

LMC Program Review Year 3 Update
2019-2020

Student Services Units

Office of Student Life

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

- 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 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.

- 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.**

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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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.

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.

d. 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

e. 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

a. 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.

b. 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.

c. 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.

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. 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, certificates, 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	<p>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.</p> <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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	<p>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</p>	<p>Student Engagement & Success</p>	<p>Roster and addition/retention of club membership</p>	<p>In Progress</p>	<p>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.</p>	<p>Ongoing through 2023</p>	<p>Student Life Staff to include Student employees within Office of Student Life</p>
	<p>Goal 3: Creation and implementation of a robust international student orientation to be assessed fall 2020</p>	<p>Student Engagement & Success</p>	<p>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.</p>	<p>In Progress</p>	<p>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.</p> <p>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.</p>	<p>First assessment will occur fall 2020</p>	<p>Director of Student Life, Primary Designated School Official, Designated School Official, Dean of International Education (district office)</p>

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<p>VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.</p>							
<p>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.</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</p>							

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measure in the most recent administration of the CTE Outcomes Survey.							
VFS5: 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

	<p>would like to increase and maintain the student utilization to 100 unduplicated students per month each semester (fall/spring).</p>		<p>Responses from targeted outreach initiatives to special populations.</p>		<table border="1" data-bbox="1318 191 1509 415"> <tr> <td colspan="2">Fall 2019</td> </tr> <tr> <td>Aug.</td> <td>109</td> </tr> <tr> <td>Sept.</td> <td>279</td> </tr> <tr> <td>Oct.</td> <td>280</td> </tr> <tr> <td>Nov.</td> <td>199</td> </tr> <tr> <td>Dec.</td> <td>78</td> </tr> </table> <p>Fall 2019 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 	Fall 2019		Aug.	109	Sept.	279	Oct.	280	Nov.	199	Dec.	78		<p>Hourly Program Assistant</p> <p>Student employees</p> <p>LMC Foundation</p> <p>Faculty and Staff</p>
Fall 2019																			
Aug.	109																		
Sept.	279																		
Oct.	280																		
Nov.	199																		
Dec.	78																		

					program improvement		
	<p>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</p>	<p>Equity & Inclusion, Student Engagement & Success, Empowering Student Services Professionals, Commitment to Innovation & Creativity</p>	<p>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</p>	<p>New Goal</p>	<p>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</p>	<p>On-going planning to begin in Summer 2020 with implementation of plan to begin Fall 2020</p>	<p>Director of Student Life Sr. Program Coordinator Hourly Program Assistant Student employees</p>

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:			
VFS2: 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			

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	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.							
VFS5: 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:

			<p>1 __very poor, 2 __poor, 3 __average, 4 __good, 5 __very good</p> <p>Separate Evaluation will be provided to Student Officer/Senator/Representative to evaluate their contribution(s) or learning to/from the committee.</p>
STATUS	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> 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	<p>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.</p>	<p>This LSO has gone through several cycles of evaluation. It was decided to pursue other areas of program development.</p>	<p>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.</p> <p>A separate Evaluation will be provided to Student Officer/Senator/Representative to evaluate their contribution(s) or learning to/from the committee.</p>
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.

<u>Faculty/Staff Resource Request</u>			
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>			

<u>Operating Resource Request</u>	
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.