

LMC Program Review Year 3 Update 2019-2020

Student Services Units Theme Report--Overview

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

Admissions & Records

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.

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

Athletics

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. **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 (CCCAA) 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.**

- 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. **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.**
- 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. **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.**

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

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

- d. 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.**
- e. 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.**

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

CALWORKS

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.

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.

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.

- 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.

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

CAREER CENTER

1. Overview

- h. 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.

i. 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.

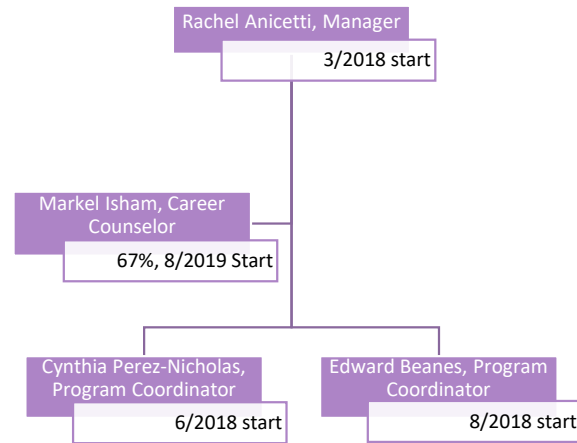
j. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

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.

k. 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.



I. 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.

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

COUNSELING SERVICES

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 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

- 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.**

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

- 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.**

- 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.

p. 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).

q. 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.

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

DISABLED STUDENTS PROGRAM AND SERVICES

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.**

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.

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.

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.

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.

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.

d. 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.

e. 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.

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

EOPS and CARE

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.**

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.

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.

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.

t. 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

u. 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.

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

FINANCIAL AID & SCHOLARSHIPS

1. Overview

- v. 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).

- w. 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.

x. 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.

y. 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, FAAII 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.

z. 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/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.

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

OUTREACH

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 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-bounded 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.

- 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.

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.

- 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.

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.

- d. 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.

e. 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/student-services/outreach/missionandslo.aspx>). Student Outreach provides ongoing 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.

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

Office of Student Life/International Students

1. Overview

aa. 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.

bb. 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	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.
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	<p>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	<p>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.</p>

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

cc. 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.

dd. 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

ee. 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.

LMC Program Review Year 3 Update

2019-2020

Student Services Units

Student Retention and Support Services

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 **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.

- 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.

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.

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.

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.

- ii. 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

- jj. 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.

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

TRANSFER CENTER

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 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.

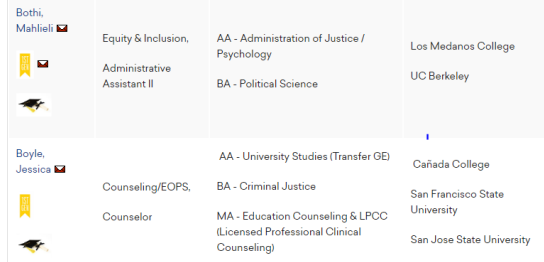
- 201 students reached in 2018-2019
 - *Transfer Application assistance and coaching*: specialized assistance for students in transfer application and Personal Insight Question completion
 - 410 students assisted in 2018-2019
- II. Please discuss the relationship and engagement with other support services, 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

	<p>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.</p>  <p>The screenshot shows a staff directory with the following entries:</p> <ul style="list-style-type: none"> Bothi, Mahieli (Equity & Inclusion, Administrative Assistant II) with credentials: AA - Administration of Justice / Psychology (Los Medanos College) and BA - Political Science (UC Berkeley). Boyle, Jessica (Counseling/EOPS, Counselor) with credentials: AA - University Studies (Transfer GE) (Cañada College), BA - Criminal Justice (San Francisco State University), and MA - Education Counseling & LPCC (Licensed Professional Clinical Counseling) (San Jose State University).
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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.

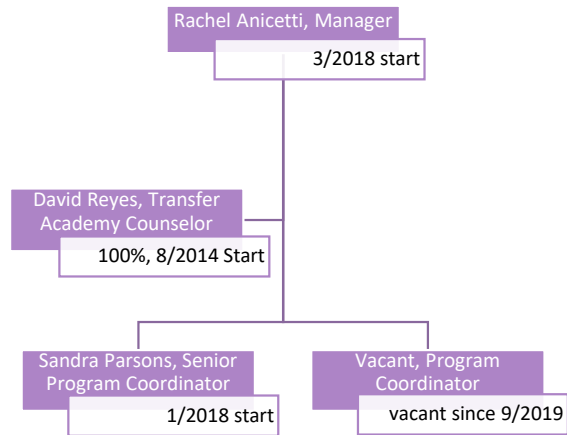
mm. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

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.

nn. 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.



oo. 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.