

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

## 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
<b>June-August</b>	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
<b>November 15</b>	First draft due. Engage in a peer review process with SSLT.
<b>December 15</b>	Second draft due to direct supervisors.
<b>January 15</b>	Finalize program review with direct supervisor.
<b>February 1</b>	Submit to VPSS
<b>February 13</b>	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 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.

- 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 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.

- 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.

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.

- d. 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

- e. 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

- a. 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.
- b. 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.
- c. 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).

- 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.

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
<b>Accreditation:</b> Course Success	1. Develop a collegewide retention plan.	2. Student Engagement & Success	<i>See LSO table below</i>	<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"> <li>▪ Identify the gaps, problem areas, etc.</li> <li>▪ Begin engaging the college in identifying the goals.</li> <li>▪ Develop strategies to achieve the identified goals.</li> </ul>	Fall 2020-Spring 2021	ALL
<b>VFS1:</b> 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			



<p>them for an in-demand job.</p>						
<p><b>VFS2:</b> 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>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Abandoned</li> <li><input type="checkbox"/> In Progress</li> <li><input type="checkbox"/> Completed</li> <li><input type="checkbox"/> New Goal</li> </ul>		
<p><b>VFS3:</b> 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>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Abandoned</li> <li><input type="checkbox"/> In Progress</li> <li><input type="checkbox"/> Completed</li> <li><input type="checkbox"/> New Goal</li> </ul>		

<p><b>VFS4:</b> 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>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Abandoned</li> <li><input type="checkbox"/> In Progress</li> <li><input type="checkbox"/> Completed</li> <li><input type="checkbox"/> New Goal</li> </ul>			
<p><b>VFS5:</b> Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Abandoned</li> <li><input type="checkbox"/> In Progress</li> <li><input type="checkbox"/> Completed</li> <li><input type="checkbox"/> New Goal</li> </ul>			

## 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					
<b>LEARNING SUPPORT OUTCOME</b>	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.		<b>Example:</b> 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).
<b>TARGET</b>	<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
<b>MEASURE</b>	Pre/Post Surveys. <b>Insert rubric here:</b>	Increased awareness and use of LMC Connect.	Development of online resources and evaluation of usage from term to term.		<b>Example:</b> Will gather the following data:  # of students completed and

					submitted FAFSA for each workshop and the # of students successfully received financial aid.
<b>STATUS</b>	<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
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>					
<b>NEXT STEPS</b>	<ol style="list-style-type: none"> <li>1. Review and update surveys as needed.</li> <li>2. Identify timeline and touchpoints where the surveys can be disseminated.</li> <li>3. Review and compile the data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporate LMC Connect as an action step for collegewide student success and retention plan.</li> <li>2. Garner faculty/staff and student engagement through marketing efforts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaborate with SS departments to develop resources to help faculty/staff support student success and retention.</li> </ol>		<p><b>Example:</b>  <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></p>
<b>RESPONSIBLE PARTIES</b>	Lead: L. Greene	Lead: L. Greene/C. Rosas	Lead: C. Long		<p><b>Example:</b>  <i>Jennifer Ma, Financial Aid Office</i></p>

<b>SS GUIDING PRINCIPLES</b>	Student Engagement & Success	Commitment to Innovation and Creativity	Empowering Student Services Professionals	<i><b>Example:</b> SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	PROMOTE STUDENT ACADEMIC PREPAREDNESS.	IMPROVE AND /OR EXPAND TRANSITION PROGRAMS AND STUDENT SERVICES.	IMPROVE AND/OR EXPAND STUDENT ACADEMIC SUPPORT SERVICES.	<i><b>Example:</b> 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.

<b><u>Faculty/Staff Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<b>Operating Resource Request</b>	
<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<input type="checkbox"/> Student <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time
Department/Unit Name	Resource Type
<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
<b>Justification:</b>	
<b>Justification:</b>	