forms to be completed n an annual (academic year) basis, rather than each semester	Student engagement & success	Forms and intake process were revised. Implementation completed 2019.	<input type="checkbox"/> Completed	Ongoing with new forms and intake process	Jeffrey Benford	
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

The CalWORKs staffing has been inconsistent over the recent past. CalWORKs has been without a job developer for much of the recent 3 years to provide workshop training and support to students. The CalWORKs coordinator position has had multiple staff transitions, creating inconsistency with services and student engagement. Without permanent staffing, implementing change and increasing number of students served has been very challenging. In order to support staff efficiency in this environment, minimizing the amount of forms required annually has increased student engagement and workflow for staff.

Increasing the number of CalWORKs students has been an ongoing goal. While the number of CalWORKs students has increase a little, a larger increase of CalWORKs students is an ongoing goal.

Improving the relationship with the County office of CalWORKs has been a long-term project. Without the improved relationship with the County, improving the intake process and timeline for students to be eligible for CalWORKs services would not have been possible. Eliminating paperwork each semester has also simplified the County CalWORKs workflow. CalWORKs has a much more collaborative relationship between LMC and the County offices.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	Students completing CalWORKs orientation training will more efficiently and successfully be able to navigate college and county processes	Increase the number of CalWORKs students at LMC		Create ongoing training for student services such as counseling, cashier, Bookstore, for working effectively with CalWORKs students	Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive

					financial aid successfully (if determined eligible).
TARGET	<input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> Service		<input type="checkbox"/> Employee <input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid, # of students connected with required county services. May also gather data from bookstore, cashier, # students co-registered in other student services programs such as EOPS, etc.	Will gather the following data: MIS student data		Training presentation created. Trainings offered to student services, bookstore or departments could also include assessment survey.	Example: Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.

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STATUS	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT					
NEXT STEPS	Collaborate with research to create CalWORKs cohort in Tableau for data; Create assessment for CalWORKs orientation sessions to be implemented beginning 2020	Hire coordinator. Conduct outreach to county CalWORKs. Identify potentially CalWORKs eligible students SQL data; contact those students to encourage students to apply. Conduct recruitment activities such as tabling on campus.		Hire & train CalWORKs coordinator. Coordinator will need to attend technical assistance training from state chancellor's office and on campus training for bookstore and cashier processes. Coordinator will then need to develop overview training for other departments	Example: <i>Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.</i>
RESPONSIBLE PARTIES	Jeffrey Benford, Chialin Hsieh, Roslyn Guillory, CCEHSD	Jeffrey Benford, CalWORKs coordinator tbd		Jeffrey Benford, CalWORKs coordinator tbd	Example: <i>Jennifer Ma, Financial Aid Office</i>

ALIGNED STUDENT SERVICES THEME	Equity & inclusion	Student engagement & success		Empowering student services professionals	Example: <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	<p>Increase engagement by CalWORKs students with counselors to complete comprehensive education plan</p> <p>Increase career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others.</p>	Increase program consistency and services to students by hiring new permanent staffing		Increase program consistency and services to students by hiring new permanent staffing	Example: <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

No applications submitted

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Operating Resource Request			
<u>Professional Development Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<input type="checkbox"/> One-time <input type="checkbox"/> On-going/Permanent		<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software	
Department/Unit Name		Resource Type	
<input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> One-time	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Online Learning <input type="checkbox"/> Other	<input type="checkbox"/> Materials/Supplies <input type="checkbox"/> IT Hardware/Software
General Description		Est. Expense	
General Description		Est. Expense	
Justification:			
Justification:			

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LMC Program Review Year 3 Update 2019-2020 Student Services Units

CAREER CENTER

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

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GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

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February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- m. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

The mission of LMC Career Services is to provide comprehensive career planning and preparation services and resources to students, enhancing their ability to successfully identify and pursue their academic and career goals. Our core function is to meet students wherever they are in the career development continuum, and facilitate guided career awareness, exploration, preparation, and training. Our goal is to support LMC students in defining a career and educational vision and plan as they enter the college, and leave with a tool box of strategies, resources and skills.

The unit coordinates a number of programs designed to support students across the career development continuum:

- Career Exploration and Career Preparation Activities
 - *Workshops*: helping students explore majors through interest and strengths assessments, and exploration activities, and career preparation through resume development and interview preparation activities.
 - 280 students reached in workshops in 2018-2019
 - *Class Presentations*
 - 1183 students reached in class presentations in 2018-2019
 - *Career Exploration and Preparation Events*: in addition to partnering with the office of Workforce & Economic Development to host two CTE job fairs, Career Services designed and held LMC's first, "Opportunity Fair," an annual event for exploring career and majors with informational interviews, volunteer, and internship opportunities
 - 609 students reached in career-related events in 2018-2019
 - *Individual career counseling* to explore careers and define major and educational pathway
 - 292 students attended career counseling appointments in 2018-2019
 - *Industry Tours*
 - 26 students reached in two industry tours in 2018-2019
 - *Mock Interview events*
 - 18 students reached in one mock interview event in 2018-2019
- Cooperative Work Experience Education Program (CWEE)
 - Beginning Fall 2018, Career Services coordinates the outreach for CWEE courses at LMC, schedules COOP-160 courses each term, and partners with CTE disciplines to schedule and staff COOP-170 and COOP-180 courses.
 - CWEE section enrollment increased to 223 students in 2018-2019. See COOP Instructional Program Review Update for more information.
- On Campus Student Employment hiring paperwork

- Career Services advertises job openings to current students, and facilitates the completion of employer and student hiring paperwork for the business office and district.
 - Student Employment processed paperwork for 325 new students hired on campus, and 288 students hired into additional positions in 2018-2019.
 - Provided 30 orientations for 86 staff and faculty student employers.

n. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

Career exploration and preparation is woven into every academic and student support component of the college, and with that, Career Services works closely and partners with almost every department on campus. Since the 2017 Comprehensive Program Review, the following new partnerships and collaborations have developed:

Workforce and Economic Development	Together WED and Career Services develops unique LMC internships, co-coordinate annual events like Shell's Energize Your Destiny and spring job fairs, and collaborate to increase the number of Work Based Learning opportunities available to LMC students.
K-12 Programs and Pathways	Career Services partners with K12 programs in providing career exploration activities at Career Focus Fridays, and assessments and presentations in dual-enrollment classrooms.
Learning Communities	Every Transfer Academy, Umoja, and Puente student in the Fall 2019 term met with the Career Exploration coordinator to complete a major interest and strengths assessment.
CTE Departments	The career services coordinator partners closely with CTE faculty to bring WBL activities to their programs. In the last year, Career Services has organized three industry tours, one mock interview event, and three guest speakers for CTE disciplines.
Don't Cancel Classes	Career Services partners with instructors to provide career-related workshops and presentations in during class meetings.
Student Retention and Success	Career Services partners with Student Retention and Success to provide career-related workshops as part of the probation process.

CWEE Faculty Support	Career Services partners with CTE instructional departments to recruit and train faculty for sections of discipline-specific occupational work experience courses.
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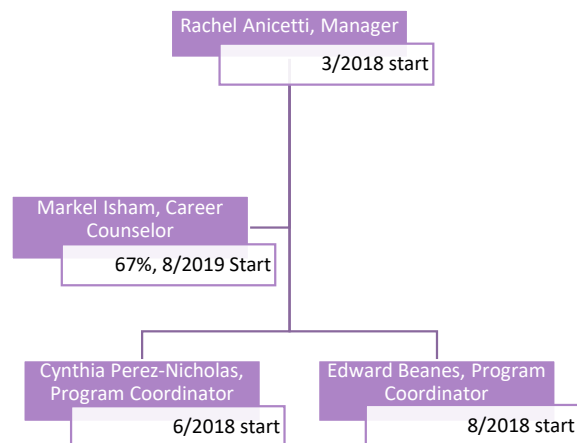
- o. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.**

Below are external factors impacting the ability of Career Services to effectively provide career support to students:

- Occupational and Internship CWEE offerings limited by department staffing and scheduling
- 16 week semester calendar limits the number of times during the week that many students are on campus, impacting students' availability for out of class workshops, and the number of class presentation requests the office has received.

- p. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.**

In addition to the Organization Chart below, Transfer & Career Services employs an average of eight student workers to act as "Student Ambassadors"- staffing the front desk, performing minor administrative duties, and introducing students to resume development and career assessment work.



q. How does your department ensure that students are aware of learning support outcomes?

Previous Learning Support Outcomes are displayed at our center, on the career services website, and in the college catalog. Updated LSOs will be displayed in a similar way by February 2020.

2. Engagement

m. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Representatives from Career Services are involved in the following institutional efforts at the college:

- Guided Pathways Pillar leads and activities
- CTE Committee
- EEO Committee
- Strategic Enrollment Management

n. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Representatives from Career Services are involved in the following community activities and partnerships:

Opportunity Junction AJCC functions at LMC	When Rubicon Ventures and Opportunity Junction took on duties formally held by American Job Centers of California (AJCC) in August 2018, Los Medanos College was selected as an access point for services. Transfer & Career Services partnered with Opportunity Junction, 4CD, and Rubicon to develop a MOU, and host Opportunity Junction career counselors in our area. OJ career counselors meet with interested students to discuss WIOA eligibility, job search strategies, using the CalJobs website, and successfully applying for employment.
K-12 High School Outreach and Career Assessment	Career Services collaborates with LMC instructors in the K-12 classroom to conduct early career assessments and major exploration, with the goal of high school students identifying a major or career path before college enrollment.
Jewish Vocational Services	Career Services designed and held two events in the 2018-2019 academic year with Jewish Vocational Services: a mock interview for PTEC students, and an industry tour to East Bay MUD water treatment plant.
Salesforce Pathfinder Program	In September 2019, Career Services, in partnership with Workforce and Economic Development, entered as a partner in Salesforce's Pathfinder Training Program- a career development program for community college students and veterans. Students are trained on technical and business skills to earn a Salesforce Administrator or Salesforce Developer certification and pursue a career in the Salesforce ecosystem, without a bachelor's degree required. LMC is one of three community colleges in the Bay Area program.

o. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

Transfer & Career Services employs an average of eight student workers to act as “Student Ambassadors”- staffing the front desk, performing minor administrative duties, and introducing students to resume development and assessment work. The students also collaborate with coordinators to develop promotional material for events and activities, and post to the department’s social media accounts. Student ambassadors attend weekly meetings with the staff team, as well as quarterly All Student Services Meetings, and take part in many of the decision making processes for the department.

Career Services also employs an adjunct Career Counselor who attends weekly career team meetings, and provides input on all goal setting, event and activity planning, and student services decisions.

- p. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

N/A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below.

Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

Career Services has multiple strategies to increase success for populations identified in LMC's Equity Plan:

1. Data Informed Services: beginning in the Fall 2019 term, Career Services began collecting all student contact (drop-in, workshops, class presentations, and tours) through SARS so that rosters can be generated and run through Tableau. This allows the unit to disaggregate contact by populations in LMC's Equity Plan, complete gaps analysis, and identify areas to increase marketing or services.
2. Strategic Planning through Equity Lenses: goals developed through the department's strategic planning process, comprehensive program review, or Learning Support Outcomes have individualized goals for populations identified in LMC's Student Equity Plan.
3. Partnership with Key Campus Organizations: Career Services partners with college departments and organizations to engage with students each semester. These groups include EOPS, student clubs, DSPS (including the Department of Rehab), and learning communities.

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS, ACTION STEPS, TIMELINE, RESPONSIBLE PARTIES
Accreditation: Course Success				
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare	Increase student access to career exploration activities through implementation of annual campus-wide career events. Initial milestones: - Develop	Student Engagement and Success	Develop and host two campus events annually by June 2022. – Hold two job-site field trips annually by June 2022.	In Progress Action Steps: Career Services designed two new campus-wide career events in the 2018-2019 academic year. The first, <i>Opportunity Fair</i> , was developed with the object of connecting students with working professionals and employers to explore future career opportunities. Over 250 students attended, conducting informational interviews with

Student Services Program Review Year 3 Update 2019-2020 FINAL TEMPLATE

them for an in-demand job.	and host two campus events annually by June 2022. - Hold two job-site field trips annually by June 2022.			<p>18 professionals in multiple job sectors. In addition, students spoke with an additional 20 tabling employers offering internships, and university career centers to prepare for career development after transfer.</p> <p>Career Services also designed and held its first mock interview event, with a focus on the advanced manufacturing industry. 18 students attended preparation meetings with LMC's career counselor, then conducted a mock interview and resume review with 8 employers.</p> <p>Career Services also held industry tours to Ferguson HVAC and Ellie Mae Mortgage. 26 students attended and met professionals from multiple sectors. See Career Services LSO for learning outcome assessment.</p> <p>Timeline: Continuous</p> <p>Responsible Parties: Cynthia Perez Nicholas, Edward Beanes</p>
VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.	Broaden student access to career exploration tools through integrating Career Exploration resources into classroom and counseling sessions: initial milestone is to increase classroom presentations to 400 student contacts annually by June 2022.	Student Engagement and Success	Increase classroom presentations to 400 student contacts annually by June 2022.	<p>In Progress</p> <p>Action Steps: Transfer & Career coordinators are compiling lists of sections for Spring 2020 ENGL 100, and are coordinating visits now for SP2020</p> <p>Timeline: 12/2019: compile section list, contact instructor. 1/2020: coordinate presentation time with staff and student workers</p> <p>Responsible Parties: Sandra Parsons, Edward Beanes, Rachel Anicetti</p>

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VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.				
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.	Transition Cooperative Work Experience Education from Workforce Development to Career Services by September 2018.	Commitment to Innovation and Creativity	n/a	Completed
				<p>Outcome and Impact: CWEE transitioned to Transfer & Career Services in August 2018, with the hiring of a new Career Services program coordinator. This transition was done with the goal of expanding the CWEE program at the college.</p> <p>Career Services expanded program outreach to social media and targeted student emails, and integrated additional enrollment support into CWEE orientations. Career Services also began faculty orientations and training. We believe the success of these efforts are reflected in the considerable increase in enrollment and course success over the last year, and particularly when looking at the increased enrollment and success of LMC's African American students.</p> <p>The table below shows CWEE course unduplicated headcount and overall course success, and headcount and course success for African American students, the terms prior to transition to Career Services (Spring 2017- Spring 2018) and after (Fall 2018-Fall 2019)</p>

				<table border="1"> <thead> <tr> <th>Term</th><th>Unduplicated Headcount</th><th>A/A Student Headcount</th><th>Overall Course Success Rate</th><th>A/A Course Success Rate</th></tr> </thead> <tbody> <tr> <td>Spring 2017</td><td>76</td><td>8</td><td>90.8%</td><td>75%</td></tr> <tr> <td>Fall 2017</td><td>57</td><td>5</td><td>82.5%</td><td>60%</td></tr> <tr> <td>Spring 2018</td><td>75</td><td>5</td><td>84%</td><td>100%</td></tr> <tr> <td>Fall 2018</td><td>84</td><td>11</td><td>88.2%</td><td>83.3%</td></tr> <tr> <td>Spring 2019</td><td>119</td><td>16</td><td>90.8%</td><td>88.2%</td></tr> <tr> <td>Fall 2019</td><td>146</td><td>25</td><td>86.9%</td><td>80.8%</td></tr> </tbody> </table> <p>More information can be found in the instructional program review for COOP-160.</p>	Term	Unduplicated Headcount	A/A Student Headcount	Overall Course Success Rate	A/A Course Success Rate	Spring 2017	76	8	90.8%	75%	Fall 2017	57	5	82.5%	60%	Spring 2018	75	5	84%	100%	Fall 2018	84	11	88.2%	83.3%	Spring 2019	119	16	90.8%	88.2%	Fall 2019	146	25	86.9%	80.8%
Term	Unduplicated Headcount	A/A Student Headcount	Overall Course Success Rate	A/A Course Success Rate																																			
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VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	Increase the number of students trained in 21 st century (employability) skills, through a specific focus on increasing the number of African American students accessing career support.	Equity and Inclusion	by 2021, 20% increase in number of Black/African American students accessing Career Services resume and interview preparation	<p>New Goal</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Develop internal student contact tracking system that allows disaggregation by demographics 2. Identify baseline representation in activities, and gaps in representation 3. Develop marketing strategy and implementation plan <p>Timeline: 1/2020: generate first student contact report, conduct planning session with students on campus 3/2020: develop marketing plan for 20-21 academic year</p> <p>Responsible Parties: Cynthia Perez Nicholas, Edward Beanes, Rachel Anicetti</p>																																			
	Develop three-year strategic plan for		n/a	Completed																																			

Student Services Program Review Year 3 Update 2019-2020 FINAL TEMPLATE

	Career Services, with goals related to programs, services, and organizational needs by January 2019.	Commitment to Innovation and Creativity		<p>Outcome and Impact: Over the course of the 2018-2019 academic year, the Career Services team embarked on a strategic planning process that including: an internal SWOT analysis, gaps analysis, team planning retreat, and consultation with internal and external stakeholders.</p> <p>This resulted in a document that outlines five major program goals, quantitative milestones, and targeted activities through the 2021-2022 academic year. Program goals align with Guided Pathways, Strong Workforce metrics, and Vision for Success goals.</p> <p>The Career Services Strategic Plan has been used to guide program review planning, Guided Pathways implementation, and partnership with Workforce & Economic Development. It can be found in the college's L drive, and will be online by June 2020.</p>
<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>	Develop robust internship and job placement program by August 2021			Abandoned
				Goal adjusted, see new goal below
				New Goal

<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>	<p>Increase the number of students engaging and participating in Work Based Learning activities</p>		<p>By 2022, CWEE enrollment increased by 100 students from 2018-2019 unduplicated headcount of 179 students.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Recruit F/T faculty for project lead in hiring and new faculty evaluations 2. Increase availability of CWEE-180 courses in non-CTE disciplines 3. Partner with WED to develop new internships with local agencies and industry 4. Continue major-based outreach <p>Timeline: 12/2019: meet with WED to develop internship intake and approval process 2/2020: meet with academic departments to expand COOP-180 4/2020: update COOP 180 COOR to include additional disciplines</p> <p>Responsible Parties: Cynthia Perez Nicholas, Rachel Anicetti, Bill Bankhead, Melina Rodriguez</p>
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

Career Services in its current staffing was formally launched in Fall 2018. Prior to this, Career Services at LMC consisted of one part-time career counselor, and extremely limited workshops. Because of transitions in staffing and unit development, the activities identified in Career Services' LSOs have not been consistently offered or assessed for the last three years. However, program effectiveness and student learning has been addressed in the following ways since Fall 2018:

- The completion of a 3 year Career Services Strategic Plan, including SWOT and Gaps Analysis, and input from students, staff, and faculty.
- Post industry tour, event, and activity survey
 - o As a result of tour student survey, pre-tour preparation workshops have been implemented, and industry education materials are sent to students prior to tour.
- Cooperative Work Experience Education student surveys
 - o As a result of CWEE surveys, additional enrollment support and faculty training have been added to student and faculty onboarding.

LEARNING SUPPORT OUTCOME	Prior LSO: Students who attend a workshop or meet with a career coach regarding the job/internship search process will learn techniques to improve their potential to find employment.	Prior LSO: After attending a resume workshop or meeting with a career coach on how to develop a resume, students will gain information on how to create well-written and effective resumes.	New LSO: Students who attend an industry tour will be able to identify resources available to employees and/or internships at the company they visit	New LSO: Increase Cooperative Work Experience Education student enrollment to 279 students annually by Fall 2022
TARGET	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee X Service
MEASURE	Method: Pre/Post Workshop Survey Above Proficiency: student answers 9-11 questions correctly in post-survey Proficient: student answers 6-8 questions correctly in post-survey	Method: Pre/Post Workshop Survey Above Proficiency: student answers 9-11 questions correctly in post-survey Proficient: student answers 6-8 questions correctly in post-survey	Method: Post Tour Survey Above Proficiency: Student will show advanced proficiency in their ability to identify resources available to employees and/or internships if they identify 3 or more resources and	Unduplicated headcount in COOP-160, and -170, -180 work experience courses. Above Proficiency: more than 279 students enrolled in CWEE Sections Proficient: 279 students enrolled in CWEE Sections

	Below Proficiency: student answers 0-5 questions correctly in post-survey	Below Proficiency: student answers 0-5 questions correctly in post-survey	activities between the two related questions in evaluation. Proficient: Student will show proficiency in their ability to identify resources available to employees and/or internships if they identify 2 or more resources and activities between the two related questions in evaluation. Below Proficiency Students knowledge did not increase in their ability to identify resources available to employees and/or internships if they commented on 0-1 of the categories in the evaluation.	Below Proficiency: Less than 279 students enrolled in CWEE Sections
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	Completed LSO Outcome reports are saved in Transfer & Career Services internal L drive.			
NEXT STEPS			Survey has been administered in Fall 2019 industry tour, and will be	Action plan is being developed by Career Services in partnership with

			administered in 2 tours Spring 2020, for 19-20 evaluation	Workforce & Economic Development
RESPONSIBLE PARTIES			Edward Beanes	Cynthia Perez-Nicholas, Rachel Anicetti, Bill Bankhead
ALIGNED STUDENT SERVICES THEME	Student Engagement & Success	Student Engagement & Success	Student Engagement & Success	Commitment to Innovation & Creativity
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Increase the number of students trained in 21 st century (employability) skills	Increase the number of students trained in 21 st century (employability) skills	Increase the number of students engaging and participating in Work Based Learning activities	Increase the number of students engaging and participating in Work Based Learning activities

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Operating Resource Request			
<u>Professional Development Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<input type="checkbox"/> One-time	<input type="checkbox"/> On-going/Permanent	<input type="checkbox"/> Equipment	<input type="checkbox"/> IT Hardware/Software
Department/Unit Name		Resource Type	
<input type="checkbox"/> Manager	<input type="checkbox"/> One-time	<input type="checkbox"/> Conference/Meeting	<input type="checkbox"/> Materials/Supplies
<input type="checkbox"/> Student		<input type="checkbox"/> Online Learning	<input type="checkbox"/> IT Hardware/Software
General Description		<input type="checkbox"/> Other	Est. Expense
General Description		Est. Expense	
Justification:			
Justification:			

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LMC Program Review Year 3 Update 2019-2020 Student Services Units

COUNSELING SERVICES

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- r. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

The Counseling/Student Services Department embodies a comprehensive, student-centered approach. We believe in fostering the strengths of our diverse student population and working collaboratively with all student services to empower students in their educational process. We believe in cultivating shared responsibility in navigating the educational system that results in positive student outcomes and personal growth.

We provide the following services for our students:

- Educational planning and advising
- Transfer/Graduation planning and advising
- Career exploration and assessment
- K-12 Outreach and Pathways planning
- Instruction of Counseling Courses (LMC and High School Partner sites)
- Wellness/Crisis Counseling

- s. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.**

The Counseling Department has established a partnerships campus-wide to improve our student's success in their educational and personal pursuits while at LMC:

- Crisis Team – has developed a training manual that is used campus wide when dealing with a student experiencing a crisis while on campus

- John F. Kennedy University – developed an on-campus program for student experiencing mental health issues to receive support services at no cost to them throughout the academic year
- Leadership Guided Pathways – Counseling faculty have taken leadership roles in the implementation of Guided Pathways Initiative; FT Counselors have been assigned to each Pillar
- K-12 Outreach – Full-time Counselor designated to outreach to strengthen pipeline between K-12 and LMC community college transition
- On-boarding of High School seniors into LMC via Counseling 31 workshops and partnership with Outreach
- Counseling Instruction – provide counseling courses to assist incoming freshmen in their transition into the Community College system
- Non-Credit – developing a skills certificate for students (ESL, CTE) to allow students to take courses to build foundational skills without attributing cost to students (COUNS 30, 32, 34)
- Dual Enrollment (PHS, AHS Connect) – providing exposure to graduating High School seniors in local community to earn early college credit while in High School; part of the “Get Focused Stay Focused” Curriculum (GFSF)
- DSPS /Veterans – DSPS qualified counselors offer general counseling appointments for Veterans in the Veteran’s Resource Center
- Transfer & Career Center – work closely with department to create and develop workshops for students geared towards transfer and career exploration as well as teaching ACS courses

Need for further Collaboration:

- Admissions and Records and Outreach to create a smoother process for on-boarding of dual enrollment students
- K-12 Partners to identify other Counseling courses to offer to graduating seniors for the “GFSF” Curriculum at local high schools
- Welcome Center and Outreach regarding the development and implementation for the High School Counselors Conference to emphasize process for new students to enroll in Counseling 031 course and receive updates on new initiatives coming through counseling process

t. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

- AB705 – Assessment English/Math: we have begun to accelerate Math and English allowing students to move through pathways in a timely manner. Support services offered by Counseling to assist students with this transition who may not be adequately prepared for college level Math and English courses
- Guided Pathways: Counseling department has engaged in collaborative leadership to create “meta majors” that will provide clear and concrete pathways towards specified academic and career goals

- Vision for Success: this model will provide a foundation to create intentional and intrusive counseling models for all students to achieve academic and career goals; ensuring that the VFS goals are accomplished
- Student Centered Funding Formula (SCFF): with the updated funding formula, we will need to ensure that a student's educational and career path are fully aligned. Continual review of student's educational and career paths in counseling appointments to ensure accuracy will be required.
- Distance and Online Education – Counselors will trained and vetted to conduct online counseling appointments with individuals and groups, allowing counseling to mirror the online services with in-person services currently provided to students.
- Mental Health: LMC is innovative in their partnership with JFK University by offering Wellness appointments to students. The CCCSMHP advises that each CCC provides 1 MHC to every 500 students. On average, we have at least 3 Wellness Counselors year round (including summer and winter months) for our Pittsburg campus and 1 Wellness Counselor for our Brentwood campus.

u. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

We have a total of 17 full-time counselors with 23 adjunct counselors, many of which are dedicated to specific program areas:

- EOPS 1.5 (FT): 2 Adjunct Counselors
- CalWorks 0.5 (FT)
- DSPS 1.5 (FT): 3 Adjunct Counselors
- Student Success and Retention: 2 Counselors: 2 Adjunct Counselors
- Learning Communities: 1 Uomja, 1 Puente, 1 Transfer Academy, 1 Honors, 1 MESA, 1 Athletics, .5 ESL
- CTE/Workforce Development: 1 Counselor (FT): 1 Adjunct Counselor
- K-12 Pathways: 1 Counselor (FT): 7 Adjunct Counselors
- Generalist: 3 Counselors (FT): 8 Adjunct Counselors
- Career: 1 Adjunct Counselor

Needs:

The Counseling department is currently experiencing a shortage of front desk staffing. We have one part-time hourly person along with seven student ambassadors. We need more front desk staffing desperately. There is also a need for more general counseling. Currently, we have Counselors available to meet with students Monday – Thursday from 8:30am until 7:00pm and Friday 8:30am – 1:00pm. Students also have the

opportunity to make same day appointments (given availability) with Counselors who have openings. With this, general student populations are serviced by program specific Counselors and are exposed to program specific information.

During the Fall 2019 and Spring 2020 semesters we are offering First Steps Counseling (FSC) drop-in at the Counseling front desk in the Student Services Center (SSC) for students to ask quick questions, get assistance with filling out forms, and class recommendations. Counselors are also conducting out-of-office appointments at designated areas (Kinesiology Athletic Complex, MESA Center, Umoja Village, Honors Center, K-12 High School Sites, CTE Classrooms, and ESL Classrooms).

v. How does your department ensure that students are aware of learning support outcomes?

Our Student Learning Outcomes are listed on our Counseling webpage, as well as the LMC College Catalog. In addition, the outcomes are also listed in our syllabi for our Counseling courses.

2. Engagement

q. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

The Counseling Department is active on campus and is often asked to join committees as Counseling Department faculty often provide a unique perspective being both within instruction and student services. Counselors serve as committee members and/or leads for the following shared governance committees, programs and services, and college and statewide initiatives.

- Academic Senate
- Curriculum Committee
- Guided Pathways and associated Guided Pathways Pillar subgroups
- Strategic Enrollment Management
- Accreditation Committee
- Student Equity and Achievement Committee
- Student Learning Outcomes
- Teaching and Learning Committee
- Starfish Retention and Degree Planning Statewide
- Safety Committee
- United Faculty
- Distance Education and Online Education Initiative

- Learning Communities and Student Program Planning Teams and Advisory Boards (i.e. Puente, Umoja Scholars, MESA, Honors, Transfer Academy, EOPS, CalWORKs, DSPS, ESL, Veterans, CTE)
- Career Technical Education Committee
- Asian Pacific Islander Committee

Counselors have also facilitated various professional development workshops during flex week and throughout the semester on campus and at conferences, helped in coordinating and facilitating campus activities, facilitated student ambassador trainings, and presented in classrooms to students on variety of topics, such as wellness resources, crisis management, retention strategies, disability awareness, universal design learning, and community issues. Members of the Counseling Department have attended conferences to increase our effectiveness in working with students in increasing student success, retention and persistence:

- *Guided Pathways Retreat facilitated by The Career Ladders Project (CLP)*: From this retreat, the Counseling Department was able to discuss and plan for counseling projects relate to Guided Pathway, and develop monthly to continue the discussion about the planning and future implementation of these projects. The areas of focus currently are development of Meta-Majors (Clarifying the Path), First Year Experience (FYE) (Entering the Path), and building Success Teams (Staying on the Path).
- *Counseling in the Era of Equity: Critical Competencies for Student Success facilitated by the Skyline College Equity Institute*: From this conference we focused on creating an environment for our students within the Counseling Department that is intentional about moving from transactional counseling practices to transformative counseling practices. We also explored different counseling pedagogies to create a more centered approach towards student success.
- *Ensuring Transfer Success (ETS) Conference*: Counselors and the Transfer Services Team attend the annual conference to learn about updates related to transfer requirements, admissions process, and available resources at the UC system. Attendees were able to learn about the updated ASSIST website, discuss various admissions criteria for students, learn about transfer support services and financial aid available at the UC, and network with UC representatives to learn more about each of their respective universities.
- *National Behavioral Intervention Team Association (NaBITA) Conference* (Spring 2019): Attendance at this conference has led to the development of a more effective method for assessing student needs for mental health and wellness services. A growing number of student requests for appointments with Student Wellness Program (SWP) therapists has resulted in an expanding waitlist. (Considering Fall 2019 and Spring 2020 FTES (3,879 and 3462, respectively), with 4 SWP therapists working the equivalent of 1.1 full-time counselors, the SWP therapist-to-students is 918:1.) By employing a case management model, a designated number of counselors are released to assess students-at-risk, refer them to the appropriate service provider, and confer weekly to ensure that all students are properly served and surveyed, and that a confidential record is made for all services provided. Where a full-time case manager would provide the most effective coordination, delegating existing counselors to serve as case managers draws on their graduate school training in

crisis response, which enables the Department to identify students who are better serviced with a personal counseling appointment (non-therapeutic), than with a SWP appointment (therapeutic).

- *EOPS Conference:* EOPS Counselors attended a workshop that demoed the Q-Less software app. This tool helps eliminate physical lines for students. It would be extremely useful in tracking the number of students that visit our student services division. Unfortunately LMC is not capturing a full headcount of students requesting assistance. In addition, this interactive tool would allow the institution to virtually connect with students who are in-line for a service. Students would be notified of wait times for drop-in needs. Next steps have been to briefly discuss this with the Vice President of Student Services (who has experience with this tool), asking all student services managers if this is something they would be interested in. Once a discussion has taken place and a need has been presented, the next step is to locate a funding source. EOPS Counselors also attended a workshop dedicated to E-Files by using Canvas within the EOPS Program. We found this to be fascinating for our EOPS program for we could be doing so much more by embracing the digital world. Canvas is a tool that LMC is already, using however only within the Instruction Division. Educating the Students Services unit about this available tool and how this could be helpful for their programs.

r. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- Dedicated Career Technical Education Counselors that work closely with CTE programs and departments, industry partners, and local community organizations.
- Dedicated Counselor that works directly with our local high school partners and meeting on-site with incoming high school students to assist students with education planning and navigating the overall LMC matriculation process.
- Eleven Counseling Courses (COUNS-032 and COUNS-034) are offered to high school students in both Fall and Spring semesters, which cover career exploration and college success. Eight courses are held on-site at the local high schools and three courses are held on-campus at LMC as part of the College Connect programs with Pittsburg and Antioch High Schools.
- Collaboration with Adult Education partners and providing information and assistance to students about LMC programs and resources
- Coordination and participation in Black History Month Elementary School Reading annual event at Foothill Elementary School
- Collaboration with counseling interns from JFK University to provide wellness services to students on campus (currently have four wellness counselors available)
- Collaboration with local graduate school counseling programs to have interns gain hands-on experience working closely with LMC Counseling Department
- Participation in the programming of the annual Cesar Chavez event

s. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

- Counseling Trainings are held on a monthly basis to keep counselors stay up to date on academic programs and local community resources. Guest speakers from various campus departments, student services, and local community organizations are often invited to present about their specific programs and resources.
- Flex Workshops and Trainings are provided for counselors on a variety of topics related to the education planning updates and counseling operations
- All newly hired Counselors are required to attend a two-day training and orientation to get acclimated to the counseling position and learn about the department and overall college resources, services, processes, and protocols. New Counselors are also encouraged to shadow full-time counselors as part of their training process.
- Counselors have attended and participated in conferences (ie. Skyline College Equity Conference)
- Counselors have assisted in coordinating, planning, and facilitating Mental Health Awareness Outreach and Workshops, developing the Crisis Manual Handbook, and trainings with student ambassadors and campus staff

t. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

N/A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

- **Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.**
- **Goal #2: Develop and implement counseling-related initiatives related to Guided Pathways.**
- **Goal #3: Increase course success rates in Counseling courses.**

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success	Goal #3: Increase course success rates in Counseling courses.	Empowering Student Services Professionals, Student Engagement & Success, Equity & Inclusion	Will measure the success rates in our Counseling classes for the current and future semesters	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	Similar to all faculty on campus, Counselors will be going through the required training for all instructors teaching online.	Spring 2020 on forward	Counseling Faculty Instructors of Counseling Courses
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or	Goal #1: Students will be able to clarify their educational goal and develop an education plan	Student Engagement & Success	Will gather data regarding students' feedback and learning from surveys provided to	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	Develop pre-surveys and post-surveys for students to complete during counseling drop-ins and	Spring 2020 on forward	All Counselors

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specific skill sets that prepare them for an in-demand job.	after meeting with a counselor.		students after meeting with a counselor.		appointments. Counseling outreach efforts through tabling on campus to encourage students to schedule counseling meetings.		
VFS2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.	Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.	Student Engagement & Success	Will gather data regarding students' feedback and learning from surveys provided to students after meeting with a counselor.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	Develop pre-surveys and post-surveys for students to complete during counseling drop-ins and appointments. Counseling outreach efforts through tabling on campus to encourage students to schedule counseling meetings.	Spring 2020 on forward	All Counselors
VSF3: Decrease the average number of	Goal #1: Students will	Student Engagement	Will gather data	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress	Develop pre-surveys and	Spring 2020 on forward	All Counselors

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units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	be able to clarify their educational goal and develop an education plan after meeting with a counselor.	& Success, Commitment to Innovation and Creativity	regarding students' feedback and learning from surveys provided to students after meeting with a counselor.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	post-surveys for students to complete during counseling drop-ins and appointments. Outreach to students who have excess units to schedule an appointment to meet to discuss education plan.		
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on	Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.	Student Engagement & Success, Empowering Student Services Professionals	Will gather data regarding students' feedback and learning from surveys provided to students after meeting with a counselor.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	Continue providing monthly trainings and professional development opportunities to all Counselors to learn about updates related to CTE programs and LMC Career Services.	Spring 2020 on forward	All Counselors, LMC CTE Departments, LMC Career Services

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this measure in the most recent administration of the CTE Outcomes Survey.							
VF55: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	Goal #2: Develop and implement Counseling initiatives related to Guided Pathways.	Equity & Inclusion, Student Engagement & Success, Commitment to Innovation & Creativity	Form task groups that will focus on specific Counseling projects related to Guided Pathways (and its related Pillars).	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Monthly meetings are currently scheduled this Spring 2020 semester that are primarily focused on discussing and planning for Counseling projects related to Guided Pathways.	Spring 2020 on forward	Counseling Department

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	New LMC students who attend the COUNS-031 (Educational Planning) course will be able to develop an abbreviated education plan prior to starting at LMC.	Students who meet with a counselor will be able to select and update their "Primary Major" information on their Insite account.	Counselors will be trained to provide online counseling services to better serve students in the distance education environment.		Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Will gather data related to student enrollment, completion of education plans, and survey data.	Will verify major during counseling appointment.	Will assess Counseling faculty feedback after completing online counseling training and begin providing online appointments.		Example: Will gather the following data: # of students completed and

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					submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT					
NEXT STEPS	Pre-surveys and post-surveys are provided to all students attending the class to ensure learning has taken place.	During counseling meetings with students, Counselors will first verify major on file on student's Insite account is accurate. If changes are to be made to update a student's major, Counselors will assist student with updating their major through Insite or the Change of Major Form.	Nine Counselors have been selected and are currently registered to take an in-depth training class, facilitated by Cranium Cafe, to learn about the utilization, functions, and operations of the online program to provide counseling services to distance students.		Example: Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.

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RESPONSIBLE PARTIES	Counseling Faculty teaching COUNS-031 class	All Counselors and Front Desk Staff	Selected Counseling faculty participating in online training		Example: <i>Jennifer Ma, Financial Aid Office</i>
ALIGNED STUDENT SERVICES THEME	Student Engagement & Success	Student Engagement & Success	Empowering Student Services Professionals, Commitment to Innovation & Creativity		Example: <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Goal #1, Goal #2	Goal #1, Goal #2	Goal #1, Goal #2, Goal #3		Example: <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Counseling		Counseling Department - Program Coordinator (Or Program Assistant) – 2 Positions	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification: With a current staff of 45+ Counselors (Full-Time, Part-Time, Wellness Counselors), Student Ambassadors, and services provided at various delivery sites (Brentwood, Pittsburg, Local High Schools, Learning Communities, Support Programs, etc.), the Department has faced a huge ongoing need for increased administrative support for the department to facilitate processing workflows, front desk protocols, and overseeing daily office operations and logistics. Duties and responsibilities of this position includes scheduling and filling of shifts, appointment scheduling and maintenance of SARS, building schedules and making adjustments accordingly, processing of all related office paperwork (timecards, verifications, leave requests, schedule change requests, expense claims, maintenance of office supplies, etc.), outreach events and processing, student ambassador hiring and training, and facilitating student concerns and circumstances related to crisis and wellness. The Counseling Department currently does not have any professional classified support available at our front desk and/or for office operations, and has been dependent on assistance from primarily student ambassadors and the Administrative Assistant to the Dean of Counseling. It has been an ongoing challenge for the department to efficiently and effectively carry out its daily operations and serve students' needs without having a full-time professional available for support and assistance.			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies

		<input type="checkbox"/> Online Learning	<input type="checkbox"/> IT Hardware/Software
		<input type="checkbox"/> Other	
General Description		Est. Expense	
Justification:			

LMC Program Review Year 3 Update 2019-2020 Student Services Units

DISABLED STUDENTS PROGRAM AND SERVICES

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- w. **Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

DSPS provides academic accommodations to allow students with disabilities a fair and equal chance to demonstrate their knowledge and skills in the educational environment. Essential functions include: assisting students with disabilities (SWD) to navigate college processes, counseling support specific to the disability impact on individuals, alternate media production, accessible furniture, testing accommodations, campus liaison with college programs and faculty, classroom accommodations (scribe, captioning, ASL interpreting, note taking, etc.) and outreach to feeder high school special education programs and community based organizations (CBOs) serving adults with disabilities. Additional support offered to students include individual tutoring support in English, Math, and some science subjects to assist students in successful course completion and AB 705 mandates; coach support for students with autism; and learning disabilities assessments to students. AB 705 legislation has required students to be placed no more than one step below college transfer level English and Math courses. Previously, students with disabilities regularly needed more financial aid appeals due to excess units because they were required to take developmental education English and/or Math courses to meet past prerequisite requirements. Students in special education may not have had adequate preparation in English and/or Math to have prepared them for assessment tests.

Trends within DSPS include a shift in student population. Students with mental health disabilities have more than doubled over the past 5 years. Students with autism are recently tracked under new Title 5 requirements and have increased each year since. Reduced numbers of students with intellectual disabilities and mobility impairments are reflected in our student population. Overall, DSPS students served continues to increase. Students with intellectual disabilities has decreased over time, possibly due to reduced funding available from the state to CBOs serving this population. Additionally, reduced funding and legislative changes decreasing the numbers of adults that can be placed at each sheltered work and home placements for individuals with intellectual disabilities may mean that less support is available in the community for those interested in college. DSPS continues a close relationship with CBOs serving adults with

intellectual disabilities. Requests from CBOs serving adults with intellectual disabilities include dorms on LMC's campus and specialized career certificates. While many colleges receive these requests, there are no plans for requesting dorms on campus in future facilities plans nor any plan to apply for College2Career grant funding for specialized career certificates nor Workability III grants due to staffing demands and cost to the college.

Curriculum development to meet trends: Gaps analysis completed through Contra Costa County Adult Education Consortium (CCCAEC) identified life skills instruction and other courses designed to support adults with disabilities as a request from county residents with disabilities. Feeder high schools have requested specialized curriculum to assist students in transitioning to LMC. Assessment results from past orientations and student requests indicate an interest in a first-year experience type of class with disability strategies would be a potential student retention strategy. As these classes are not currently offered, impact cannot be assessed at this time. DSPS faculty are exploring both credit and noncredit curriculum as possibilities for future curriculum. DSPS faculty are also testing topics during workshops held beginning in 2019. These workshops on topics including time management, advocacy, using your accommodations effectively, planning for transfer to university disability programs among others will continue as an engagement strategy for current students.

Additional requests for transition information from feeder high schools: During 2019, more requests from feeder high school districts for staff training and presentations to student populations have been noted. DSPS has presented to Liberty and Pittsburg High School and Adult School programs. Presentations have been offered to Antioch and Deer Valley High Schools; however, no presentations have been scheduled for the staff. DSPS will continue to reach out to Antioch School District for training. Classroom presentations to students in special education have continued at all feeder high schools.

- x. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.**

Internal collaborations:

DSP&S regularly collaborates with student services areas and instruction to support students with disabilities. DSP&S provides training for faculty members about accommodations, working with students with disabilities, and supporting student success. DSP&S collaborates with the Center for Academic Support for tutor training and hiring of tutors to work in DSP&S. DSP&S collaborates with EOP&S/CARE/CalWORKs on startup events, serving shared students more effectively, sharing resources such as training, supplies for shared events, and counseling support for students receiving both services. DSP&S collaborates with the Veterans Center to share resources, training for counselors. DSP&S collaborates with the foster youth committee and formerly incarcerated students committee to support students with disability. Adults with disabilities and the Adult Education Consortium collaborates with LMC DSP&S for county wide support and transition for students with disabilities. DSP&S also collaborates with Admissions to support students with jump start sessions selected curriculum from the college orientation in a format to meet the needs of students with disabilities and small group counseling including education planning and establishing accommodations for students. DSPS also provides a parent information session in conjunction with these jump start sessions. DSP&S continues to collaborate with SACHE (students with abilities to coordinate to help each other), a club whose current focus is to increase awareness of students with disabilities, collaboration for events and sharing resources when possible.

DSP&S provides training to effectively work with students with disabilities and universal design strategies to instructional departments regularly during flex and department meetings. DSPS also provides classroom presentations as requested to increase student awareness of services for students with disabilities and presents during EOPS study slam events during each semester.

DSP&S regularly collaborates with SEAP including equity presentations such as this year's movies for mental health event and universal design trainings.

Future outreach is in the planning stages for learning disabilities assessment for African American male students and recruiting students of color with disabilities. Activities include connecting with BOEP and EOPS/Care/CalWORKS programs. Additional collaboration with Veterans services is also planned.

External collaborations:

DSP&S regularly collaborates with Department of Rehabilitation, Regional Center of the East Bay, Futures Explored, Mt. Diablo TOPS program, and other local programs supporting students with disabilities for training and connecting students with support at LMC. DSPS also established district-wide forms for DSPS/DSS programs to make student transition among the colleges less cumbersome for students as well as establishing district standards for several accommodations for consistency.

DSP&S has maintained increased outreach to feeder schools and now includes adult education sites. DSP&S regularly participates in Mustang Day, Going to College Conference, CAPED, Regional Center of the East Bay transition fairs, and other outreach events. DSP&S regularly participates in the High School Counselor Conference to provide workshops for the high school counselors to assist students with disabilities transfer to LMC more effectively.

y. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

In anticipation of AB 705 implementation, DSPS began providing English and Math tutoring support beyond campus services available. Students may utilize 1 additional hour per subject of individual tutoring weekly in addition to other campus tutoring. As a further request from students, science tutoring was added to additional tutoring available from DSPS. Students continue to request more subject specific tutoring available; however, English, Math and Science subjects continue to be the most requested overall from students.

For CBOs serving adults with intellectual disabilities, legislation reducing the numbers of individuals at each living and sheltered work placements is having a large impact, often reducing the number of placements by up to 40%. While DSPS collaboration with CBOs continues, requests for specialized curriculum, housing and dedicated program exclusively for adults with intellectual disabilities is not currently in the plans. With a decreasing intellectual disabilities population, dedicating large amounts of resources is not a best practice. Requests from CBOs serving adults with intellectual disabilities include dorms on LMC's campus and specialized career certificates. While many colleges receive these requests, there are no plans for requesting dorms on campus in future facilities plans nor any plan to

apply for College2Career grant funding for specialized career certificates nor Workability III grants due to staffing demands and cost to the college.

Based on advisory board recommendations, feeder high school requests, and gaps analysis reported to CCCAEC, DSPS faculty are designing new learning skills curriculum for future offerings. High school resource special education programs regularly request a first year experience or developing college skills course for their students to take either as a high school senior or during their first year enrolled at LMC. Programs serving students with intellectual disabilities often request life skills courses from DSPS.

Coach services were created in response to increase in students with autism on campus and requests from faculty. Coach services were started to assist students with focusing in class and managing executive functioning in the classroom. Additional benefits included less need for DSPS counseling in response to student outburst or reported crisis in autistic students and less reports of classroom disruption for students with coaches.

z. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

Classified staffing:

Permanent staffing – 5; Hourly 6

Permanent staff include: Pittsburg campus: Sylvia Benzler, Administrative Assistant III; Jennifer Garcia, Instructional Assistant; Eden Olsen, DSPS Program Assistant; Frankie Chavez, Alternative Media Specialist. All are full-time except Eden Olsen. Eden's position was originally hired at 50%, however, increasing student needs generated a request for expanding her position to 75% which has been submitted to SGC for consideration. Brentwood: Lawrence Punsalang, DSPS Program Assistant. Hourly staff: Currently DSPS utilizes hourly staff to fill in classroom accommodations positions like scribe and coach for student accommodation requests when no student workers can be found to fill vacancies. DSPS also has electronic files which require hourly staff to be able to access software with confidential student data. The hourly positions vary in the amount of hours due to student accommodation requests. Hourly staff also assist with scanning documents for student files, reception in DSPS office, and event support for DSPS activities (workshops, priority registration events, jump start sessions, access star awards, and office trainings).

Faculty:

Full-time faculty: 2. Adjunct faculty: 4. Faculty Intern: 1.

Full-time: Haydee Lindgren has 100% of her assignment in DSPS at Pittsburg. Nina Ghiselli has 50% of her assignment dedicated to DSPS at Brentwood. Adjunct faculty: 1 adjunct Learning Disability Specialist Shawn Usha; 3 adjunct DSPS counselors: Jessica Owyong, Kirsti Broyles, and Carrie Bennett. Jessica and Carrie also are both Veteran's Counselors. Faculty intern: Amber Khan.

Administrator: 1.

Manager of Disability Support Services, Ginny Richards.

Student employees: 10-25 annually

DSPS student worker positions regularly include 3-6 tutors, 10-15 scribe and/or coach employees. Each semester, students request classroom accommodations. Prior to the 16 week semester schedule, finding student employees to cover classroom accommodations encountered less conflict with student employee class schedules. Over the past year, increases in vacancies during M-TH morning and early afternoon classes has necessitated increases in hourly coverage. Vacancies for classroom accommodation requests are presented to student employees first due to cost of services. DSPS also partners with Financial Aid and CalWORKS for student workers receiving federal work study funding and CalWORKS funding respectively to also defray costs when possible.

aa. How does your department ensure that students are aware of learning support outcomes?

DSPS learning support outcomes are published in the LMC catalog and have been posted in the DSPS office. DSPS faculty present the learning support outcomes during intake and learning disabilities eligibility conferences to students on an individual basis. DSPS faculty also present the learning support outcomes during workshops on using your accommodations effectively and advocacy topics. DSPS faculty also present learning support outcomes during past DSPS orientations and will present at the newly rebranded jump start sessions later in 2020. The learning support outcomes are aligned with the DSPS mission for students to use accommodations to

facilitate their educational success at Los Medanos College. Future learning skills curriculum will also feature the learning support outcomes in the CSLOs and topics presented during the classes.

2. Engagement

u. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

DSPS team members regularly present during a variety of opportunities to educate the campus community about disability support services. DSPS manager and faculty present workshops during flex week, the High School Counselor Conference, training for dual enrollment instructors, and student-facing workshops. DSPS faculty also present during Counseling Department trainings each year and have often taught sections of Counseling 34.

DSPS classified staff also regularly participate in campus activities. The alternative media specialist has presented to the campus both in department trainings for student services and individual faculty members this year as well as presenting during flex week. DSPS classified staff also regularly engage with individual faculty and student services departments to support individual students and campus staff with referring students to DSPS or resolving concerns or issues with individual students.

Committee participation includes: Equity (Benzler), WAC (Chavez), Classified Senate (Benzler, Chavez), Student Services SLO (Lindgren/Ghiselli, Richards), Student Services Leadership Team (Richards), General Education (Lindgren), TLC (Ghiselli), Safety (Richards), BIT (Richards), Crisis response team (Lindgren, Ghiselli), Veterans regional meetings (Bennett, Owyong), Region 2/3 trainings (Richards), CCCAEC Steering (Richards), Adults with disabilities adult education work group (Richards), SEM (Richards), District DSPS meetings (Richards), Counseling Department meetings (Lindgren, Ghiselli).

v. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

DSPS regularly engages with Department of Rehabilitation, mutually referring students between the programs as well as including DOR referral information in Orientation/Jump Start sessions for students. DOR information is also available from DSPS faculty and in the DSPS lobby. DSPS also regularly connects with feeder high schools, local adult schools, and other educational institutions to transition students to LMC and assist students using DSPS services to transfer to further educational opportunities. DSPS also regularly refers

students to CBOs including Regional Center of the East Bay, Project Second Chance, TOPS at Mt. Diablo Adult, and the Center for Independent Living.

w. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

Adjunct faculty are included in DSPS staff meetings and trainings each year including program review, creating new forms and handbooks, and have flex requirements usually completed on campus. Adjunct faculty regularly attend professional development opportunities off campus and share back their training with the larger DSPS team. Hourly classified professionals receive training from DSPS. Hourly staff assist with office coverage during staff meetings and trainings; however, hourly classified are often invited to Advisory meetings and regularly give feedback about form updates and general office concerns. Feedback from hourly staff has led to changes in both forms and suggestions that resulted in a more efficient front desk in DSPS.

x. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

DSPS advisory board meets annually during December on the first Monday of the month. Regular attendees include feeder high school special education professionals, adult school adults with disabilities professionals, campus student services representatives, CBOs such as Department of Rehabilitation and Futures Explored. DSPS advisory meetings often include at least 20 representatives from the constituents. Popular topics continue to be changes in LMC degree and certificate options, learning skills curriculum for incoming students, and construction.

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Strategies to increase success for students in DSPS include adequate and quickly accessible DSPS counseling support, developing learning skills curriculum and/or workshops to engage students, specialized transition from high school support workshops, ongoing outreach to instructional departments for universal design teaching and tools to support students with disabilities, and tutoring support from DSPS.

DSPS provides a variety of DSPS counseling available so that students can quickly meet with a DSPS counselor to address educational and disability needs within 1 week, often much sooner. Having a variety of counseling has assisted with addressing crisis and disability concerns in a much more timely manner. Workshops have been very engaging for the students attending and DSPS is continuing to improve marketing to current DSPS students to increase attendance. Transition from high school workshops (orientation/jump start sessions) have been regularly attended by students and follow up support to students attending is a focus of future curriculum development. Tutoring support is often the most requested support from students and DSPS plans to continue to offer the top 3 most requested subjects: English, Math and Science tutoring.

Current comprehensive program review goals: 1. Quality DSPS services offered to students and campus community. 2. Students will effectively use accommodations. 3. Students will complete courses, degrees, certificates, and transfer at rates similar to their non-disabled peers.

Past comprehensive program review goals: 1. Increase DSP&S staff at Brentwood Center. 2. Implement clockwork including note taking, testing accommodations, alternate media, and faculty portal. 3. Increasing disability awareness and inclusion and access equity for students with disabilities.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
VFS1: Increase by 20 percent the number of CCC	CPR Goal 3: Students will complete	Student engagement & success	PSLO assessment is planned	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	Partner with research to gain access to	Annual assessment	Ginny Richards, Nina

students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	courses, degrees, certificates and transfer at rates similar to their non-disabled peers		annually for student education plans. Currently 100% of students in DSPS have education plans. Additional measures of CPR will include annual assessment of course completion rates, graduation rates and transfer rates.	<input type="checkbox"/> New Goal	comprehensive education plan data. (Currently, DSPS has access to see that students have education plan, but that data is not disaggregated to brief ed plan and comprehensive ed plan data). Analyze data to see % of comprehensive ed plan and design outreach and intervention to increase comprehensive ed plan percentage. Continue to offer specialized tutoring in DSPS to assist student success in English, Math, and limited Science courses each semester.	each spring semester.	Ghiselli, Haydee Lindgren are leads.
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					<p>Continue to offer Workshop series marketed to DSPS students with topics including transfer preparation, using accommodations, advocacy, test taking strategies, etc.</p> <p>Continue to develop learning skills curriculum including first year experience to support student retention and success.</p>		
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the	CPR Goal 3: Students will complete courses, degrees, certificates and transfer at rates similar to their non-disabled peers			<p><input checked="" type="checkbox"/> Abandoned</p> <p><input checked="" type="checkbox"/> In Progress</p> <p><input checked="" type="checkbox"/> Completed</p> <p><input type="checkbox"/> New Goal</p>	<p>DSPS Counselors already work closely with students to place them with the best class & instructor to meet their educational needs.</p> <p>As above, use research data to</p>	Annual assessment during spring semesters.	DSPS counselors

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average among the quintile of colleges showing the strongest performance on this measure.					create comprehensive ed plan intervention. Continue offering English, Math and Science tutoring in DSPS.		
VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VSF4: Increase the percent of exiting CTE students who				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

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report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.							
VF55: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	<p>CPR goal 1: Quality services offered to students and campus community</p> <p>CPR goal 2: Students will effectively use accommodations</p>	Equity & inclusion	<p>Annual student satisfaction survey will be sent to DSPS students.</p> <p>DSPS faculty will continue to conduct, develop and assess workshops, learning skills curriculum,</p>	<p><input checked="" type="checkbox"/> Abandoned</p> <p><input checked="" type="checkbox"/> In Progress</p> <p><input checked="" type="checkbox"/> Completed</p> <p><input type="checkbox"/> New Goal</p>	<p>Administer annual satisfaction survey.</p> <p>Assess success rates for specific accommodations like coach services, tutoring, etc. as a part of PSLO assessment to determine if</p>	Annual analysis and design of interventions.	Nina Ghiselli, Haydee Lindgren, Ginny Richards

			<p>jump start sessions designed to increase engagement with students.</p>		<p>students are using accommodations and how effective those accommodations are annually.</p> <p>New learning skills curriculum is currently being designed by DSPS faculty to increase retention of DSPS students. DSPS faculty are observing that students are needing additional support especially during the first year to effectively transition from K-12 services where the school makes arrangements for accommodations. At the college, students now have the</p>		
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					responsibility to make requests for accommodations. Additionally, many students transitioning from special education have gaps in academic strategies to manage college workloads and expectations. First year experience learning skills curriculum is one of the courses under development for future offerings to provide more ongoing support to students.		
	Previous CPR goal: Increase DSP&S staff at Brentwood Center	Equity and inclusion	Previously requested DSPS program assistant hire has been completed. Requested	<input checked="" type="checkbox"/> Completed	Lawrence Punsalang was hired November 2019. Ongoing staffing needs analysis.	Completed. Staffing needs assessment is evaluated annually.	Ginny Richards.

			funding for position was not awarded.		Additional staffing will likely be needed in the future if student demand for DSPS services at Brentwood expands.		
	Previous CPR goal: Implement Clockwork including note taking, testing accommodations, alternate media, and faculty portal.	Equity and inclusion	DSP&S has implemented electronic file system Clockwork as a student filing system; however technical challenges have plagued the Clockwork software and the implementation. DSP&S has partnered with district it to assist in resolving the issues; however, the technical issues with the Clockwork module software have	<input type="checkbox"/> Abandoned	<p>Discontinue Clockwork after extracting all student data. Collaborate with District IT for end date for Clockwork. Purchase SAM software.</p> <p>Training for DSP&S staff on new software.</p> <p>Create transition plan for transitioning student data from Clockwork to file for SAM upload.</p> <p>Partner with DVC and District IT for data upload files</p>	2020 Training for staff will continue as needed for replacement software	Ginny Richards, District IT

			necessitated a transition to a different software for electronic filing. DSP&S will be purchasing and implementing a different electronic file software SAM beginning in 2020.		and programming for new software SAM.		
	Previous CPR goal: Increasing disability awareness and inclusion and access equity for students with disabilities.	Professional Development of staff	DSP&S continues to offer disability awareness activities including campus speakers, department trainings, individual staff and faculty training and outreach. Hosting training for DSP&S staff from other campus	<input type="checkbox"/> In progress	Continue to offer disability awareness activities for the campus community. Activities will include: guest speakers such as movies for mental health, department trainings, individual faculty training, flex workshop presentations.	Ongoing each semester.	Ginny Richards and DSP&S team

			programs and CBOs will also continue to increase staff knowledge and effectiveness on behalf of students.		DSPS monthly staff trainings are also ongoing where DSPS staff receive training from other campus programs to more effectively serve students with disabilities.		
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

DSPS has used student feedback when revising DSPS accommodation forms both locally and in collaboration with district DSPS colleagues for district accommodation forms. Forms revised include testing accommodation agreement, alternative media request, note taking request, and coach request forms. DSPS has also used student suggestions, advisory committee recommendations, and community requests to begin creating curriculum to meet requests and student feedback. Student requests also led to individual English and Math tutoring appointments offered in DSPS and the expansion to include Science tutoring. DSPS funding also limits the activities allowed as well as the challenge for DSPS is each student's accommodations are specialized and voluntary. Students may use some accommodations during fall and others during spring.

DSPS has also added services including coach services for students with autism, workshops to help students utilize priority registration, and a year-end student success celebration. Students reported that they wanted to be recognized by DSPS as achieving a goal – graduation, transfer, and course completion. DSPS restarted a success celebration for students and added an Access Star awards to recognize campus faculty and staff who had assisted students. Events have increased DSPS student usage of priority registration and supported ongoing coach services.

DSPS staffing has changed in response to electronic file needs and accreditation recommendations. Previously, DSPS used paper files housed at the Pittsburg campus only. Student files were physically transported to the Brentwood Center when students had appointments; however, last minute appointments created challenges to get the DSPS counselor the information in a timely manner. DSPS implemented the Clockwork software, making the student file information accessible to DSPS staff at Brentwood. By moving to electronic files, student workers were no longer able to access the file data due to security. DSPS also revised the staffing in our campus orientation/jump start has also changed to better meet student and DSPS counseling needs in the sessions. With the new compressed calendar pattern, DSPS has had to hire additional hourly staff to fill classroom accommodation requests for scribe and coach during popular class times. Student workers are not as available during M-TH morning request times as they themselves are in class.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	Previous assessment: Students using alternative media services will more effectively understand course material. (this pslo was abandoned after improvements were implemented)	New: Students will make progress towards their educational goals		New: Increase professional development for DSPS staff	Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Students eligible for alternative media accommodations were surveyed by Alt. Media Specialist. Students responded that the alt media had assisted them in their understanding of the material. Alt Media Specialist could view number of hours students utilized alt media materials.	100% of students in DSPS have education plans. DSPS counselors will conduct sample study of students to measure progress towards educational goal as stated on ed plan		Monthly staff trainings. DSPS staff will be surveyed about increased knowledge of campus programs	Example: Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.

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	Feedback from students assisted DSPS in revising alt media request form and reminders to use accommodation sent by Alternative Media Specialist.				
STATUS	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT					
NEXT STEPS	PSLO completed.	Assess LSO during spring semester		Assess LSO during summer	Example: Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.
RESPONSIBLE PARTIES	Alt Media Specialist	Virginia Richards			Example: Jennifer Ma, Financial Aid Office

ALIGNED STUDENT SERVICES THEME	Equity & inclusion	Equity and inclusion			Example: SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Students will effectively use accommodations	Quality services offered to students and campus community			Example: Increase the FAFSA filing and completion rate for currently enrolled students.

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

DSPS had previously requested support to increase DSPS staffing; however, no general funds were provided to support those staffing needs. DSPS program assistant at Brentwood was hired with DSPS allocation to provide dedicated DSPS support at the Brentwood campus for 40 hours per week. At Pittsburg, DSPS program assistant position was expanded from 50% to 75% to better meet increasing student traffic in the DSPS office and increased note taking accommodations requests from students.

Impact: DSPS has been able to serve an expanded number of students without creating delays in accommodations. DSPS has also been able to have dedicated staff support at both campus locations for the campus communities. DSPS has also been able to expand services including workshops to support students using accommodations and skill building, increased outreach at both campus locations and improving retention in their classes with the additional staff support.

Additional budget resources will continue to be needed to provide continuing level of accommodations from staff, counseling services specific to students with disabilities, and tutoring and other accommodations. DSPS funding is currently undergoing a revision from the state Chancellor's office and may create additional budget needs.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<u>Operating Resource Request</u>			
<u>Professional Development Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<input type="checkbox"/> One-time	<input checked="" type="checkbox"/> On-going/Permanent	<input checked="" type="checkbox"/> Equipment	<input type="checkbox"/> IT Hardware/Software
Department/Unit Name		Resource Type	
<input type="checkbox"/> Manager	<input type="checkbox"/> One-time	<input type="checkbox"/> Conference/Meeting	<input type="checkbox"/> Materials/Supplies
<input type="checkbox"/> Student		<input type="checkbox"/> Online Learning	<input type="checkbox"/> IT Hardware/Software
General Description		<input type="checkbox"/> Other	Est. Expense
General Description		Est. Expense	
DSPS full time counselor at the Pittsburg campus.			
Justification:			
Justification:			

DSPS student population is increased over past years. Additionally, within the DSPS student population, more students with mental health and Autism diagnoses are attending LMC. Students with those disabilities often require more ongoing counseling support from DSPS compared to students with other disabilities. Having an additional full time DSPS counselor will also help support evening faculty and students, giving the same level of support available for daytime students.

LMC Program Review Year 3 Update 2019-2020 Student Services Units

EOPS and CARE

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

bb. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

EOPS (Extended Opportunity Programs and Services) is a state-funded, student support service program established to promote the enrollment, retention, persistence, and success (i.e., transfer, degrees, certificates) of students from low-income, underrepresented backgrounds in higher education by offering services that are *above, beyond, and in addition to* services available to all *Los Medanos College students*. Eligible students receive supplemental educational support services, such as assistance developing educational plans, personal counseling, peer support, academic progress support, and guidance in developing effective academic networks. In addition, grants and allowances for transportation, books, and supplies are provided to enhance the retention, persistence, graduation and transfer rates of EOPS students. EOPS and CARE both align with the College's mission to focus on student learning and success through the mandated student completion of academic counseling appointments, study halls, and academic enrichment and leaderships workshops.

The CARE (Cooperative Agencies Resources for Education) Program at Los Medanos College consists of single parents who want to break the welfare dependency cycle by successfully completing college-level educational and training programs, and therefore, become more employable and economically self-sufficient. CARE students receive all of the resources that are provided to EOPS students in addition to child care assistance, and a CARE grant.

cc. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

EOPS and CARE have established several partnerships on campus:

- **Collaborated with the Center for Academic Support also known as the CORE for the Fall 2019 Study Slam** – 480 students attended. This resulted in a 100% increase in student attendance.

- **EOPS/CARE/CalWORKs/BOEP Monthly Study Halls** – Study halls are open to all LMC students where an average of 200 plus students attend.
- **Collaboration with Math lab** – 2-5 math tutors provided math assistance at the EOPS study halls
- **StarFish/LMC Connect Early Alert software** - 710 EOPS and CARE students participated in the Pilot of the StarFish Early Alert retention tool. This retention tool replaced the previous practice of utilizing paper progress reports. EOPS works closely with the Retention department to conduct intrusive advising.
- **Beginning of the Semester Kick-off Event** – CARE, CalWORKs, DSPS, Veterans, Foster Youth, the CORE, the Library, Financial Aid, Student Life, and the Transfer Center were invited by EOPS to join the one stop shop format to assist students on the first day of class.
- **Priority Registration Event** – EOPS, CARE, CalWORKs, DSPS, Foster Youth, and Veterans held a campus wide promotion and event that focused on increasing the number of students that utilize priority registration.
- **Partnership with Umoja** – We have made a coordinated effort to increase the number of Umoja students accepted into the EOPS program. Umoja students are also encouraged to attend EOPS sponsored workshops and events.
- **Outreach Department** – We have made a coordinated effort to work with the Outreach department, and other programs on campus that conduct high school and community visits to increase LMC student attendance.
- **CalWORKs** – There has been a coordinated effort to combine resources, and retention efforts through workshops for CalWORKs, EOPS, and CARE students. This has resulted in a 100% increase in attendance at events and allowed for more fiscally responsible spending.
- **Senior Saturdays** – We have had an active presence at Senior Saturdays. Students are encouraged to enroll in 12 units to apply for EOPS. We have tabled and provided EOPS informational workshops on a yearly basis.
- **ESL Program** – We have conducted several workshops geared towards the needs of ESL students. Textbooks that were needed by ESL students were also added to the EOPS lending Library. ESL students have also assisted with targeted outreach.

dd. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

- Dean Counseling and Student Support
- EOPS/CARE Manager
- EOPS 0.5/BOEP 0.5 Coordinator
- EOPS 0.5/CARE 0.5 Coordinator – Currently Recruiting – New Position
- EOPS Program Assistant – vacant due to OOCA

- EOPS Program Assistant – Part time/Hourly
- EOPS 1.4 (FT) : 2 Adjunct Counselors

ee. How does your department ensure that students are aware of learning support outcomes?

Learning support outcomes are posted at the EOPS front counter, on the EOPS Website, and they are reviewed during the EOPS orientation.

2. Engagement

y. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

EOPS/CARE staff are actively involved in the following campus efforts:

- Strategic Enrollment Management Team
- Brentwood Enrollment Team
- Guided Pathways Committee – Co Chair is an EOPS counselor
- Student Equity & Achievement Committee
- Student Learning Outcomes Committee
- Starfish/LMC Connect – EOPS students involved in pilot
- Financial Literacy Presentation – Collaboration with District and Financial Aid department
- Senior Saturday Planning Committee
- Ed planning – all EOPS and CARE students are required to have an Ed plan updated each semester
- EOPS management and staff have facilitated various workshops such as financial literacy, personal budgets, career exploration, starting the semester off strong, stress relief and other topics to support student success and retention.

z. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- **Parents Connected** – The summer bridge program for African American Males received sponsorship from Parents Connected in the form of stipends and assistance with daily breakfast and lunch for participants.
- **Antioch Unified School District African American Male Achievement Initiative** – African American Male students from Antioch Unified School District participated in an on campus workshop. They were partnered up with LMC African American Male students for a leadership activity.
- **Book Reading at Foot Hill Elementary** – LMC students, faculty, staff, and managers volunteered to read to K-5 students for Black History Month
- **High School Outreach** – EOPS student recruitment and EOPS summer bridge recruitment
- **Antioch Youth Employment Fair** – Management presented on interview skills and resume building
- **Wells Fargo Workshop** – African American Males learned the basics on tying a tie, and received a set of their own.
- **EOPS Conference Classroom Presentation** – Staff presented to attendees on how to develop effective programs to increase retention and success rates of African American males
- **Deer Valley High School Workshop** – Presentation to African American Males on Leadership Development and De-escalation
- **Mechanic's Bank** - Provided a Financial Literacy and Budgeting workshop for African American Males
- **Federal Glover: Youth Summit** – Provided outreach by doing a Classroom Presentation on “Leadership Skills” and tabling
- **HealthRIGHT360 Contra Costa Reentry Network** – EOPS began the discussion of creating a pathway to LMC for formerly incarcerated students.
- **Latina Leadership Network** – Delivered a presentation on discovering your own leaderships style

aa. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

There is an Advisory Board meeting planned for April 2020. The advisory board is made up of community members such as principals, and LMC staff.

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

As previously mentioned the following activities support populations identified in the Equity Plan:

- Increasing the number of African American Males that participate in Summer Bridge and the Brothers of Excellence Program (BOEP) will assist with the early completion of 3SP requirements, persistence and completion. It also contributes to improving the retention and success rates that are outlined in the Equity plan.
- Foster Youth/BRAVO - Increasing the percentage of Foster Youth that are admitted and retained into the EOPS program contributes to improving the retention and success rates that are also outlined in the Equity plan.
- LMC Connect Increasing the number of LMC faculty that utilize the Starfish Early Alert retention tool will result in a larger percentage of students receiving early academic intervention.
- **EOPS/CARE/CalWORKs/BOEP Monthly Study Halls** – Study halls are open to all LMC students where an average of 200 plus students attend.
- **Collaboration with Math lab** – 2-5 math tutors provided math assistance at the EOPS study halls
- **Beginning of the Semester Kick-off Event** – CARE, CalWORKs, DSPS, Veterans, Foster Youth, the CORE, the Library, Financial Aid, Student Life, and the Transfer Center were invited by EOPS to join the one stop shop format to assist students on the first day of class.
- **Priority Registration Event** – EOPS, CARE, CalWORKs, DSPS, Foster Youth, and Veterans held a campus wide promotion and event that focused on increasing the number of students that utilize priority registration.
- **Partnership with Umoja** – We have made a coordinated effort to increase the number of Umoja students accepted into the EOPS program. Umoja students are also encouraged to attend EOPS sponsored workshops and events.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
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Accreditation: Course Success				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest	Decrease the average number of units accumulated by incoming EOPS and CARE students that have earned fewer than 12 units at time of acceptance into the program to no more than 79 total units once	Student Engagement and Success	Review the number of units accumulated at the end of each semester. Provide intrusive advising for students that show early signs of accumulating excessive units.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	Review what happens during the current educational planning counseling appointment and investigate new methods to provide students with better options that will result in a	Review the number of units accumulated at the end of each semester.	Elizabeth Costanza, Rudolf Rose, Steven Freeman

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performance on this measure.	graduation is reached.				fewer classes being completed		
VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

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average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.							
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	Increase number of African American Males that participate in EOPS summer bridge and the Brothers of Excellence Program (BOEP).	Student Engagement and Success	A semester roster will be reviewed each semester to measure growth.	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Continue working with community partners to increase awareness of both programs. Improve on campus marketing.	A semester roster will be reviewed each semester to measure growth.	Marques McCoy, Sirreck Brown, Steven Freeman Jr.

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

EOPS/CARE/CalWORKs/BOEP Monthly Study Halls were created to help increase the retention and success rates of EOPS students and all LMC students. Faculty and staff were invited to assist with assignments and share words of encouragement. – **Learning Support Outcome:** EOPS and CARE students will be able to establish student-instructor relationships that promote intellectual development.

A Priority Registration Event was developed for EOPS, CARE, CalWORKs, DSPS, Foster Youth, and Veterans students to increase the number of students utilizing early registration. The entire campus is decorated with signage and balloons encouraging students to register for classes. Food, along with drop-in counseling, staff assistance, and a reserved computer lab provide students with all resources that are required to take advantage of being able to register early for classes. This requires students to have an updated ed plan on file to allow them to make an informed decision while registering. **Learning Support Outcome:** EOPS and CARE students will demonstrate the ability to develop an educational plan that specifies an educational goal and outlines a sequence of courses needed to achieve the specified goal in six semesters.

Group Counseling replaced one-on-one peer mentoring. Student feedback showed that group counseling was a preferred method of meeting. EOPS Management, Counselors, and Staff facilitated a majority of group counseling to gain a better understanding of the needs of students. Students experiencing any type of crisis were able to be referred to wellness counseling. **Learning Support Outcome:** EOPS and CARE develop and increase academic support networks with both LMC non-instructional staff and agencies external to the college.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	UPDATE	UPDATE	UPDATE	NEW	NEW
	EOPS and CARE students will demonstrate the ability to develop an educational plan that specifies an educational goal and outlines a sequence of courses needed to achieve the specified goal in six semesters.	EOPS and CARE students will be able to establish student-instructor relationships that promote intellectual development.	EOPS and CARE students will develop and increase academic support networks with both LMC non-instructional staff and agencies external to the college.	Students will be able to identify the total units and classes that are required to achieve their academic goal.	Decrease the average number of units accumulated by EOPS and CARE students earning associate degrees, to no more than 79 total units.
TARGET	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Track the number of students that completed an education plan at the end of each semester	Review the number of progress reports that were submitted. Students were required to meet with their instructors to discuss their academic performance.		Students will complete a survey to measure their knowledge of progress towards their academic goals	A report will be ran at the end of each semester to determine the number of units that were completed.
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT					
NEXT STEPS	Current data supports that all students are completing their educational plans. Due to new students being admitted each semester we will continue to monitor the data.	LMC Connect will not be used this semester. Paper academic progress reports will be used again. Students will be required to meet with their instructors to receive an academic update.		The survey will need to be completed and distributed.	Review the current procedures that occur during an ed planning appointment.
RESPONSIBLE PARTIES	Steven Freeman Jr.	Steven Freeman Jr.		Elizabeth Costanza, Rudolf Rose, Steven Freeman Jr.	Elizabeth Costanza, Rudolf Rose, Steven Freeman Jr.
ALIGNED STUDENT SERVICES THEME	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester	Goal 5: Continue to promote academic networking to EOPS and CARE students	Goal 5: Continue to promote academic networking to EOPS and CARE students	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

N/A EOPS and CARE has not received funding via RAP.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Operating Resource Request:

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
EOPS		Adjunct Counselor	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T	<input type="checkbox"/> On-going/Permanent	<input type="checkbox"/> Operations (Fund 11)	
<input type="checkbox"/> Classified	<input type="checkbox"/> One-time	<input type="checkbox"/> Other	
<input type="checkbox"/> Manager		<input type="text"/>	
<input type="checkbox"/> Student			
Justification:			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Goal 3: Improve retention of EOPS and CARE students from Fall to Spring semester.	Strategic Goal #1
Department/Unit Name	Resource Type
EOPS/CARE – Facility Improvement	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Additional storage space is needed for the EOPS/CARE department that is easily accessible. We currently share the closet in room SS-412 with SSRP, BRAVO and CalWORKs. This room is not easily accessible due to the high numbers of classes scheduled each day. EOPS currently serves more than 700 student each school year. We provide school supplies, scantrons, EOPS bags, binders, and water bottles for each student. Additional storage space will allow us to provide services to students.	Use existing storage from another department.
Justification:	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
NA- Will use Categorical funds for Professional Development	
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> On line Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

LMC Program Review Year 3 Update 2019-2020 Student Services Units

FINANCIAL AID & SCHOLARSHIPS

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan (CCCD Strategic Plan)* adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- ff. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The mission of the Office of Financial Aid is to provide quality financial assistance to the maximum pool of eligible students through the coordination of state and federal funding. We strive to provide fast and courteous customer service to all financial aid recipients and the LMC community, and to aid our students' completion of their educational goals. The department is responsible for disseminating financial aid information to students and the community, processing financial aid applications and forms, determining student eligibility and awarding various state and federal grants and loans.

The financial aid office offers weekly financial aid lab hours to assist students in completing the Free Application for Federal Student Aid (FAFSA) or California Dream Act application (CADA). Students are able to receive real-time status updates on student applications at the front desk, via email, and InSite. Students are assigned to a designated Financial Aid Advisor according to alpha string and are able to schedule appointments with the advisor to discuss their financial aid file (e.g. review award package, discuss award eligibility-related matters, receive advising on how to complete required documents).

- gg. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.
- Collaboration with Adult Education Transition Specialist/Workforce Department and Adult Education Sector: Each semester we partner with the Adult Education Transition Specialist at LMC and the Adult Education Sector to offer a series of Financial Aid Workshops both on-campus to current students who may not have a High School Diploma or GED, and off-campus at the Adult Education school sites throughout East Contra Costa County to students who are currently pursuing their GED. A financial aid

staff conducts a presentation to inform students of the various state and federal grant opportunities once they obtain their GED and provide one-on-one assistance with completing the FAFSA or CADA.

- Foster Youth Students and BRAVO program: we have a financial aid foster youth liaison who participates in the college's Foster Youth Success Team Meetings to assist in the planning of various activities for foster youth students in the BRAVO program. The Bravo program refer students to the liaison to receive assistance in completing the financial aid application. The liaison works with each individual student to advise them of items to complete in order to receive financial aid successfully. We have participated in a variety of activities to support foster youth students, such as BRAVO's foster youth student orientation, EOP&S Study Hall, and Foster Youth Finals Social event.
- Targeted outreach to Dreamer Students: In collaboration with the Adult Education Transition Specialist and the Admissions & Records Office, we offered a series of workshops to inform Dreamer students of the state financial aid opportunities and information on how to establish AB540 residency status, which is one of the eligibility criteria to receive state aid.
- Districtwide Financial Aid/Admissions & Records Department meetings: The district Financial Aid Steering Committee meets with the Admissions and Records Team once a semester to discuss regulations, policies and procedures that may have implications on both areas. The team's focus is to discuss current challenges and develop solutions to streamline processes to support student success. One example of an outcome of the joint meeting is the creation of a joint Priority Registration/CA Promise Grant (CPG) Appeal Form. Students can submit one appeal form to request for priority registration and CPG reinstatement instead of having to complete two separate appeal forms.
- Financial Aid training provided to various Student Services Departments: We have provided financial aid training to various Student Services departments to inform staff and faculty of new federal and state regulatory requirements that impacts student eligibility, application process, and college/district policies and procedures. Training was provided to the following departments: Counseling, Disabled Student Programs and Services, Student Success and Retention Team.

hh. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

The financial aid office implemented several new grant programs due to state and federal mandates without additional funding for administrative support. This created administrative burden for the financial aid department, as the staff had to absorb the additional responsibilities. Without additional administrative allowance from the state, we were unable to hire additional staff to administer the new programs.

- Assembly Bill 19 (AB19) Passage and creation of the district's FT3 Program: As a result of AB19, the district created the free-tuition program for first-time, full-time students. The financial aid office has been heavily involved in the implementation project and responsible for managing student communication and processing awards at the end of the term.
- Student Success Completion Grant: Cal Grant B or C recipients that are enrolled full-time status are eligible to receive a supplemental grant varying between \$1298-\$4,000 annually.
- Dreamers Emergency Grant: In 2017-2018, the state of California offered emergency grant funding to AB540 eligible students. The grant was only available for 2017-2018.
- Year-Round Pell: In 2018-2019, new federal regulations allowed a student to receive a maximum of 150% Pell Grant annually compared to the previous 100%. Prior to this regulatory change, a student who was enrolled full time for both primary terms, fall and spring, was eligible to receive 100% of their scheduled Pell award (50% for each term). The student would not have any remaining eligibility should he/she enroll in the summer term. Under the Year-Round Pell federal regulation, the same student would be eligible to receive an additional 50% Pell in the summer term.
- Secondary Review Process: As a result of a Cal Grant Program Audit conducted by the California Student Aid Commission, we implemented a secondary review process as part of our corrective action plan. A random sampling of verification files (Cal Grant recipients only) were selected to go through the secondary review process. The selected files were reviewed by a

second staff member for accuracy and completion. Any errors identified were brought to the attention of the initial staff member who completed the first review, so that the errors could be corrected.

- Increasing Cohort Default Rate (CDR): The chancellor's office projected that the college's 2018 CDR will be over 30%, which is the federal's threshold to be eligible to participate in the federal Pell Grant and Direct Loan program. The financial aid department partnered with a third-party loan default prevention and management company, Student Connections, to help implement prevention strategies. Additionally, we drafted a loan default prevention plan that will be implemented starting Spring 2020.

ii. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

The financial aid department's current staffing structure (Full-Time positions only) is as follow:

Pittsburg Campus	
1 Financial Aid Supervisor-Jennifer Ma	2 Financial Aid Assistant II – Faidra Lopez and Deborah Baskin
1 Lead, Financial Aid Specialist- Eva Monteverde	1 Financial Aid Assistant I – Beverly Bui
1 Financial Aid Specialist- Tamara Carreon	1 Financial Aid Assistant II - Vacant
1 Financial Aid Scholarship Specialist- Tammy Oranje	
Brentwood Campus	
1 Financial Aid Assistant I - Vacant	

We currently only have one Financial Aid Assistant (FAA) I, Beverly Bui. Beverly will be eligible to flex-up to a Financial Aid Assistant II by May 2020, per Local 1 union contract. By May 2020, the department will have a total of three FAA II positions and zero FAA I positions. FAA II positions are focused on higher level processing responsibilities and specialize in a specific federal and/or state grant program(s). The department will have a need for a FAA I to perform a variety of routine activities involving the dissemination of financial aid information to students and families at the front counter and over the phone; and perform less complex technical and clerical tasks in the maintenance and documentation of financial aid information. Primary duties include answer student questions, check student statuses in Colleague, and the intake of financial aid documents at the front counter; review and prepare student files for processing, filing, process CA Promise Grant applications and agency verifications. Without the level of a FAAI support, FAAIL staff would be required to rotate working the front desk, which would take away valuable time they could be spending to process student financial aid documents and disbursements.

jj. How does your department ensure that students are aware of learning support outcomes?

Our learning support outcomes (LSO) are advertised on our financial aid website at [www.losmedanos.edu/financial aid](http://www.losmedanos.edu/financialaid). We inform students when they check in at the front desk for Financial Aid Lab the importance of completing an LSO assessment questionnaire. In the loan counseling and scholarship application workshops, financial aid staff explain to students the reason why they are asked to complete a pre and post survey. We inform students that their feedback helps the department in assessing the quality of our services and plans for future improvement.

2. Engagement

bb. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

- Committee Involvement: various financial aid staff members participate in on-campus committees such as, Strategic Enrollment Management, Planning Committee, Asian Pacific Islander Planning Committee, Foster youth Student Success Team, High School Senior Saturday Planning Committee, Annual Dreamer's Conference Planning Committee, Guided Pathway Meetings, Shared Governance Council, Classified Senate Council, Scholarship Review Committee, Umoja Advisory Board.
- Financial Aid participation in on-campus events hosted by various Student Services & Instructional departments: A financial aid staff attend events hosted by various departments to provide students information on how to apply for financial aid. Some of the events include EOP&S semester events, Transfer Day, Mustang Day, *Energize Your Destiny* event sponsored by Shell, High School Senior Saturdays, financial aid/financial literacy presentations in various classroom and orientation settings, such as Counseling Success and ACS courses, Athlete Orientation, Summer bridge program.

cc. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- Partnership with Contra Costa County's Independent Living Skills Program (ILSP): Independent Living Skills program provides services to foster care youth between the ages of 16 through 21. ILSP's focus is to identify all eligible youth and provide emancipation services and resources to all youth with the goal of preparing them for responsible adulthood and independence.

We have a dedicated financial aid staff member that participates in various planning meetings and outreach activities to support foster youth students who are currently in 11th and 12th grade of high school. One of the goals of the partnership is to create a pathway for high school students to transition smoothly into LMC. We have participated in retreat, senior kick-off, and social events, recognition dinners, [Foster Youth Executive Advisory Council Meetings](#), education summits and symposiums. Additionally, we have offered financial aid workshops at the high schools and continuations schools throughout East Contra Costa County, such as [Delta Vista/Byron Boys Ranch](#), Antioch School District, Mt. McKinley Court School.

- California Cash for College Workshops: In collaboration with East Bay Consortium of Educational Institutions/California Student Aid Commission and the local high schools throughout East Contra Costa County, we participate in Cash for College workshops for high school Junior and Senior students. To support these events, we send financial aid staff to conduct PowerPoint presentations and provide hands-on assistance in the computer labs to help students and families complete the FAFSA or CA Dream Act applications.
- Collaboration with Adult Education Transition Specialist/Workforce Department and Adult Education Sector: Each semester we partner with the Adult Education Transition Specialist at LMC and the Adult Education Sector to offer a series of Financial Aid Workshops both on-campus to current students who may not have a High School Diploma or GED, and off-campus at the Adult Education school sites throughout East Contra Costa County to students who are currently pursuing their GED. A financial aid staff conducts a presentation to inform students of the various state and federal grant opportunities once they obtain their GED and provide one-on-one assistance with completing the FAFSA or CADA.
- Scholarship Program collaborations: The Financial Aid Scholarship Specialist collaborates with the CORE services and Transfer & Career services to offer personal statement writing workshops to students during open scholarship cycles. She also conducts scholarship presentations to learning communities and various classroom settings. She collaborates with faculty and classified staff in offering students' mock interviews for specifically the Kennedy King Scholarship and completing Scholarship Committee review work. Other collaborations include working with the Jack Kent Cooke and Kennedy King Scholarship boards in offering informational sessions for students.

dd. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

The part-time, classified professionals are included in our bi-weekly departmental meetings and trainings. They are given the opportunity to engage in departmental discussions regarding operational matters, policies and procedures and best practices. However, we have been unable to include them in student services division meetings due to the need for our office to be open during these times. In order to allow all permanent classified staff to attend these meetings we had to require part-time hourlies to remain in the office to provide services to students

ee. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

- N/A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

The financial aid department have a financial aid foster youth liaison who participates in the college's Foster Youth Success Team Meetings to assist in the planning of activities for foster youth students in the BRAVO program. The Bravo program refer students to the liaison to receive assistance in completing the financial aid application. The liaison has participated in a variety of activities to support the success of foster youth students, such as BRAVO's foster youth student orientation, EOP&S Study Hall, and Foster Youth Finals Social event.

Additionally, the liaison collaborates with the county's Independent Living Skills Program to create a pathway for high school seniors to transition to community college seamlessly. We partnered with Disabled Student Programs & Services (DSPS) to receive staff training on their program and services. Specifically, we learned how to use the Zoom software so that we can better assist students in our financial aid lab who are visually impaired. As a result of the training, the staff have a better understanding of the program's eligibility requirements and when to refer students to their program for services. We offer a variety of services to increase the success of low-income students, such as weekly financial aid lab hours to help students complete the FAFSA or CA Dream Act Application successfully, weekly scholarship drop-in hours, and individual appointments with a designated financial aid advisor based on student's last name. Our department's alpha string structure allow students to work with the same financial aid advisor who is familiar with their circumstances from the start of the application process to completion.

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INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success	N/A			<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in- demand job. VFS2: Increase by 35 percent the number of CCC students' system-wide	Goal 1: Increase the Free Application for Federal Student Aid (FAFSA) filing and application completion rate for currently enrolled students, with a targeted focus on foster youth students.	Equity and Inclusion Student Engagement and Success	a. Financial Aid Lab Intake and Exit. Questionnaire. Surveys will be evaluated/monitored based on: *Number of students who visited the lab and: 1. Successfully completed FAFSA and/or Dream Act 2. What did the student accomplish 3. Reasons for not completing FAFSA/Dream Act 4. Did student find the lab helpful b. System Data (e.g. SQL Reports)	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	a. Offer weekly financial aid lab hours to help students complete the FAFSA. b. Offer a series of financial aid workshops targeted at our foster youth students to help students complete a FAFSA.	a. Start: Fall 2019 End: Summer 2020 b. Start Fall 2019 End: Spring 2022 (monitor progress/outcome over 3 year period for foster youth)	Beverly Bui, Penelope Murphy, Faidra Lopez, Eva Monteverde

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transferring annually to a UC or CSU.							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Provide financial literacy activities (e.g. classroom presentations) for currently enrolled students to support student retention and success.	Equity and Inclusion Student Engagement and Success	Student Satisfaction survey to gage the student's awareness of financial awareness before and after presentation.	<input checked="" type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Offer financial wellness workshops to learning communities' on-campus.	Start: Spring 2019 Ended: Spring 2019	Deborah Baskin
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific	Goal 2: Implement loan default prevention strategies to decrease the institution's cohort default rate.	Student Engagement and Success	Student post/pre survey quiz on student's knowledge of taking out a federal student loan. Evaluating a student's post/pre post knowledge of being a responsible borrower. We would aim for students to be (more knowledgeable in becoming a responsible loan borrower):	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	a. Use Student Connections-Borrowers Connect software to conduct email and phone campaigns to outreach to student loan borrowers. b. Offer financial wellness workshops to learning communities' on-campus.	Spring 2020 – Spring 2021	Jennifer Ma Deborah Baskin

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skill sets that prepare them for an in-demand job. VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.			61% Above Proficiency 33% Proficient 10% Below Proficiency Monitoring and reviewing data provided by Student Connections - Borrower Connect.				
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Goal 3: Provide staff development training to learn new solutions and strategies offered by Colleague system to streamline the management of student financial aid accounts.	Empowering Student Services Professionals Commitment to Innovation and Creativity	<ul style="list-style-type: none"> Employee feedback: evaluating employee knowledge of the Colleague system prior to in-house training and after (e.g. did staff find training relevant, did training streamline current processes) Meeting Agendas: Identify areas of the Colleague system staff want/need additional training and how we can streamline existing processes. Review the progress and workflow of newly implemented 	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	a. Schedule in-house trainings on Colleague financial aid screens. b. Look in to the feasibility of hiring a trainer/consultant from Ellucian to provide in-house training on Colleague.	Start: Spring 2020 End: Fall 2021	Jennifer Ma

			processes compared previous methods.				
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

- **New Online SAP session Implemented:** Based on the results of our Satisfactory Academic Progress (SAP) SLO assessment and analysis, we transitioned to using Comevo, an online orientation software in Fall 2016 to administer the online SAP counseling session and pre- and post- quiz. We used COMEVO to create an Online SAP counseling session that consist of 10 sections, which outlined the SAP Policy, the definition of warning, suspension, and probation status, and how it impacts students' financial aid eligibility. Students were required to take a pre- and post- quiz so that we can assess their knowledge level before and after completing the online counseling session. The software tracked the quiz results and generated reports, which eliminated the need for a staff member to score the quizzes manually. We did encounter some challenges as the software was not user-friendly, and it was challenging navigating the system to make programming changes. We also received multiple complaints from students that the system would not enable them to complete the quiz because they had previously completed one. Although we had set up the system parameters to allow students to take the quiz multiple times, students were still having difficulty accessing the quiz online. Additionally, we had problems accessing the reports due to system errors, which prevented financial aid staff from being able to determine which students completed the quiz online in a timely manner.

In summer of 2019 we used financial aid technology funds to purchase a new online counseling tool, GETSAP, a web platform that offers online counseling sessions on the SAP Policy, appeal process, and a wide variety of financial aid and literacy topics. Effective with the fall 2019 term, we abandoned the COMEVO system and launched GETSAP. A benefit of GETSAP is that all the content for the online counseling sessions is provided by the company, in addition to tracking data analytics. COMEVO required staff time to develop the content for the online counseling and quiz component.

- **Changes to the Loan Application process:** Based on the results of our Direct Loan SLO assessment and analysis, we have started restructuring the loan counseling group workshops into one-on-one meetings with the loan coordinator in the fall 2019 semester, due to a low number of students attending the workshops. Students are more likely to ask questions and feel more comfortable in a tete-a-tete rather than small group setting. This also allows for individualized attention to the loan amounts requested, enhances the loan coordinator's ability to help the student examine the effect of borrowing on their future finances, and aids in building a relationship with the student so they will continue to communicate with the office in the future in regards to loan issues. Other improvements include adding additional slides to the loan workshop PowerPoint to discuss our new partnership with Borrower Connect, a company that will help students if they fall behind in their loan payments. Financial literacy content will also be added to the PowerPoint for use in the

Spring 2020 semester. Additionally, we transitioned to an online loan request form and eliminated the paper applications, allowing students to submit a loan request seamlessly.

- Implementation of new financial aid processing procedures: In 2018 - 2019, a Colleague consultant was hired to provide financial aid staff across the district training on how to use various Colleague system processes and functionalities to streamline the processing of financial aid records. Three day-training sessions were scheduled with the consultant several times a semester. Staff had the opportunity to report out on processing challenges and technical errors they encountered with the Colleague system. After each visit, the consultant produced a report that outlined his recommendations of possible solutions and workarounds. As a result of receiving the training, staff were able to implement the following processing procedures:
 - New Transmittal Rules:
 - Automated Probation Continuance (new SAP code assignments)
 - Year-Round Pell Awarding:
 - Transfer Monitoring List/Multiple Pell Reporting Reports:
 - Transition from paper to online Loan Application

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA).	Students who attend a Loan Workshop will be able to demonstrate an understanding of the four elements of responsible borrowing: 1. Keep track of how much you're borrowing. 2. Research starting salaries in your field. 3. Understand the terms of your loan and make payments on time. 4. Keep in touch with your loan servicer.	Students who attend the Scholarship workshop will be able to demonstrate an understanding of the scholarship application process and eligibility requirements.	As a result of receiving Colleague system training, staff will be able to apply a new Colleague financial aid processing procedure.	Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).

TARGET	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	<p>Pre- and Post-Questionnaire:</p> <p>The pre questionnaire will determine the purpose of the student's visit. The post, will determine the outcome of the visit e.g.; did the visit to the FA Lab assist the student in completing their attended goal and if not why not (i.e. missing tax information, parent information, etc). The desired outcome, based on the purpose of the students visit: Above Proficiency: 25%</p>	<p>Pre- and Post-Questionnaire</p> <p>Provide students with a pre and post questionnaire to determine their understanding of taking out federal student loans. Review surveys to determine the students understanding of the four components of being a responsible borrower. Based on the number of students who attend the workshop: 61% Above Proficiency 33% Proficient 6% Below Proficiency</p>	<p>Compare the sign-in sheets from workshops to determine if:</p> <ol style="list-style-type: none"> 1. Did the student start an online scholarship application? 2. Did the student successfully complete and submit the online scholarship application? 3. For students that did not successfully complete and submit the online application, what were the contributing factors e.g.. missing reference, application submitted late, 	<p>Staff Survey</p> <p>After determining the training wants/needs of staff and implementing training, does staff find the new processes/strategies more streamlined and/or time efficient, based on previous methods.</p>	<p>Example:</p> <p>Will gather the following data:</p> <p># of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.</p>

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	Proficient: 50% Below Proficiency: 25%		application incomplete		
STATUS	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	N/A	N/A	N/A	N/A	N/A
NEXT STEPS	Continue providing students with the pre/post surveys, begin to examine the data. Determine methods that can be put in place to ensure students are aware of the information needed to complete their FAFSA during their visit.	Current data illustrates a need to offer individual loan counseling appointments instead of in a group setting. Effective Spring 2020, the loan advisor will offer individual loan counseling appointments to first-time loan borrowers.	After 2020/21 scholarship cycle closes, begin reviewing sign-in sheets and student's online scholarship application.	Conduct staff survey to determine the areas of Colleague staff would like training and identify processes that they would like to see streamlined.	Example: Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.
RESPONSIBLE PARTIES	Beverly Bui, Penelope Murphy, Faidra Lopez, Eva Monteverde	Deborah Baskin	Tammy Oranje	Jennifer Ma	Example: Jennifer Ma, Financial Aid Office
ALIGNED STUDENT SERVICES THEME	Equity and Inclusion	Student Engagement and Success	Student Engagement and Success	Empowering Student Services Professionals	Example: SS Theme #1: Demonstrate

	Student Engagement and Success			Commitment to Innovation and Creativity	<i>proficiency in the use of college online services.</i>
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Goal 1: Increase the Free Application for Federal Student Aid (FAFSA) filing and application completion rate for currently enrolled students, with a targeted focus on foster youth students.	Goal 2: Implement loan default prevention strategies to decrease the institution's cohort default rate.	N/A	Goal 3: Provide staff development training to learn new solutions and strategies offered by Colleague system to streamline the management of student financial aid accounts.	Example: <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<u>Operating Resource Request</u>			
<u>Professional Development Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<input type="checkbox"/> One-time	<input type="checkbox"/> On-going/Permanent	<input type="checkbox"/> Equipment	<input type="checkbox"/> IT Hardware/Software
Department/Unit Name		Resource Type	
<input type="checkbox"/> Manager	<input type="checkbox"/> One-time	<input type="checkbox"/> Conference/Meeting	<input type="checkbox"/> Materials/Supplies
<input type="checkbox"/> Student		<input type="checkbox"/> Online Learning	<input type="checkbox"/> IT Hardware/Software
General Description		<input type="checkbox"/> Other	Est. Expense
General Description		Est. Expense	
Justification:			
Justification:			

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LMC Program Review Year 3 Update 2019-2020 Student Services Units

OUTREACH

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- kk. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The department continues to provide pre-orientation and application workshops to graduating seniors year round. We have added fall semester workshops in the month of November to capture those students that may be four-year college-bound and their college applications are completed in the fall semester. Additionally, outreach staff have scheduled office hours at targeted schools to provide a more thorough work on the college enrollment process. The student outreach staff will be more engaged with dual enrollment and articulation activities to enhance the college presence at the local high schools. In addition, there are plans to create a prospective student “call/text center” to reach out to applicants to encourage participation and course enrollment. Plans are being developed to promote the Brentwood Campus to Liberty Union School District students and graduates.

- ll. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

Student Outreach staff works in collaborative efforts campus-wide across all areas of Student Services and Instructional areas. There are several signature events where Outreach is in collaboration with other campus departments to provide direct and indirect services to students including the HS Counselor Conference, HS Senior Saturday, and Career Focus Friday. HS Senior Saturday has become the event that provides direct access to programs and Learning Communities at the college. Career Focus Friday events are planned with the various academic departments to expose prospective students with their programs and career options that may become available to students. In addition, Student Outreach provides leadership college-wide by coordinating general college outreach and recruitment activities in the Outreach 360 Meetings. The partners in these meetings include Student Services departments (EOPS, DSPS, FA, Transfer, Counseling), Career Education Workforce

Development and Learning Communities. The venue is used to inform and plan joint activities and coordinate efforts around student recruitment and outreach.

- mm. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

Outreach has been able to keep up with the ever-changing student demographics as well as the numerous new State requirements. These mandates expanded the role and areas where Student Outreach provide service, specifically in 3SP core requirements, AB 705, Dual Enrollment and Guided Pathways. Student Outreach is actively participating in the Guided Pathways planning vis-à-vis the Strategic Enrollment Management committee.

- nn. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

Student Outreach lost a staff member in summer of 2019 and the position has been vacant since then. There are plans to fill the Program Coordinator position in early 2020. In addition, the department lost the Assessment Coordinator for most of 2019 due to an OOCA. The Program Assistant stepped in to fill the role of the coordinator during that period but a position vacancy remained. Student Outreach should be fully staffed by mid-spring 2020.

- oo. How does your department ensure that students are aware of learning support outcomes?

Student Outreach provides students with information and available resources to students at the Assessment and Early Enrollment workshops. Students are asked for feedback regarding the effectiveness and content of the workshops. Prospective students are made aware of the services available to them from our area at the application and pre-orientation workshops conducted at schools and educational centers. The learning outcomes for Student Outreach department are listed on the college catalog and department website

(<https://www.losmedanos.edu/studentservices/outreach/missionandslo.aspx>). Student Outreach provides on going communications to college applicants on the services available at the Welcome Center. We also have posters and banners that list the services provided at the Welcome and Assessment Center.

2. Engagement

ff. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Student Outreach and assessment staff continually meet with English and math faculty to implement AB 705 and to create the assessment instruments and self-guided placement. Faculty are invited to participate in events and workshops sponsored by the unit. In the High School Counselor Conference, faculty are invited to participate in the planning of the conference content as well as the delivery of workshops. Similarly, faculty play a key role on our Career Focus Fridays delivering the workshop content on their departments and industries to students. The office staff are also engaged in SEM committee and Guided Pathway planning work. Outreach staff coordinate activities for Dreamers and AB 540 students and are members of the Dreamers Alliance committee. Staff are also actively involved with college governance with leadership roles in SGC and Classified Senate.

gg. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Student Outreach staff have developed partnership and collaborations with faculty and other college staff in large campus-wide events such as the High School Senior Saturday and Dreamer's Conference. These events serve a large number of students and parents engage our student services staff and faculty during workshops and presentations. Student Outreach coordinates the annual HS Counselor Conference where new programs, processes and polity are introduced to local high school counselors and staff. The department continues its partnership with UC Berkeley's Early Academic Opportunity Program by providing college workshops and SAT preparatory classes to Pittsburg and Antioch High students. The Outreach staff also provides leadership to the Mt. Diablo Educational Consortium which provides monolingual higher education workshops to Spanish speaking parents. The consortium includes the Mt. Diablo Unified School District, CSU East Bay, DVC and business partners

- hh. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

Student Outreach conducts weekly meetings to inform, share and to discuss strategies to deliver our services. Different areas of the unit inform the group of upcoming activities for feedback and support. The unit has regular on-going meetings with part-time and student ambassadors. These meetings are designed to share changes on college procedures and to provide professional training to the part-time and student staff. The topics revolve around customer service, communication styles and general professional comportment. Student Ambassadors (student employees) play a major role in Student Outreach. Ambassadors assist students at the Welcome Center and represent the college at schools conducting classroom presentations or staffing college information tables. On-going training is provided to ambassadors in the area of customer service, communication styles, leadership and updates on college programs and enrollment procedures. Special training is provided to Student Leaders that work during the HS Senior Saturday. Typically 30 students are hired to host the prospective students and parents. The students are assigned as group leaders, workshop panel participants and logistic leaders.

- ii. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

N /A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

Student Outreach strives to create an equity focused plan in all of its outreach activities and strategies. A large percentage of the students we serve are low-income, first-generation and underrepresented students and we try to incorporate a focused sensibility and targeted service on these student populations. Special attention is placed on African American students and foster youth as we bring students and guest speakers to the presentations and workshops that reflect the population we are serving. Additional school visits, application workshops, assessment and enrollment workshops are conducted on Title I schools and schools with higher percentage of African American students. The outreach staff works with African American student clubs at the high schools to provide college going information to students. African American students are targeted with additional communications to participate in the outreach sponsored events and to visit the Welcome Center for in-person services. The department works with schools to request name and mailing addresses for African American students to provide students with targeted activities provided by Umoja and EOPS. Outreach strategies were employed to increase the number of African American high school students to apply and enroll at the college. Working with local high schools, African American students were targeted to attend the Senior Saturday and to participate in assessments at the high schools. The High School Outreach Coordinator, Elizabeth Ramirez, conducts First-generation circles specifically for first-generation underrepresented students of color.

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS1: Increase by 20 percent the number of CCC students annually	By spring 2019, Develop a robust online support system	Commitment to innovation and creativity.	The unit wants to increase the level of service it provides to	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	After we researched and tested several free	The chat service has been incorporated	Jorge Cea Reggie Turner

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who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	for student applicants that will provide live phone and chat support and automatic 24 – 7 continuous support via instructional videos and Zoom presentations.		students online. The service should be live and real time.		chat services, we decided on a chat service recommended by Marketing and used by the library. We decided to drop the 24/7 automatic chat service. The automatic continuous chat service is expensive (currently used by Financial Aid) and does not provide the level of personalization needed at the Welcome Center. A “call/text” center can be utilized to provide enrollment follow-up services to student applicants.	on our enrollment webpages but it has not been utilized as much as we expected. We are working with marketing to promote the visibility and usage of the chat service. Will be testing it out during spring '20 registration.	
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VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	Increase the number of first time students that complete English and math first year of enrollment	Student engagement and success	Working with the Planning Office at the college we will be determining the number of new freshmen that complete assessment, enroll in math and English their first year and the number that of students that complete math and English their first year of enrollment.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> <u>New Goal</u>	The unit created Assessment & Early Registration workshops for recent high school graduated students. At the A&E Workshops students will: complete assessment, understand placement, confirm major and register for courses, including math and English and 1 st semester course on Ed Planning tool. There will be follow-up services for these students in late summer and the first semester to ensure student	Pilot during fall '19 for spring '20 semester. Implement during admission / registration cycle in spring '20 for summer / fall '20 semester.	Jorge Cea Nicole Almassey Ninnette Alfaro Elizabeth Ramirez
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					are staying on their paths. We will test out the possibility of a "Call/Text" center to conduct follow up services to students.		
VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	Create a self-sustaining outreach infrastructure to handle the ever changing demands in student outreach by spring 2019. The outreach model should be comprised with staff from multiple Student Services and instructional areas.	Student engagement and success	Std. Outreach wanted to bring multiple units under one general outreach effort to address the multiple outreach needs: early outreach (middle schools), community outreach (churches, adults, cultural events) and general outreach (HS, Ed centers). Having multiple offices working together could streamline the	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	With the onset of State mandates such as AB 705 and Guided Pathways the focus of the college have shifted. The Outreach unit will work with the college community to address the college-wide efforts to address these larger efforts required by the State mandates.		

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			outreach efforts.				
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.	By fall 2018, Student Outreach will identify a student tracking and communication software for the college dual enrollment and articulation work. The system will be programed to track students through their high school tenure and send grade appropriate communications to students. The tracking system will identify those students that have engaged the college during their high school years vis-à-vis Dual Enrollment,	Commitment to innovation and creativity.	Outreach wants to utilize an integrated software to use in outreach activities with the capabilities to track student's progress from recruitment to enrollment. We would want to know the number of students that are recruited early that actually enroll at the college. The software could be shared with all units that conduct outreach activities.	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Research was conducted (by the three colleges) to identify a viable software that would be used at the college. The software identified are expensive and the District Research Office would not support. On-going cost, maintenance and data sharing issues were identify as obstacles to acquiring software. In fall 2019, the DO created a software for the colleges to use for recruitment and tracking. Outreach will	During the spring '20 admission cycle. The DO software will be used in Career Focus Friday, outreach activities and Senior Saturday signup.	Jorge Cea

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	Career Focus Fridays, campus tours, etc.				use the software in the outreach cycle for fall '20.		
VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as	By September 2018, put forth the structure for an on-going professional development training series for outreach staff in the area of student	Empowering Student Services Professionals	The plan is to continuously provide professional development to staff. The specific areas covered should be in communication,	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Staff have participated in several professional development activities starting in fall '18 through fall '19. Workshops	I will be actively researching for targeted equity focused conferences, workshops for staff to participate. I	Jorge Cea

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identified by the college.	communication and interactions, student equity facilitation, and student support technologies.		student equity and technology.		have concentrated in the area of work duties. The department has not been as actively engage in equity minded activities.	will reach out to PDAC for ideas and funding. PD plans for the office will tailored per each employee and be finalized by May 2020. The PD will be focused on personal and professional growth.	
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

One of the most significant improvements that Student Outreach has made in the service outcomes is the High School Senior Saturday. The day has consistently received positive feedback from students and parents. The day has evolved to be the premier day where students and parents learn about the college programs and learning support programs. The day has also been well received by the college student services programs and the college learning communities. HS Senior day has become an important piece for their program information sharing and a student recruitment vehicle. A significant change and improvement for Student Outreach' learning objective has been the development of the Assessment and Early Registration Workshops. The workshops evolved from student feedback on the need of having workshops to help students identify and register for their English and math class as well as other first semester courses. A series of workshops will be offered and evaluated for the fall '20 registration cycle. The department online chat service has been well received by students when engaging with our online application and class registration websites. We are in the process of evaluating the frequency and satisfaction of the online support service. Another significant change that the department has been able to accomplish is the creation of a fully automated online Multiple Measure Assessment Placement (MMAP) instrument meeting the AB 705 English and math placement requirements. While the MMAP was not an Outreach goal, it does address the online support needs for students. It also addressed the intra-departmental work and cooperation needed to improve infrastructure for student enrollment.

LEARNING SUPPORT OUTCOMES UPDATE

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LEARNING SUPPORT OUTCOME	Students that complete the Assessment & Early Registration Workshop will have access to their recommended placement, understand the different math course options based on major (career), login to InSite Portal and place recommended math and English course on their first semester educational planning tool.	Students that participate in the Outreach Pre-orientation Workshop at the high school will apply to LMC and complete the prescribed enrollment steps outlined by the college (SSSP – orientation, assessment and Senior Saturday).	Students who attend the High School Senior Saturday orientation will be provided with the available campus resources to connect with a student support program.	Students who access the Welcome Services will learn to navigate the college online services.	Students who visit the Welcome Center for admission questions will be provided with information to complete the Student Success and Support Programs services: application, orientation, assessment, and educational planning.
TARGET	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Will gather data for students: * Have access to their recommended placement * Select appropriate math course based on major /career option * login InSite portal place recommended math and English class in their first	Participants will complete: * College application * Online Orientation * Assessment * Attend Senior Saturday	We measured the student's level of perceived usefulness of event, self-reported level of interest for learning communities and support services. The levels were consistently high over the years. In 2019 the actual number of students participating	The students that visited the Welcome Center were surveyed on their level of online familiarity with the services. Almost all the students reported understanding how to navigate online services. The primary reason students visited the center was to access online	The students that visited the Welcome Center were surveyed and results indicated that students were receiving the support needed to complete college application, online orientation, assessment and using Ed Planning tool.

Student Services Program Review Year 3 Update 2019-2020 FINAL TEMPLATE

	semester educational planning tool.		in LC was measured. A large number of students that attended Senior Saturday participate in LCs.	services and to conduct online transactions. It was determined that the center was providing adequate access to the college online services and providing assistance as needed. The online services provided will be revisited in future to determine if changes need to be made to the services provided.	
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> <u>New Outcome</u>	<input type="checkbox"/> Abandoned <input type="checkbox"/> <u>In Progress</u> <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <u>Completed</u> <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <u>Completed</u> <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <u>Completed</u> <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT			https://www.losmedanos.edu/studentservices/enews/documents/Fall2017InstepNewsletter.pdf	https://www.losmedanos.edu/studentservices/enews/documents/Spring2014StudentServicesInternalNewsletterFinal.pdf	https://www.losmedanos.edu/studentservices/enews/documents/SLOInstepNewsletterSpring2015.doc
NEXT STEPS	Sample A&ER workshops and compile data on learning objectives. Long-term check English and math 1 st year completion in	Identify a sample workshops at local high schools for service outcomes – college application, orientation, assessment and	Re-visit the HS Senior Saturday event once new guided pathway activities are incorporated in Senior Day activities.	Monitor the online services in future semesters as the college online student services evolve.	Monitor the use of the Welcome Center as the college mandates change and the student onboarding evolves with future mandates.

Student Services Program Review Year 3 Update 2019-2020 FINAL TEMPLATE

	conjunction with College Research and AB 705 planning group.	attendance HS Senior Saturday.			
RESPONSIBLE PARTIES	Nicole Almassey Ninnette Alfaro Jorge Cea	Elizabeth Ramirez Reggie Turner Jorge Cea	Jorge Cea Reggie Turner		
ALIGNED STUDENT SERVICES THEME	Student Engagement & Success	Student Engagement & Success	Student Engagement & Success		
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Increase the number of first time students that complete English and math first year of enrollment	Create a self-sustaining outreach infrastructure to handle the ever changing demands in student outreach by spring 2019. The outreach model should be comprised with staff from multiple Student Services and instructional areas. The structure should address high school outreach, including high school graduating seniors, dual enrolled students, and early outreach for 9th to 11th graders.	Create a self-sustaining outreach infrastructure to handle the ever changing demands in student outreach by spring 2019. The outreach model should be comprised with staff from multiple Student Services and instructional areas. The structure should address high school outreach, including high school graduating seniors, dual enrolled students, and early outreach for 9th to 11th graders.		

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
First Goal: Create student outreach infrastructure	Create student engagement
Department/Unit Name	Resource Type
Student Outreach	<input checked="" type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
The Welcome Center has assumed the responsibility to distribute the college's picture ID cards. The equipment needed to take picture IDs include a camera, printer and the computer software to create the ID cards. The equipment currently in use is outdated and is no longer supported by the company it was purchased. The college IT department has	\$3,500.00

<p>creatively maintained the equipment and software. There has been an increase in the number of students requesting ID cards. The department is issuing 3,000 ID cards per year. The departments on campus requiring college picture ID cards is increasing, kinesiology, tutoring labs and computer labs for example. The current equipment needs to be replaced to accommodate the increase demand for picture IDs on campus.</p>	
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Justification:

The Welcome Center absorbed the function of college photo ID distribution when the Student Service Center opened in 2014. The ID making machine was already a few years old and with the demand of picture photo ID required in library and labs the equipment has run its productive use. New equipment is needed or there will be no college picture IDs available to students. SSSP budget, under orientation, previous approved the use of funds for making photo ID cards for students since it's needed for assessment and for counseling appointments.

LMC Program Review Year 3 Update
2019-2020
Student Services Units

Office of Student Life/International Students

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [*Vision for Success*](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [*Contra Costa Community College District Strategic Plan*](#) (CCCD Strategic Plan) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 5	Submit to VPSS
February 13	Final Submission to Planning Committee

INTRODUCTION

Based on program changes and the impact of significant increased District involvement in strategies/processes related to International Student Programs, the goals and planning related to the International Student Program (which were previously housed in a unique Comprehensive Program Review) are now embedded within the Student Life program review. The program also determined this was appropriate due to the small size of the current International Student Program/population and because the Student Life Office and staff are responsible for the coordinating the International Student Program.

1. Overview

pp. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The mission of the Office of Student Life is to provide leadership development opportunities that support students in becoming agents of positive social change and responsible members of a diverse and global society.

The Office of Student Life oversees the following student organizations and activities on campus: Los Medanos College Associated Students (LMCAS), Interclub Council (ICC), Leadership Programming and Development, LMC Food Pantry, and the International Students Program. The Office of Student Life strives to provide programming that focuses on engagement of the entire campus community. Our work presents opportunity to expose students to information and resources that contribute to their development both inside and outside of the classroom.

In addition, the Office of Student Life works towards developing activities and events that are in line with Los Medanos College's mission and values with a focus on social justice, cultural awareness, and leadership development of students.

qq. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

The Office of Student Life engages in strong partnerships with LMC campus programs and community groups to achieve the mission of the department. Some highlights of collaborative efforts include:

International Student Programming	<p>Ongoing communication exists with the Director of Student Life, designated Admissions and Records Staff, Dean of International Education at District office regarding timelines and administrative guidelines for serving F1 Visa students. The Dean of International Education provides on-going best practices training and resources while continuing to serve as a liaison between campuses and prospective international partners.</p> <p>A collaborative relationship exist with Transfer & Career Services to support incoming and current International Students to increase opportunities for transfer in a timely manner and expose students to transfer opportunities they may not be aware of via campus tours, workshops, and college representative on campus visits.</p>
International Student Orientation	<p>The week prior to start of semester orientation is held for incoming international students facilitated by: Office of Student Life, Designated School Officials within Admissions and Records, Relations Health Insurance, LMC Assessment Center, and the LMC Counseling Department</p>
Welcome Week	<p>Campus Administration, Student Services, Learning Communities, Los Medanos College Associated Students (L.M.C.A.S) and Inter- Club Council, Community partners come together to support students in the first week of the semester</p>
LMC Food Pantry	<p>The Office of Student Life strives to reach marginalized student populations and advance student equity measures by working with the Office of Equity and Inclusion, L.M.C.A.S., LMC faculty and staff, the LMC Foundation and community partners to serve LMC students through the LMC Food Pantry. Through charitable donations, the LMC Food Pantry has been able to serve more than 700 students since its opening in 2017.</p>
L.M.C.A.S.	<p>Office of Student Life staff (acting in role of Advisor to L.M.C.A.S.) communicate frequently with chairs of Shared Governance Committees as well as departments and programs seeking support or input by students for move their programs or projects forward with student support.</p>

Interclub Council	Office of Student Life (acting as advisor to ICC) communicates frequently with club advisors. In addition, the ICC advisor often conducts outreach to faculty and staff to seek opportunities to serve as advisor to clubs that meet their interests.
Academic Competition	Student Life in collaboration with L.M.C.A.S. awards thousands of dollars in academic scholarships to students
Cultural Awareness Events & Activities	Puente, Umoja, Office of Equity and Inclusion, Interclub Council members, World Languages faculty, Counseling, and various instructional areas
Fall Impact Conference	Honors Program, Interclub Council, and Office of Equity and Inclusion facilitate a leadership conference which enables students to not only learn but develop or apply leadership skills both on campus and in their community
"A Place to Talk"	Partnership with the LMC Counseling Department and Office of Equity and Inclusion has a consistent following and participation ranges from 5-10 individuals depending on topic being discussed
S.T.E.L.A.R. & Transfer Graduation Celebration	Partnership with Transfer & Career Services and various LMC staff to honor students who have been identified by their peers for their contribution on campus as well as those students who have been accepted to colleges and universities or are graduating.
Movie and Dialogue Nights	Various areas and departments of LMC have joined in the effort of exchanging thoughts and conversation with students, faculty, and staff. The Office of Student Life has also gained the support of some faculty, who have offered extra credit for students who actively participate in these discussions
Blood Drives	Vitalant (formally Blood Centers of the Pacific) conducts 2-4 blood drives annually on campus
Contra Costa & Solano County Food Bank	Provides training, resources, and financial support towards the operation of the LMC Student Food Pantry operated through Office of Student Life (on-going)
Contra Costa Community Health Department	Provides HIV/AIDS and Hep C Testing and education (on-going)

International Institute of the Bay Area (IIBA)	Conducts DACA forums and Q&A Sessions for LMC students and local community
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rr. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

The LMC Food Pantry does not currently have stable funding to operate and relies heavily upon external donations and grants to purchase food and provide staffing. As part of the LMC Food Pantry sustainability plan, a focus has been made to enroll as many students as possible onto the CalFresh (formally known as the Supplemental Nutrition Assistance Program or S.N.A.P). The Food Bank of Contra Costa & Solano provides a \$40.00 credit to the LMC Food Pantry for every student who obtains the CalFresh benefit. Students who are food insecure are more likely to drop out of school because of financial barriers. Assembly Bill 612 provides that the CalFresh benefit can be used on campus to purchase food from vendors who are part of the "Restaurant Meals Program (RMP)" though this will require further exploration.

The International Students Program has barriers that have presented challenges to growing the program. As with most colleges across the United States, the LMC International Students Program has experienced a decline in international student enrollment. The current national climate and legislation has hindered the recruitment of prospective students. In addition, the vast majority of recruitment for international students comes from the Contra Costa Community College District main office.

ss. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

The Office of Student Life/Food Pantry currently has the following positions:

1. Director of Student Life, International Students, and LMC Food Pantry (1.0 FTE)
2. Sr. Program Coordinator for Student Life Office (1.0 FTE)
3. Hourly Program Assistant for the LMC Food Pantry (16 hours/week)
4. 6 Student Life student employees (4-15 hours/week) the office is open 38 hours per week
5. 9 Food Pantry student employees (4-11 hours/week) the office is open 46 hours per week

tt. How does your department ensure that students are aware of learning support outcomes?

The identified learning support outcomes for the Office of Student Life (including the International Students Program and LMC Food Pantry) are displayed on the Office of Student Life website, and in the college catalog.

2. Engagement

jj. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities

The Director of Student Life and Senior Program Coordinator have contributed to institutional efforts through participation in several shared governance and sub-committees to include:

- Equal Employment Opportunity (EEO) Committee
- Institutional Development for Equity and Access (I.D.E.A.)
- Student Services Learning Outcome Committee
- Student Services Leadership Team
- District Wide Management Council Executive Board (M.C.E.B.) member
- District Wide International Education Committee
- Panelist on a variety of hiring committees for various positions on campus (serving as screener of 1st and 2nd round candidates)

In addition, as advisor to the Los Medanos College Associated Students, the Director monitors and guides student leaders serving on shared governance committees on campus and district wide.

kk. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Through the Food Bank College Collaborative, the LMC Food Pantry has been able to identify ways of bringing attention to food insecurity on the LMC campus. This has resulted in charitable donations and sponsorships of approximately \$80,000.00 for staffing and inventory.

In addition, it has also provided the opportunity to extend our community network to provide referral and support services in the areas of housing, childcare, medical care, and legal services. LMC is currently working on implementation of a partnership with John Muir Mobile Health Clinic to provide basic health assessments and referrals for our students and campus community. This additional service is to commence spring 2020.

The Sr. Program Coordinator has established key relationships throughout the campus to engage with students and support their learning and involvement outside of the classroom (Honors Program, Umoja, Puente, DSPS, Veterans Center, and faculty within various departments). These relationships have also supported recruitment and participation in many of the events hosted by the Office of Student Life to include annual Impact Leadership Conference, annual Academic Competition, movies and discussion held throughout academic year, and “A Place to Talk” spaces.

II. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

The LMC Food Pantry hourly program assistant is actively involved in program planning, coordinating, and improvement. Her knowledge and experience as a current LMC student are vital to the success of the program. Due to her contribution, we have been able to identify other needs aside from food that students are seeking to include school supplies, personal care products, diapers, clothing, and transportation. We have been able to secure most of these items by sharing this information with the LMC Foundation.

All student employees in the Office of Student Life and LMC Food Pantry participate in a weekly scheduled meeting to discuss program effectiveness and improvements. Training is incorporated within these meetings as needed facilitated by the Food Bank of Contra Costa and Solano, LMC Police Services, Office of Equity and Inclusion, and Student Life staff.

mm. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020. N/A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

Through the LMC Equity Plan, the LMC Food Pantry was awarded a mini-grant to help in setting up the current location to serve LMC students and their families. The LMC Food Pantry serves all students of LMC but focuses on low income, African Americans, Veterans, and former foster youth. We do targeted outreach to these student populations and participate each semester in recruitment orientations for various programs on campus to bring awareness of the LMC Food Pantry.

LMC Food Pantry Utilization Report (Fall 2018)

Total # of Individuals Served: 200 Students

Total # of Unduplicated Usage: 136

Total Number of Visits: 1, 029

Of the 200 Students served in fall 2018, 34 of students identified as African American, 35 were participants in EOPS/CARE, and 15 identified as former foster youth.

LMC Food Pantry Utilization Report (Spring 2019)

Total # of Individuals Served: 216

Total # of Unduplicated Usage: 115

Total # of Visits: 1, 272

Of the 216 students served in spring 2019, 49 of the students identified as African American, 73 were participants in EOPS/CARE, and 23 identified as former foster youth.

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, or specific skill sets that prepare them for an in-demand job.	Goal 1: Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15.	Student Engagement & Success	Review Student Roster and addition/retention each semester of officers and senators serving on LMCAS senate	In Progress	In fall 2019, L.M.C.A.S. reached goal of 15 student senate. The focus will be maintaining and/or increasing this number by 2023. <ul style="list-style-type: none"> - LMCAS will be actively recruiting members in their respective classes and learning communities - LMCAS will host on campus activities and tabling events to recruit new membership and engage with their constituents 	Ongoing through 2023	LMCAS senate and LMCAS Advisor

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	Goal 2: Increase high involvement in student clubs. By 2023, we would like to increase and maintain chartered clubs/organization to 40 active clubs/organizations	Student Engagement & Success	Roster and addition/retention of club membership	In Progress	As of Fall 2019 membership is at 34 clubs. The focus will be on Club Days, classroom presentations, and campus events and activities to promote ICC and increase membership.	Ongoing through 2023	Student Life Staff to include Student employees within Office of Student Life
	Goal 3: Creation and implementation of a robust international student orientation to be assessed fall 2020	Student Engagement & Success	Review status of prospective student at time of application to attend LMC to completion of second week of term to ensure all requirements are met.	In Progress	On- going modifications as needed or required due to district, state, federal policies and updates as well as identified changing needs of students within the program. Ongoing through fall 2023 Seek out ways of engaging with the incoming students and identifying additional support and resources that may benefit incoming students prior to semester.	First assessment will occur fall 2020	Director of Student Life, Primary Designated School Official, Designated School Official, Dean of International Education (district office)

Student Services Program Review Year 3 Update 2019-2020 FINAL TEMPLATE

VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.							
VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this							BLE

Student Services Program Review Year 3 Update 2019-2020 FINAL TEMPLATE

measure in the most recent administration of the CTE Outcomes Survey.							
VFSS: Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	Goal 4: Expand current offering of student activities and leadership programs that focus on social justice that lead to high engagement on campus including continuation of annual Impact Leadership Conference	Equity & Inclusion	Continue to track activities/events as well as attendance at individual events. Create and review evaluation assessments by participants throughout academic year	In Progress	At the end of each academic year, we will continue to evaluate and engage with students, faculty and staff to identify gaps as well as interest for learning in areas of social justice programming. An increase of focus was placed on cultural sensitivity programming in the last two years to include: Black History, Asian Pacific Islander, LGBTQ+, LatinX communities on campus	On-going through 2023	Director of Student Life, Sr. Program Coordinator, LMC Campus Community to include: Student Leaders, faculty, and staff
	Goal 5: Increase the utilization of the LMC Food Pantry by the student body. By spring 2023, we	Equity & Inclusion	Electronic intake for improved tracking and maintaining records.	In Progress	In Fall 2019, the LMC Food Pantry served a total of 945 students to include 434 unique (new) students.	On-going through spring 2023	Director of Student Life Sr. Program Coordinator

	would like to increase and maintain the student utilization to 100 unduplicated students per month each semester (fall/spring).		Responses from targeted outreach initiatives to special populations.		Fall 2019		Hourly Program Assistant
					Aug. 109		
					Sept. 279		
					Oct. 280		
					Nov. 199		
					Dec. 78		
					<p>Fall 2019</p> <p>As part of sustainability and Equity and Inclusion plans, targeted outreach within categorical programs will continue</p> <p>Began in fall 2019 and will be ongoing through spring 2023</p> <ul style="list-style-type: none"> - Classroom Presentations and tabling events - Cooking demonstrations and community outreach - Identify need for professional development and areas for 		<p>Student employees</p> <p>LMC Foundation</p> <p>Faculty and Staff</p>

					program improvement		
	Goal 6: A professional development plan will be developed summer 2020 to be implemented fall 2020 to ensure that all Student Life staff and Student Leaders are adequately prepared to meet the needs of students and engage with social justice programming as set out in goal #4, and support international students	Equity & Inclusion, Student Engagement & Success, Empowering Student Services Professionals, Commitment to Innovation & Creativity	Create space for dialogue and design survey(s) to identify gaps and areas for further development as well as interest for learning in areas of social justice programming	New Goal	Summer 2020 a professional development plan will be constructed to support all staff within the Office of Student Life. Additional training and development may be necessary and provided to the newly hired Sr. Program Coordinator in addition to the newly assigned Designated School Officials working with International Students. Continue to participate in trainings and conferences to learn more and expand network	On-going planning to begin in Summer 2020 with implementation of plan to begin Fall 2020	Director of Student Life Sr. Program Coordinator Hourly Program Assistant Student employees

International Student Program Goals that have been abandoned are as follows:

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	INDICATOR
				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Goal #1 Effectiveness of targeted communication and marketing recruitment plan for International Students	Student Engagement & Success; Commitment to Innovation & Creativity		ABANDONED			
	Goal #2 By 2021, We will increase international student enrollment at LMC to 50 students. By 2023, the goal is to increase enrollment to 75 students.	Student Engagement & Success		ABANDONED			

	Goal #3 is a commitment of participating in at least one professional development opportunity focused on International Students to ensure successful goal completion.	Student Engagement & Success; Commitment to Innovation & Creativity		ABANDONED: This goal has been collapsed into the overall Office of Student Life Professional Development plan to be implemented fall 2020				
	Goal #4 by fall 2019 a professional development plan will be implemented in order to equip faculty and staff working with international students.	Student Engagement & Success; Commitment to Innovation & Creativity		ABANDONED This goal has been collapsed into the overall Office of Student Life Professional Development plan to be implemented fall 2020:				
VF52: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.	Goal #5 Ongoing data collection and tracking for program improvement to determine the needs of students within the	Student Engagement & Success		ABANDONED: As the vast majority of recruitment comes from district Dean of International Education and				

	program to ensure they stay on track to transfer.			committee has been established to determine best practices, this goal has been abandoned.			
VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this							

measure in the most recent administration of the CTE Outcomes Survey.							
VFSS5: Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented groups as identified by the college.							

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

Enhanced training has been given to Student Life Associates in the past three years to provide them with the tools needed to host on campus events and activities with a focus on planning, coordinating, and implementation. Informal evaluation has been given to student employees regarding their success and opportunities for improvement. An evaluation and rubric is currently in development to administer to associates following each event. The evaluation will be completed by Director of Student Life, Sr. Program Coordinator, as well as student life associates participating in the implementation of event.

Programming offered to the campus community has been intentionally developed based on feedback and input by students, faculty, and staff. As a result, increased attendance and awareness has taken place based on informal evaluations. It has been identified that a practice of more consistent and formalized evaluations of activities and events needs to occur to ensure we are meeting the needs of the students and campus community. As we completed previous cycle, it was determined that PSLO2 “students who participate in the Impact Conference will learn skills and strategies for being effective leaders in their clubs, communities, organizations and programs” will be abandoned as it has gone through several cycles of assessment producing more or less the same results.

Focus on engagement and retention of LMCAS officers/senators/representatives has resulted in achieving goal to increase membership to 15 members. There has been little to no evaluation of LMCAS members as it relates their participation on committees. An evaluation has been created to include a rubric for assessing students understanding of role on committees as well as their active participation within the committee.

Historically, International Students communicated directly with the Designated School Officials (DSOs) within Admissions and Records Office who provided all support this student population. However, due to limited capacity within the office, the support for International Students was limited. In the spring of 2017, the International Students Program was relocated to the Office of Student Life under the Director of Student Life. The Office of Student Life now provides the primary leadership for the program development and primary support for International Students studying at the college.

Implementation of video conferencing has been beneficial to the recruitment and support of both prospective and incoming international students. Through this medium of communication, staff have been able to educate individuals on the application process, documentation support, and address other questions and concerns prior to arrival in the United States. This tool has supported a number of incoming students overcome barriers that may either delay or increase chances for F1 Visa approvals.

Creation of the Global Peer Mentor group was established fall 2017. It has served as a resource to benefit international students become acclimated with the campus as well as Bay Area and United States culture while providing opportunities for our domestic students to adopt a global mindset. Members of the Global Peer Mentor group have also increased engagement of International Students through their participation in the International Student’s Club and other campus activities and events.

Learning Support Outcomes: Office of Student Life			
Learning Support Outcome	LSO: Student employees in Office of Student Life will be able to demonstrate leadership skills in planning and implementation of sponsored events by Office of Student Life	LSO: Students who participate in the annual Impact Leadership Conference will learn skills and strategies for being effective leaders in their clubs, communities, organizations, and programs	LSO: LMCAS students will better understand shared governance through their active participation on committees.
TARGET	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Evaluation of student employees facilitated by Director of Student Life, Sr. Program Coordinator, and other student employees upon completion of activity/event to include the following criteria: Initiative, Accountability, Communication, Time Management, and Budget		Will gather the following data: Evaluation of officers and senators/Representatives as it relates to their active participation within shared governance committees representing student voice by Chair of committee. Form includes Committee Name, Officer/Senator/Representative Name <ol style="list-style-type: none"> 1. Overall attendance at meetings 2. Preparedness for meetings (ex. completing committee assignments, readings, review of pre-meetings materials) 3. Overall level of engagement in meetings 4. Suggestions for improvement: Rating Scale:

			1 __very poor, 2 __poor, 3 __average, 4 __good, 5 __very good Separate Evaluation will be provided to Student Officer/Senator/Representative to evaluate their contribution(s) or learning to/from the committee.
STATUS	<input type="checkbox"/> Abandoned In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED	Outcome Reports for all program outcomes are stored in the Office of Student Life L Drive		
Next Steps	Areas for further development include continued training and development in event planning for all student employees. A “pre/post” evaluation will be administered at annual fall retreat and upon completion of each event. Rubric for evaluations is in process of development as evaluation has been informal and verbal upon completion of each event.	This LSO has gone through several cycles of evaluation. It was decided to pursue other areas of program development.	LMCAS senators and representatives will be evaluated by chairs of committees to measure student contribution to discussions and decision-making upon completion of each semester to gauge learning and participation to support training and development of student leaders. A separate Evaluation will be provided to Student Officer/Senator/Representative to evaluate their contribution(s) or learning to/from the committee.
Responsible Parties	Director of Student Life and Sr. Program Coordinator		Director of Student Life (LMCAS Advisor) and Chair of Committees

Aligned Student Services Theme	Student Engagement & Success		Student Engagement & Success
Aligned Comprehensive Program Review Goals	Goal 6: A professional development plan will be developed summer 2020 to be implemented fall 2020 to ensure that all Student Life staff are adequately prepared to meet the needs of students and engage with social justice programming as set out in goal #4		Goal 1: Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15.

Learning Support Outcomes for International Students Program						
Learning Support Outcome	Creation and implementation of a robust international student orientation will be assessed beginning fall 2019 and will be ongoing through fall 2023					
Target	Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
Measure	Number of students who complete the necessary steps of					

	paying student health fee and register for required number of units before the end of the two-week enrollment period in first weeks of semester compared with the number who do not meet either or both requirements.					
Status	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
Insert Link to Completed Learning Outcome Report	Outcome Reports for International Students Program are stored in the Office of Student Life L Drive					
Next Steps	Monitor the number of students who meet both					

	requirements compared with the number of student who do not meet requirement.					
Responsible Parties	Director of Student Life, Primary Designated School Officials, Dean of International Education district office					
Aligned Student Services Theme	Student Engagement & Success					
Aligned Comprehensive Program Review Goals	Goal 3: Creation and implementation of a robust international student orientation to be assessed fall 2020					

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Goal #3		Goals 1 & 5	
Department/Unit Name		Position Name/Classification	FTE
Office of Student Life – International Students Program		Student Employees	15 hours/week at \$13.00/hour
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text" value="% of F1 International"/>	Student Employee: \$9,000.00/hour
Justification:			
<p>International students come with unique challenges that domestic students do not have including compliance standards to meet their F1 Visa status. Furthermore, international students face stringent immigration requirements related to enrollment and academic success. For these reasons, specialized Counseling is vital to the success of international students.</p> <p>Peer mentors and student employees can support the efforts of the program through provision of campus tours, developing engaging activities and events that represent international student population, and providing opportunities for staff to engage in planning and committee work vital to the success of the program. As part of the marketing strategy identified by the Dean of International Education at the district, more agents and college/ university representatives will be brought to LMC campus for tours. The program needs the experience of current international students as well as peer mentors to support this marketing strategy plan. In addition, the contribution of the global peer mentors is not only invaluable but it is essential to the success of the program. It is estimated that the time commitment is approximately 5 hours per week during the regular spring/fall semesters. Time commitment will be increased to 10-15 hours per week during orientation and peak periods of the semester.</p>			

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Goal 3	Goals 1 & 5
Department/Unit Name	Resource Type
Office of Student Life – International Students Program	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input checked="" type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Support services including fieldtrips and provision of a robust orientation have been challenging due to not having a designated budget for international student programming.	\$10,000.00
Justification:	
<p>Inclusion of the International Students Program within the umbrella of Office of Student Life has presented challenges in applying funding towards specific activities and events allocated for this student population. International Students Program currently does not have an allocated budget therefore funds have been redistributed using Student Life funding. As a result, development of Student Life programming and activities has been impacted. In addition, programming and engagement of activities for International Students has been limited. Creating a budget allocation for the International Student Program will support the needs of the program and offer International Students opportunities to discover all the campus and Bay Area has to offer our visiting students.</p> <p>The Office of Student Life also acknowledges that our domestic students also need exposure and experiences beyond East Contra Costa County. Additional funding allocations to the program would allow for field trips in addition to specialized programming that can work towards expanding world views and increase opportunities for dialogue.</p>	

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Goals 1, 2, 3, 4, and 6	Goals 3 & 5
Department/Unit Name	Resource Type
Office of Student Life, International Students, and Food Pantry	<input checked="" type="checkbox"/> Conference/Meeting <input checked="" type="checkbox"/> Materials/Supplies <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Professional Development for Staff: - Parliamentary Procedure - Social Justice/Equity & Inclusion - Student Leadership Development - Basic Needs - International education policies and procedures are updated frequently. It will be vital to the success of the program that the Director of Student Life or other related staff connected with the program be permitted to attend conferences to be informed of updates in the areas of Visa regulations, English Proficiency Assessments, Federal policies and procedures, and other items that may benefit or impact student success	\$8,000.00
Justification:	
Pending hiring of new Sr. Program Coordinator in Student Life and new staff for the Student Union, professional development will be needed in order to better understand targeted student populations on campus and the needs of the LMC community. Annual conferences afford staff an opportunity to network and identify best practices in the area of Student Leadership, Equity, Student Affairs, International Students, etc. A formalized professional development plan is in process of creation and will be completed by the end of	

summer in 2020 to identify small scale development opportunities during the spring semester and progress to a larger scale conference in the fall focusing on social justice and multicultural programming.

NAFSA is the most recognize organization supporting International Educators in the work of International Students Programming. They host an annual conference that highlights current and outdated legislation impacting F1 students. In addition, annual membership to the organization provides access to handbook, online training, listserv and networking, etc. Other opportunities will be explored for faculty, staff, and administration in order to increase campus wide awareness and understanding of the opportunity for engaging international students in the college experience in a meaningful way as well as the challenges that international students face to work towards culturally-appropriate interventions and support for their learning.

LMC Program Review Year 3 Update 2019-2020 Student Services Units

Student Retention and Support Services

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- uu. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The mission of the **Student Success and Retention Programs** is to educate students on how to return to good academic standing, support students in choosing and declaring a major, and to encourage students who are academically under prepared. In addition, we work towards identifying resources to support student success as students work towards achieving their academic and career goals.

- vv. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

The Department of Student Success & Retention Programs (SSRP) has grown from its early beginnings that was focused on students under probationary or dismissal status. SSRP collaborates with several departments to identify and review student data and implement systems-focused solutions to improve student progression and completion. Below are some examples of the collaborations we have engaged in.

- **Adjunct- Counselor Orientation** Support cross-training/professional development by informing new adjunct counselors of guidelines and procedures associated with the levels of academic probation. The concepts included: Level I Probation, Level II Probation, and Academic Dismissal. We discussed the academic services our department offers students in academic distress and the proactive efforts we are engaging in to prevent students from getting to the point of dismissal.
- **Extended Opportunity Program & Services (EOPS)** Collaborative efforts with the LMC EOPS Program involve the delivery of presentations informing students of the Student Success and Retention Programs Department and the support services that our campus provides to enrolled students that attend LMC.

- **LMC Athlete Orientation** This collaboration included working with coaches and the LMC Athletic Director from our LMC Athletic Department as they assisted new and continuing athletes with class enrollment. Additionally, we supported the coordination, workshops, and activities for the orientation.

Moving forward in the development of Strategic Enrollment Management (SEM) and identified guided pathways momentum points, designed to increase the number and percentage of students who:

- Attempt 15 units in the first term
- Attempt 30 units in the first year
- Complete transfer level math and English in the first year
- Complete core pathway units in the first year

Additional funding sources will support advancing institutional work to implement and refine the guided pathways framework.

ww. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

As the college's focus has evolved to be more squarely focused on guided pathways and SEM implementation, the role of SSRP has too evolved to focus on integrated planning, accountability, and institutional communication. The department is currently undergoing a shift from a service delivery orientation to an institutional orientation through which SSRP can support and advance the work of all units at the college in a guided pathways framework.

- xx. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

Current staffing includes the following:

Program Coordinator, FT	L. Greene
Program Coordinator, FT , Special Populations	T. Gage
Program Coordinator, FT, Veterans	C. Long
Program Assistant	Vacant (Hourly Substitute)
Counselor, FT	S. Wright
Counselor, FT	N. Westbrook
Counselor, PT Adjunct	Varies

- yy. How does your department ensure that students are aware of learning support outcomes?

Learning support outcomes serve a role in establishing our commitment to student success. Our student correspondence, website, and additional materials include language as it pertains to our commitment to their success. In addition to outlining student responsibilities, SSRP includes what students can expect from our department.

2. Engagement

- nn. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Below are examples of institutional efforts that faculty and staff have engaged in:

Expanded out-of-class support

This is perhaps one of our most important efforts involve expanding academic support outside of the classroom. Our goal is to improve course success rates without lowering academic standards.

How:

- Adding professional and peer tutors
- Spreading the word that Learning Support isn't only for students in trouble

- Involving more faculty members in tutoring and learning support
- Increasing access to 24/7 online resources

Setting up early alert system (LMC Connect)

By the midpoint of the semester it is often too late to help struggling students recover.

What we are doing:

- Set up an easy-to-use system in which faculty can alert additional support when a student begins to struggle in class.
- Train faculty to use the system. Perhaps, focusing on math and English courses.
- Beginning work to establishing a network of student advocates and mentors to intervene with students when an alert is raised.

oo. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Integrating career and academic advising

We know students are more successful if they have a distinct academic or career goal in mind. We are currently concentrating on helping students identify career choices as early as possible so they could follow more clearly outlined academic paths to reach their goals.

What we are doing:

- Determining what students entering college for the first time have a career goal, which ones are unsure, and which ones have no goal.
- Focusing on developing and implementing intensive career exploration and advising efforts on the unsure and unclear.

Improving new student orientation

We are concerned that many of our first-time students -especially those not college ready in some academic areas—need more information, resources, and tools than they were getting in the online orientation.

What we are doing:

- Collaborating with Counseling to develop a more intensive face-to-face orientation for some students. Examples include, DSPS, Foster Youth, etc.

- Assigning counselors to make contact with this group of students during the first couple of weeks of classes to assess how classes are going and offer resources and support.

pp. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

Regular departmental meetings are held in an effort to ensure regular training, discussions, and challenges are addressed in a team setting. We are working on accessing technology in an effort to support communication across the department regardless of location (Pittsburg, Brentwood, or other).

qq. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

N/A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Strategies represent a broad class of actions with long-term outcomes and are followed by detailed action plans which represent the immediate, short-term action steps that collectively form each strategy. An essential step for SSRP is the formulation of appropriate key retention strategies and action plans designed to achieve established goals. At this time our primary goal is to develop a collegewide success and retention plan that will support and improve student outcomes for disproportionately impacted students.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	SS GUIDING PRINCIPLES	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success	1. Develop a collegewide retention plan.	2. Student Engagement & Success	See LSO table below	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	<ul style="list-style-type: none"> Identify the gaps, problem areas, etc. Begin engaging the college in identifying the goals. Develop strategies to achieve the identified goals. 	Fall 2020-Spring 2021	ALL
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

<p>VFS4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
<p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	After attending a Probation workshop, students will be able to identify academic, career, and/or personal goals, as well as identify services on campus that will support them in achieving their goals.	Increase awareness of LMC Connect and its role in supporting student success at LMC.	Monitor the use of the Canvas resource repository in an effort to expand knowledge of student/academic support services available.		Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service		<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Pre/Post Surveys. Insert rubric here:	Increased awareness and use of LMC Connect.	Development of online resources and evaluation of usage from term to term.		Example: Will gather the following data: # of students completed and

Student Services Program Review Year 3 Update 2019-2020 FINAL TEMPLATE

					submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome		<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT					
NEXT STEPS	1. Review and update surveys as needed. 2. Identify timeline and touchpoints where the surveys can be disseminated. 3. Review and compile the data.	1. Incorporate LMC Connect as an action step for collegewide student success and retention plan. 2. Garner faculty/staff and student engagement through marketing efforts.	1. Collaborate with SS departments to develop resources to help faculty/staff support student success and retention.		Example: <i>Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.</i>
RESPONSIBLE PARTIES	Lead: L. Greene	Lead: L. Greene/C. Rosas	Lead: C. Long		Example: <i>Jennifer Ma, Financial Aid Office</i>

SS GUIDING PRINCIPLES	Student Engagement & Success	Commitment to Innovation and Creativity	Empowering Student Services Professionals		Example: SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	PROMOTE STUDENT ACADEMIC PREPAREDNESS.	IMPROVE AND /OR EXPAND TRANSITION PROGRAMS AND STUDENT SERVICES.	IMPROVE AND/OR EXPAND STUDENT ACADEMIC SUPPORT SERVICES.		Example: Increase the FAFSA filing and completion rate for currently enrolled students.

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Operating Resource Request			
Professional Development Resource Request			
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	Reference # <input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Equipment <input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Online Learning <input type="checkbox"/> Other	<input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> IT Hardware/Software Est. Expense
General Description		Est. Expense	
General Description		Est. Expense	
Justification:			
Justification:			

LMC Program Review Year 3 Update 2019-2020 Student Services Units

TRANSFER CENTER

Introduction

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January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- zz. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

The mission of LMC Transfer Services is to provide comprehensive services and resources to students to enhance awareness of and access to transfer information and processes, increasing their ability to transfer from LMC to four-year colleges/universities.

The unit coordinates a number of transfer exploration and preparation activities:

- *Workshops* with a focus on transfer education, exploration, and preparation
 - 335 students reached in this activity in 2018-2019
- *Class Presentations* with a focus on transfer education, exploration, and preparation
 - 400 students reached in this activity in 2018-2019
- *Transfer Fairs*: all-campus events to promote transfer. Over 55 universities are hosted in the Fall fair, and beginning 18-19, spring fairs are tailored to major groups
 - Over 465 students attended transfer fairs in 2018-2019
- *Individual transfer counseling* to explore transfer and define major and educational pathways
 - 1441 attended appointments in 2018-2019
- *University Tours*: 8-10 tours planned and run annually to four-year institutions, including a five day southern California tour and five day HBCU tour.
 - 12 tours held with 336 students attending in 2018-2019
- *Hosted University Representatives* at LMC: coordinating and promoting representatives from four-year institutions at LMC, with the goal of providing college information and admissions advising to students.
 - 201 students reached in 2018-2019
- *Transfer Application assistance and coaching*: specialized assistance for students in transfer application and Personal Insight Question completion
 - 410 students assisted in 2018-2019

- aaa. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.**






Transfer exploration and preparation is woven into every academic and student support component of the college, and with that, Transfer Services works closely and partners with almost every department on campus. While collaborations with other units on campus have led to great success at the college, there are also internal factors that are currently having a significant impact on our department's ability to effectively support transfer success.

Because the college lacks a cohesive articulation work plan and capacity, gaps in course-to-course articulation have developed- particularly between LMC and UC campuses, and new LMC courses that have been written in the last five years. While this may not be reflected in degree requirements, a growing number of students are unable to complete major preparation requirements for individual universities. Ultimately, this will begin to impact the college's transfer volume, as students' applications will be denied for insufficient major preparation. Please see section three for VFS goals set to support articulation development at LMC.

Since the 2017 Comprehensive Program Review, the following new internal partnerships and collaborations have developed:

Career Services	With the growth of the Career Services team, the unit has collaborated to provide activities and events that combine intentional life planning and transfer exploration like major-focused Spring Transfer Fairs, combined industry and college tours, and workshops.
Transfer Advocates	Transfer Services developed the "Transfer Advocates" program in 2019 to encourage LMC faculty and staff to speak to students about their higher education path. Staff and faculty complete an online form and include their current role, degrees and majors, and institutions they graduated from. Information is then displayed on the Transfer Advocate website, where students can email staff/faculty they have questions for. Transfer Services will be planning a Transfer Advocates mixer in the Spring 2020 term.

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  	Equity & Inclusion, Administrative Assistant II	AA - Administration of Justice / Psychology BA - Political Science	Los Medanos College UC Berkeley
	Boyle, Jessica  	Counseling/EOPS, Counselor	AA - University Studies (Transfer GE) BA - Criminal Justice MA - Education Counseling & LPCC (Licensed Professional Clinical Counseling) Cañada College San Francisco State University San Jose State University

This partnership builds upon existing and growing collaborations that began before the 2017 academic year:

Campus Partnerships	Impact on Student Success
<i>Don't Cancel Classes:</i> Transfer Services partners with instructors to provide transfer workshops and presentations in during class meetings	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
<i>Learning Community Presentations:</i> Transfer Services partners with learning communities to provide transfer workshops and presentations to students	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
<i>Transfer Academy:</i> following a First Year Experience model by partnering with English and Math departments to block courses for incoming transfer students, and providing instructors with professional development on best practices to support students.	Students with interest in transferring enter a peer-based cohort program with emphasis on transfer knowledge, and reflect higher completion rates of transfer level math and English.
<i>Counselor Trainings:</i> Transfer Services provides professional development to counseling faculty and staff on application and campus updates.	Counselors are able to pass along transfer information and updates to students.
<i>SRSS Workshops:</i> Transfer Services partners with Student Retention and Success to provide transfer workshops as part of the probation process.	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
<i>Student Athletes:</i> Transfer Services partners with Athletics counselor to provide specialized transfer workshops and presentations to student athletes.	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.

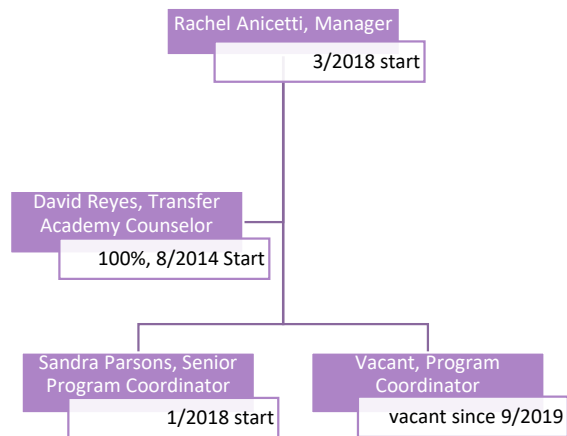
bbb. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

Below are external factors impacting the ability of Transfer Services to effectively provide transfer support to students:

- ASSIST long-term delays in articulation agreement updates impacts the college's ability to effectively coach students in course planning
- 16-week compressed calendar limits the number of times during the week that many students are on campus, impacting students' availability for out of class workshops, and the number of class presentation requests the office has received.

ccc. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

In addition to the Organization Chart below, Transfer & Career Services employs an average of eight student workers to act as "Student Ambassadors"- staffing the front desk, performing minor administrative duties, peer mentoring in transfer exploration, and guiding students through transfer applications.



ddd. How does your department ensure that students are aware of learning support outcomes?

Previous Learning Support Outcomes are displayed at our center, on the career services website, and in the college catalog. Updated LSOs will be displayed in a similar way by February 2020.

2. Engagement

rr. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.


Representatives from Transfer Services are involved in the following institutional efforts at the college:

- Guided Pathways Pillar leads and activities
- Strategic Enrollment Management
- Leading coordination and collaboration among LMC's learning communities
- Dreamers Conference Planning team
- Foster Youth Task Force

ss. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

As an update to existing community partnerships from the 2017 CPR, representatives from Transfer Services are involved in the following community activities and partnerships:

ASSIST Transfer Major Explorer



The official transfer and articulation system for California's public colleges and universities

Notes from ASSIST

Learn how to navigate the ASSIST website.
[ASSIST Website Overview.](#)

Waiting for Explore Majors?
Click the link below to access an alternative search tool.
<https://www.transferbound.com/>

New agreements are added daily.
For information not currently available on ASSIST, visit:
[CSU Updates](#) or [UC Admissions](#) websites.

Learn more about ASSIST.
Visit the [ASSIST Resource Center.](#)

When the state articulation tool, assist.org, transitioned to a new platform in May 2019, a key element of the site was removed. The “Exploring Majors” function allowed California community college students and counselors to view majors at all UC and CSU campuses, grouped by area and discipline. When ASSIST announced the tool would be discontinued for an undetermined amount of time, LMC Transfer & Career Services created a brand new web page that replicated the function, for our own student use.

Titled, “Transfer Major Explorer,” ASSIST asked the college if Transfer & Career would be willing to share the tool across the state. After the development of a MOU, in January 2020 ASSIST introduced LMC’s Transfer Major Explorer (www.transferbound.com) to all public systems of higher education in California. Transfer & Career anticipates over 100,000 visits per day to the site.

Transfer Major Explorer

Los Medanos College / Transfer & Career Services / Transfer Major Explorer

Database Search

Health and Physical Education

Kinesiology

Do any of these majors sound interesting?
Find out how to transfer!

These partnerships build upon existing and growing collaborations that began before the 2017 academic year:

External Stakeholder Partnerships	Impact on Student Success
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<i>UC Davis AvenueE</i> : along with LMC's MESA program, Transfer Services collaborates with UCD's AvenueE engineering program to prepare LMC students for engineering success.	LMC engineering students are partnered with UC Davis mentors and scholarships, increasing the number of underrepresented students in UC engineering programs.
<i>Saint Mary's HSI STEM</i> : Transfer Services partnered with Saint Mary's College and MESA to offer a STEM-focused college tour of SMC.	LMC STEM students are exposed to alternate pathways to UC and CSU transfer.
<i>Saint Mary's JCL INSTEP</i> : Transfer Services partners with SMC's Justice and Community Learning program and LMC's Early Childhood Education department to create a "program to program" transfer pathway for LMC students entering SMC's education program.	LMC pre-education students are eligible for additional scholarships, streamlined and accelerated degree completion, and a dual bachelor's degree/teaching credential upon graduation from SMC.
<i>UC Davis Transfer Opportunity Program</i> : Transfer Services collaborates with UC Davis to build transfer support for LMC students, in the form of university tours, workshops, individual advising, and events.	120+ LMC students are partnered with UC Davis advisors, workshops, and additional tours, increasing the number of LMC students transferring to UC Davis.
<i>UC Berkeley TAP into CAL</i> : Transfer Services collaborates with UC Berkeley Transfer Alliance Project to build transfer support for LMC students, in the form of university tours, workshops, individual advising, and events.	75+ LMC students from historically underrepresented groups are partnered with UC Berkeley advisors, workshops, and additional tours, increasing the number of LMC students transferring to UC Berkeley.

tt. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

Transfer & Career Services employs an average of eight student workers to act as "Student Ambassadors"- staffing the front desk, performing minor administrative duties, introducing students to transfer exploration, and guiding students through transfer applications themselves. The students also collaborate with coordinators to develop promotional material for events and activities, and post to the department's social media accounts. Student ambassadors attend weekly meetings with the staff team, as well as quarterly All Student Services Meetings, and take part in many of the decision making processes for the department.

uu. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

Transfer Services hold annual advisory meetings in October, with representatives from public and private four-year institutions

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October 23, 2018	Agenda: <ul style="list-style-type: none">- LMC Updates<ul style="list-style-type: none">o Placement Updateso English and Math Updates- Transfer Trends- Updates from 4 year institutions
October 22, 2019	Agenda: <ul style="list-style-type: none">• LMC Over the Years<ul style="list-style-type: none">• Transfer Statistics• LMC Updates<ul style="list-style-type: none">• New Programs• New Buildings• New Course Numberings• Life After Placement Tests: What's been happening?• Looking at the Future<ul style="list-style-type: none">• LMC and Guided Pathways• LMC and Strategic Enrollment Management
Next Meeting: October 21, 2020	

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

Transfer Services has multiple strategies to increase success for populations identified in LMC's Equity Plan:

4. *Data Informed Services*: beginning in the Fall 2019 term, Transfer Services began collecting all student contact (drop-in, workshops, class presentations, and tours) through SARS so that rosters can be generated and run through Tableau. This allows the unit to disaggregate contact by populations in LMC's Equity Plan, complete gaps analysis, and identify areas to increase marketing or services.
5. *Strategic Planning through Equity Lenses*: goals developed through the department's strategic planning process, comprehensive program review, or Learning Support Outcomes have individualized goals for populations identified in LMC's Student Equity Plan.
6. *Partnership with Key Campus Organizations*: Transfer Services partners with college departments and organizations to engage with students each semester. These groups include EOPS, student clubs, DSPS, the Foster Youth taskforce, SRSS, and learning communities.

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS, ACTION STEPS, TIMELINE, RESPONSIBLE PARTIES
Accreditation: Course Success				
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare	In partnership with academic departments, the Office of Instruction, and Counseling, incorporate additional courses	Student Engagement & Success	By Fall 2020, identify 4 existing LMC courses eligible for incorporation into existing LMC ADTs.	<p>New Goal</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 4. Develop ADT review template 5. Partner with Counseling and Office of Instruction to identify LMC courses currently eligible for degree, but not included 6. Present findings to academic department for ADT update

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them for an in-demand job.	into existing LMC ADTs to increase degree completion			<p>Timeline: 1/2020: generate ADT review template 3/2020: present findings to departments</p> <p>Responsible Parties: Rachel Anicetti, David Reyes, Eileen Valenzuela</p>
VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.	Increase transfer activities and discussions in classroom settings, engaging students, faculty, and staff-hold transfer presentations in every English 100 and 100/100S section, every semester, by June 2020.	Student Engagement & Success	Increase classroom presentations to 400 student contacts annually by June 2022.	<p>In Progress</p> <p>Action Steps: Transfer & Career coordinators are compiling lists of sections for Spring 2020 ENGL 100, and are coordinating visits now for SP2020</p> <p>Timeline: 12/2019: compile section list, contact instructor. 1/2020: coordinate presentation time with staff and student workers</p> <p>Responsible Parties: Sandra Parsons, Edward Beanes, Rachel Anicetti</p>
VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.	Build National Student Clearinghouse reports to capture transfer information for student groups identified in Student Equity Plan- Transfer Services staff will receive training in NSCH and create transfer reports for LMC learning communities and other programs by August 2019.	Commitment to Innovation & Creativity		<p>Abandoned</p> <p>Rationale: When Transfer Services attempted to build NSCH reports for learning communities, we ran into a number of obstacles. Reports require hours of manual formatting when submitting and after results are received, and it is necessary to analyze each student's transfer destination to determine whether that was their terminal institution. Transfer Services does not currently have the capacity to accommodate a project of this size, and will explore again at a later date.</p>

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VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	Partner with the Office of Instruction and Counseling to develop Articulation Work Group and increase the number of current LMC courses articulated directly to major prep requirements at universities.	Commitment to Innovation & Creativity	Call Articulation work group together by April 2020, submit 20 courses for articulation by August 2020.	New Goal	
				Action Steps: <ol style="list-style-type: none"> 1. Identify group members 2. Partner with VPI and Office of Instruction to call first meeting 3. Set articulation priorities for 20-21 academic year 4. Develop work plan and deadlines 	
				Timeline: 1/2020: identify group members 3/2020: call first meeting 8/2020: finished priority report for articulation submissions	
				Responsible Parties: Rachel Anicetti, Nancy Ybarra, Tanisha Maxwell, Jeffrey Benford, Eileen Valenzuela	
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.					
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups	Increase transfer rates among Black/African American students by 15% in 5 years.	Equity & Inclusion	Initial goal: Increase the number of Black/African American students transferring to the University of	In Progress	
				Action Steps: <ol style="list-style-type: none"> 1. Develop internal student contact tracking system that allows disaggregation by demographics 2. Identify baseline representation in activities, and gaps in representation 	

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as identified by the college.			California and California State University system by 28 students by December 2024.	<div>3. Develop marketing strategy and activity implementation plan</div> <div>4. Increase the number of Black/African American students participating in Transfer activities at LMC to support an increase in the number of Black/African American Students applying to CSU and UC campus</div> <div>Transfers from Los Medanos College to California State University and University of California Systems, by Ethnicity. Table shows prior five years of enrollment, and four years of target enrollment goals</div> <table><tr><th>ETHNICITY</th><th>2014-2015</th><th>2015-2016</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th><th>2019-2020 GOAL</th><th>2020-2021 GOAL</th><th>2021-2022 GOAL</th><th>2022-2023 GOAL</th></tr><tr><td>CSU: BLACK OR AFRICAN AMERICAN</td><td>44</td><td>43</td><td>46</td><td>49</td><td>55</td><td>59</td><td>63</td><td>67</td><td>70</td></tr><tr><td>UC: BLACK OR AFRICAN AMERICAN</td><td>9</td><td>6</td><td>10</td><td>13</td><td>18</td><td>21</td><td>25</td><td>28</td><td>31</td></tr></table> <div>Timeline: 1/2020: generate first student contact report, conduct planning session with students on campus 3/2020: develop marketing plan for 20-21 academic year</div> <div>Responsible Parties: Sandra Parsons, Rachel Anicetti</div>	ETHNICITY	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 GOAL	2020-2021 GOAL	2021-2022 GOAL	2022-2023 GOAL	CSU: BLACK OR AFRICAN AMERICAN	44	43	46	49	55	59	63	67	70	UC: BLACK OR AFRICAN AMERICAN	9	6	10	13	18	21	25	28	31
ETHNICITY	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 GOAL	2020-2021 GOAL	2021-2022 GOAL	2022-2023 GOAL																									
CSU: BLACK OR AFRICAN AMERICAN	44	43	46	49	55	59	63	67	70																									
UC: BLACK OR AFRICAN AMERICAN	9	6	10	13	18	21	25	28	31																									
VSF4: Increase the percent of exiting CTE students who report being employed in their																																		

field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.				
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

1. Increased number of department presentations occurring during university tours
 - a. In the 2018-2019 year, Transfer & Career Services scheduled 14 department presentations during campus tours (not including department presentations pre-scheduled as part of event activities like UC Discover Davis or Cal Day), and increase of 10 presentations from the 2015-2016 year.
2. Adjusted application workshops to include less lecture, and more application work time
3. Shifted focus of application workshop from CSU/UC general admission requirements to application-based content

LEARNING SUPPORT OUTCOMES UPDATE- COMPLETED				
LEARNING SUPPORT OUTCOME *Prior LSOs are listed here. Please see table below for New LSOs*	Prior LSO: Students who participate in an application workshop or drop in session will increase their knowledge of the university (CSU/UC/Private) transfer admissions application process.	Prior LSO: Students who participate in an application workshop or drop in session will demonstrate ability to apply to a four-year college.	Prior LSO: Students who participate in university tours will increase their knowledge of the application process, their major and the campus culture of the universities they visit.	Prior LSO: Students who participate in university tours will be able to make a decision about whether or not to apply to the universities they visit.
TARGET	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service

MEASURE	<p>Method: Pre and Post test administered during workshop</p> <p>Above Proficiency (5-6): Demonstrates a high level of knowledge of the minimum eligibility requirements for transfer to the CSU & UC systems.</p> <p>Proficient (3-4): Demonstrates a basic level of knowledge of the minimum eligibility requirements for transfer to the CSU & UC systems.</p> <p>Below Proficiency (0-2): Demonstrates a limited level of knowledge of the minimum eligibility requirements for transfer to the CSU & UC systems.</p>	Tracked completion of application	<p>Method: Post Survey</p> <p>Above Proficiency: Student will show advanced proficiency in their ability to identify campus environment if they identify 3 or more campus resources and activities between the two related questions.</p> <p>Proficient: Student will show proficiency in their ability to identify campus environment if they identify 2 campus resources and activities (one from the resources question and one from the activities question)</p> <p>Below Proficiency Students knowledge did not increase proficiently about the application process, major and campus culture of the university if they commented on 0-1 of the categories in the evaluation.</p>	<p>Method: Post Survey</p> <p>Student mark on a scale of Strongly Agree, Agree, Disagree or Strongly Disagree along with an explanatory description.</p>
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	Completed Outcome Reports are stored in the Transfer & Career Services L Drive			

NEXT STEPS	Assessment for these LSOs are fully completed. Please see below for New LSOs for the next assessment cycle.			
RESPONSIBLE PARTIES				
ALIGNED STUDENT SERVICES THEME	Student Engagement and Success	Student Engagement and Success	Student Engagement and Success	Student Engagement and Success
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS		Increase transfer rates among Black/African American students by 15% in 5 years.		

LEARNING SUPPORT OUTCOMES UPDATE- NEW				
LEARNING SUPPORT OUTCOME	New LSO: Students who participate in a Transfer Basics class presentation will increase their knowledge of transfer options and resources available to them.	New LSO: Increase the number of Black/African American students participating in transfer activities (workshops, class presentations, and university tours) by 15% by Fall 2022		
TARGET	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee X Service	<input type="checkbox"/> Employee <input type="checkbox"/> Student <input type="checkbox"/> Service	<input type="checkbox"/> Employee <input type="checkbox"/> Student <input type="checkbox"/> Service
MEASURE	Method of Assessment: Post Survey	Method of Assessment: tracked unduplicated headcount of		

	<p>Above Proficiency: Student will show advanced proficiency if they are able to identify 4-5 transfer options/resources available to them.</p> <p>Proficient: Student will show proficiency if they are able to identify 2-3 transfer options/resources available to them.</p> <p>Below Proficiency: Student knowledge did not increase proficiently if they unable to identify at least 2 transfer options/resources available to them.</p>	<p>Black/African American students attending transfer workshops</p> <p>Above Proficiency: Current attendance will be established Summer 2020. >15% increase over current attendance.</p> <p>Proficient: Current attendance will be established Summer 2020. 15% increase over current attendance.</p> <p>Below Proficiency: Current attendance will be established Summer 2020. <15% increase over current attendance.</p>		
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT				
NEXT STEPS	<p>January - February 2020: Development of a new Transfer Basics workshop focusing on transfer resources</p>	<p>2019-2020: implement new participation tracking system through SARS that allows roster pull,</p>		

	February – May 2020: Presentation and assessment of new Transfer Basics workshop June – July 2020: Evaluate effectiveness of new workshop and make changes as needed	disaggregation of student demographic information Summer 2020: identify target increase numbers, and outreach action plan.		
RESPONSIBLE PARTIES	Sandra Parsons	Sandra Parsons		
ALIGNED STUDENT SERVICES THEME	Student Engagement and Success	Equity and Inclusion		
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Increase transfer activities and discussions in classroom settings, engaging students, faculty, and staff-hold transfer presentations in every English 100 and 100/100S section, every semester, by June 2020.	Increase transfer rates among Black/African American students by 15% in 5 years.		

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Operating Resource Request			
Professional Development Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
<input type="checkbox"/> One-time	<input type="checkbox"/> On-going/Permanent	<input type="checkbox"/> Equipment	<input type="checkbox"/> IT Hardware/Software
Department/Unit Name		Resource Type	
<input type="checkbox"/> Manager	<input type="checkbox"/> One-time	<input type="checkbox"/> Conference/Meeting	<input type="checkbox"/> Materials/Supplies
<input type="checkbox"/> Student		<input type="checkbox"/> Online Learning	<input type="checkbox"/> IT Hardware/Software
General Description		<input type="checkbox"/> Other	Est. Expense
General Description		Est. Expense	
Justification:			
Justification:			

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