

LMC Program Review Year 3 Update 2019-2020

Student Services Units Theme Report--Engagement

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

Admissions & Records

2. Engagement

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

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

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

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

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

Below are some examples:

- Financial Aid and Admissions & Records tend to have a high number of shared students going back and forth to address issues such as, declaring a major and fee waiver reinstatements. As a result, processes have been streamlined and timelines outlined in an effort to decrease the need for students to go back and forth between the two departments.
 - The Veterans Resource Center was until recently under the direction of the Admissions & Records department. During this time Admissions worked closely with Disability Programs & Services (DSPS) in an effort to provide Veteran students with dedicated academic counseling.
- c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.
- During this period of transition, current leadership has been working on strengthening communication through a consistent meeting schedule and with the support of technology. Additionally, email communications to the Admissions & Records department are now inclusive of hourly staff and Brentwood campus employees.
- d. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

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

Athletics

2. Engagement

- e. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities. **The athletic department puts on an “Athletic Opening Day Orientation” for all student athletes before the Fall Semester. All coaches and staff assist in hosting this orientation. Last fall over 160 student-athletes participated. The Athletic Director serves as Administrative Rep for Women’s Basketball in the BVC and is a member of the Northern California Football Association (NCFA) Competition Committee. On campus the AD serves on the safety and travel committees. Our volleyball coach will serve as the State President of Volleyball**
- f. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations. **All coaches are ambassadors of the college and the athletic program. The coaches frequently attend local high schools to recruit student-athletes for their respective teams. They will set up on-campus recruiting visits for prospective student-athletes. Coaches also collaborate with local organizations to rent out our facilities for the use of the college gym and sport fields.**
- g. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making. **All coaches will take the CCCAA “Coaches Compliance Exam” and attend a Coaches Compliance meeting mandated by the CCCAA before the Fall Semester begins. This meeting informs coaches of new legislation passed by the CCCAA and a department agenda is covered on all pertinent information of LMC information related to athletics.**

- h. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020. **No Advisory Board**

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

CALWORKS

2. Engagement

- i. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities. Program staff are required to serve on, at least, one institutional workgroup or committee, based on program interest.

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

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

CalWORKs Counselor's institutional engagements include:

- LMC Guided Pathways Faculty Co-Lead
- CalWORKs Team Meeting
- 4CO Annual Conference

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

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

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

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

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

The program director encourages all staff to complete, at least, one professional development activity per semester. The focus of the activity must clearly align with individual professional development needs, an immediate unit priority, and an institutional goal. After completing the

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

constructive feedback from professional staff. Since students gave consistently high ratings to this workshop, the program plans to revise and repeat that workshop during the 2019-20 academic year.

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

CalWORKs does not have an advisory board.

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

CAREER CENTER

2. Engagement

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

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

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

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

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

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

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

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

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

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

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

COUNSELING SERVICES

2. Engagement

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

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

- Academic Senate
- Curriculum Committee
- Guided Pathways and associated Guided Pathways Pillar subgroups
- Strategic Enrollment Management
- Accreditation Committee
- Student Equity and Achievement Committee
- Student Learning Outcomes
- Teaching and Learning Committee
- Starfish Retention and Degree Planning Statewide
- Safety Committee
- United Faculty
- Distance Education and Online Education Initiative
- Learning Communities and Student Program Planning Teams and Advisory Boards (i.e. Puente, Umoja Scholars, MESA, Honors, Transfer Academy, EOPS, CalWORKs, DSPS, ESL, Veterans, CTE)
- Career Technical Education Committee
- Asian Pacific Islander Committee

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

- *Guided Pathways Retreat facilitated by The Career Ladders Project (CLP)*: From this retreat, the Counseling Department was able to discuss and plan for counseling projects relate to Guided Pathway, and develop monthly to continue the discussion about the planning and future implementation of these projects. The areas of focus currently are development of Meta-Majors (Clarifying the Path), First Year Experience (FYE) (Entering the Path), and building Success Teams (Staying on the Path).
- *Counseling in the Era of Equity: Critical Competencies for Student Success facilitated by the Skyline College Equity Institute*: From this conference we focused on creating an environment for our students within the Counseling Department that is intentional about moving from transactional counseling practices to transformative counseling practices. We also explored different counseling pedagogies to create a more centered approach towards student success.
- *Ensuring Transfer Success (ETS) Conference*: Counselors and the Transfer Services Team attend the annual conference to learn about updates related to transfer requirements, admissions process, and available resources at the UC system. Attendees were able to learn about the updated ASSIST website, discuss various admissions criteria for students, learn about transfer support services and financial aid available at the UC, and network with UC representatives to learn more about each of their respective universities.
- *National Behavioral Intervention Team Association (NaBITA) Conference (Spring 2019)*: Attendance at this conference has led to the development of a more effective method for assessing student needs for mental health and wellness services. A growing number of student requests for appointments with Student Wellness Program (SWP) therapists has resulted in an expanding waitlist. (Considering Fall 2019 and Spring 2020 FTES (3,879 and 3462, respectively), with 4 SWP therapists working the equivalent of 1.1 full-time counselors, the SWP therapist-to-students is 918:1.) By employing a case management model, a designated number of counselors are released to assess students-at-risk, refer them to the appropriate service provider, and confer weekly to ensure that all students are properly served and surveyed, and that a confidential record is made for all services provided. Where a full-time case manager would provide the most effective coordination, delegating existing counselors to serve as case managers draws on their graduate school training in crisis response, which enables the Department to identify students who are better serviced with a personal counseling appointment (non-therapeutic), than with a SWP appointment (therapeutic).
- *EOPS Conference*: EOPS Counselors attended a workshop that demoed the Q-Less software app. This tool helps eliminate physical lines for students. It would be extremely useful in tracking the number of students that visit our student services division. Unfortunately LMC is not capturing a full headcount of students requesting assistance. In addition, this interactive tool would allow the institution to virtually connect with students who are in-line for a service. Students would be notified of wait times for drop-in needs. Next steps

have been to briefly discuss this with the Vice President of Student Services (who has experience with this tool), asking all student services managers if this is something they would be interested in. Once a discussion has taken place and a need has been presented, the next step is to locate a funding source. EOPS Counselors also attended a workshop dedicated to E-Files by using Canvas within the EOPS Program. We found this to be fascinating for our EOPS program for we could be doing so much more by embracing the digital world. Canvas is a tool that LMC is already, using however only within the Instruction Division. Educating the Students Services unit about this available tool and how this could be helpful for their programs.

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

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

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

- Counseling Trainings are held on a monthly basis to keep counselors stay up to date on academic programs and local community resources. Guest speakers from various campus departments, student services, and local community organizations are often invited to present about their specific programs and resources.

- Flex Workshops and Trainings are provided for counselors on a variety of topics related to the education planning updates and counseling operations
 - All newly hired Counselors are required to attend a two-day training and orientation to get acclimated to the counseling position and learn about the department and overall college resources, services, processes, and protocols. New Counselors are also encouraged to shadow full-time counselors as part of their training process.
 - Counselors have attended and participated in conferences (ie. Skyline College Equity Conference)
 - Counselors have assisted in coordinating, planning, and facilitating Mental Health Awareness Outreach and Workshops, developing the Crisis Manual Handbook, and trainings with student ambassadors and campus staff
- t. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

N/A

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

DISABLED STUDENTS PROGRAM AND SERVICES

2. Engagement

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

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

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

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

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

DSPS regularly engages with Department of Rehabilitation, mutually referring students between the programs as well as including DOR referral information in Orientation/Jump Start sessions for students. DOR information is also available from DSPS faculty and in the DSPS lobby. DSPS also regularly connects with feeder high schools, local adult schools, and other educational institutions to transition students to LMC and assist students using DSPS services to transfer to further educational opportunities. DSPS also regularly refers students to CBOs including Regional Center of the East Bay, Project Second Chance, TOPS at Mt. Diablo Adult, and the Center for Independent Living.

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

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

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.

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

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EOPS and CARE

2. Engagement

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

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

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

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

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

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

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

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

FINANCIAL AID & SCHOLARSHIPS

2. Engagement

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

- y. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
 - Partnership with Contra Costa County’s Independent Living Skills Program (ILSP): Independent Living Skills program provides services to foster care youth between the ages of 16 through 21. ILSP’s focus is to identify all eligible youth and provide emancipation services and resources to all youth with the goal of preparing them for responsible adulthood and independence.

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

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

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

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

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

- N/A

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

OUTREACH

2. Engagement

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

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

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

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

workshops to Spanish speaking parents. The consortium includes the Mt. Diablo Unified School District, CSU East Bay, DVC and business partners

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

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

- 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

LMC Program Review Year 3 Update
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Student Services Units

Office of Student Life/International Students

2. Engagement

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

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

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

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

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

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

In addition, it has also provided the opportunity to extend our community network to provide referral and support services in the areas of housing, childcare, medical care, and legal services. LMC is currently working on implementation of a partnership with John

Muir Mobile Health Clinic to provide basic health assessments and referrals for our students and campus community. This additional service is to commence spring 2020.

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

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

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

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

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

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

Student Retention and Support Services

2. Engagement

ff. 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.

gg. 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.

hh. 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).

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

N/A

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

TRANSFER CENTER

2. Engagement

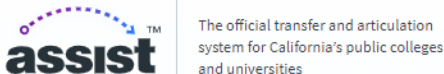
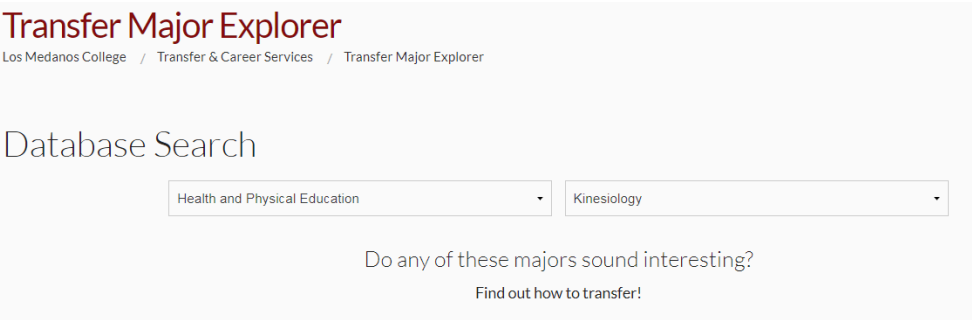
jj. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

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

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

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

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

<p style="text-align: center;">ASSIST Transfer Major Explorer</p>  <div style="background-color: #0056b3; color: white; padding: 5px;"> <p>Notes from ASSIST</p> <p>Learn how to navigate the ASSIST website. ASSIST Website Overview.</p> <p>Waiting for Explore Majors? Click the link below to access an alternative search tool. https://www.transferbound.com/</p> <p>New agreements are added daily. For information not currently available on ASSIST, visit: CSU Updates or UC Admissions websites.</p> <p>Learn more about ASSIST. Visit the ASSIST Resource Center.</p> </div>	<p>When the state articulation tool, assist.org, transitioned to a new platform in May 2019, a key element of the site was removed. The “Exploring Majors” function allowed California community college students and counselors to view majors at all UC and CSU campuses, grouped by area and discipline. When ASSIST announced the tool would be discontinued for an undetermined amount of time, LMC Transfer & Career Services created a brand new web page that replicated the function, for our own student use.</p> <p>Titled, “Transfer Major Explorer,” ASSIST asked the college if Transfer & Career would be willing to share the tool across the state. After the development of a MOU, in January 2020 ASSIST introduced LMC’s Transfer Major Explorer (www.transferbound.com) to all public systems of higher education in California. Transfer & Career anticipates over 100,000 visits per day to the site.</p> 
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These partnerships build upon existing and growing collaborations that began before the 2017 academic year:

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

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

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

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

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

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