

LMC Program Review Year 3 Update 2019-2020

Student Services Units Theme Report—Goal Setting

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

Admissions & Records

3. Setting Vision for Success Goals for 2021-22

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

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | SS GUIDING PRINCIPLES | MEASURE | STATUS | ACTION STEPS | TIMELINE | RESPONSIBLE PARTIES |
|--|---|--------------------------------|------------------------|--|---|--------------------|------------------------|
| VF51: Increase by 20 percent the number of CCC students | Provide adequate staffing sufficient to support the | Student Engagement and Success | Department Statistical | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed | <ul style="list-style-type: none"> • Positions are currently in recruitment. | FA 2020 SP 2021 | VPSS & Human Resources |

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| annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | functions of the department, such as transcript evaluation and degree awarding. | | Reports by semester. | <input checked="" type="checkbox"/> New/Revised Goal | <ul style="list-style-type: none"> Roles and responsibilities will need to be evaluated and reassigned as needed. Review baseline reports for a starting point and then by semester for the next 3 years. | | |
| VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college. | Grow and develop programming for veterans and the Veterans Resource Center. | | Successful recruitment of a Program Coordinator. Increase in the number of Student Veterans served to 346. | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal | Oversight of the Veterans Resource Center has been shifted to another department: Student Success & Retention. Additionally, in FALL 2019 a FT Veterans Program Coordinator was hired. | FA 2019 | |
| | Support and enhance Professional Development. | | Evaluate outcomes of conferences attended via surveys and sharing out by conference attendees. | <input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal <input type="checkbox"/> | Developing a system for tracking employee participation in professional development activities. Ensure staff engage in professional development activities | | VPSS & Director |

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| | | | | | provided regarding strategic college initiatives. | | |
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Athletics

3. Setting Vision for Success Goals for 2021-22

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | SS GUIDING PRINCIPLES | |
|---|---|--|---|
| <p>Accreditation: Course Success</p> | <p>Sustain and maintain the continued excellence of the athletic department.</p> | <p>Need help with this one.</p> | <p>Strive to be the top for the Commission the inaugural Cup</p> <p>Not have a female conference play d</p> |

Commented [MT1]: The definition of “measure” is the following:

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

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

Commented [MT2]: Your CPRG needs to align with one of the following SS Guiding Principles:

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

| | | | | | |
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| | | | | | |
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent | | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |

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| administration of the CTE Outcomes Survey. | | | | | |
| VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college. | | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |

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

CALWORKS

3. Setting Vision for Success Goals for 2021-22

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

The past comprehensive program review goals are:

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

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME | MEASURE | STATUS |
|---|---|--------------------------------|---|--|
| Accreditation: Course Success | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | Increase program consistency and services to students by hiring new permanent staffing | Equity & inclusion | Permanent hiring of program coordinator and job developer in CalWORKs | <input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | Increase engagement by CalWORKs students with counselors to complete comprehensive education plan | | Increased percentage of CalWORKs students will have at least 3 semester education plan by the end of the first semester CalWORKs students will complete Career inventory during a workshop in their first semester | <input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |

| | | | | |
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| recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | | | | |
| VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey. | Increase career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others. | Student engagement & success | Create schedule of workshops each term. Each workshop will include assessment of skills presented. | <input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VSF5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college. | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| | Previous CPR goal: Develop a standardized intake process that can be utilized by the LMC CalWORKs Office & County CalWORKs Office | Strengthen community engagement & partnerships | In collaboration with county, new intake procedure has been completed. | <input type="checkbox"/> Completed |
| | Previous CPR goal: Increase the number of CalWORKs students that receive their textbooks on the first day of school | Student engagement & success | Goal has been revised to CPR 1: Increase program consistency and services to students by hiring new permanent staffing | <input type="checkbox"/> Abandoned and re |

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

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

CAREER CENTER

3. Setting Vision for Success Goals for 2021-22

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

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME | MEASURE | STATUS, ACTION STEPS, TIMELINE, RESPONSIBLE PARTIES |
|--------------------------------------|------------------------------------|--------------------------------|---------|---|
| Accreditation: Course Success | | | | |
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| <p>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p> | <p>Increase student access to career exploration activities through implementation of annual campus-wide career events. Initial milestones: - Develop and host two campus events annually by June 2022. - Hold two job-site field trips annually by June 2022.</p> | <p>Student Engagement and Success</p> | <p>Develop and host two campus events annually by June 2022. –</p> <p>Hold two job-site field trips annually by June 2022.</p> | <p style="text-align: center;">In Progress</p> <p>Action Steps: Career Services designed two new campus-wide career events in the 2018-2019 academic year. The first, <i>Opportunity Fair</i>, was developed with the object of connecting students with working professionals and employers to explore future career opportunities. Over 250 students attended, conducting informational interviews with 18 professionals in multiple job sectors. In addition, students spoke with an additional 20 tabling employers offering internships, and university career centers to prepare for career development after transfer.</p> <p>Career Services also designed and held its first mock interview event, with a focus on the advanced manufacturing industry. 18 students attended preparation meetings with LMC’s career counselor, then conducted a mock interview and resume review with 8 employers.</p> <p>Career Services also held industry tours to Ferguson HVAC and Ellie Mae Mortgage. 26 students attended and met professionals from multiple sectors. See Career Services LSO for learning outcome assessment.</p> <p>Timeline: Continuous</p> |
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| | | | | Responsible Parties: Cynthia Perez Nicholas, Edward Beanes |
| VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU. | Broaden student access to career exploration tools through integrating Career Exploration resources into classroom and counseling sessions: initial milestone is to increase classroom presentations to 400 student contacts annually by June 2022. | Student Engagement and Success | Increase classroom presentations to 400 student contacts annually by June 2022. | In Progress |
| | | | | Action Steps: Transfer & Career coordinators are compiling lists of sections for Spring 2020 ENGL 100, and are coordinating visits now for SP2020 |
| | | | | Timeline: 12/2019: compile section list, contact instructor. 1/2020: coordinate presentation time with staff and student workers |
| | | | | Responsible Parties: Sandra Parsons, Edward Beanes, Rachel Anicetti |
| VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | | | | |
| | | | n/a | Completed |

| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p> | <p>Transition Cooperative Work Experience Education from Workforce Development to Career Services by September 2018.</p> | <p>Commitment to Innovation and Creativity</p> | | <p>Outcome and Impact: CWEE transitioned to Transfer & Career Services in August 2018, with the hiring of a new Career Services program coordinator. This transition was done with the goal of expanding the CWEE program at the college.</p> <p>Career Services expanded program outreach to social media and targeted student emails, and integrated additional enrollment support into CWEE orientations. Career Services also began faculty orientations and training. We believe the success of these efforts are reflected in the considerable increase in enrollment and course success over the last year, and particularly when looking at the increased enrollment and success of LMC's African American students.</p> <p>The table below shows CWEE course unduplicated headcount and overall course success, and headcount and course success for African American students, the terms prior to transition to Career Services (Spring 2017- Spring 2018) and after (Fall 2018-Fall 2019)</p> <table border="1" data-bbox="1180 1122 1518 1260"> <thead> <tr> <th>Term</th> <th>Unduplicated Headcount</th> <th>A/A Student Headcount</th> <th>Overall Course Success Rate</th> <th>A/A Course Success Rate</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Term | Unduplicated Headcount | A/A Student Headcount | Overall Course Success Rate | A/A Course Success Rate | | | | | |
|---|--|--|-----------------------------|---|------|------------------------|-----------------------|-----------------------------|-------------------------|--|--|--|--|--|
| Term | Unduplicated Headcount | A/A Student Headcount | Overall Course Success Rate | A/A Course Success Rate | | | | | | | | | | |
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|---|--|-----------------------------|--|--|-------------|----|---|-------|-----|-----------|----|---|-------|-----|-------------|----|---|-----|------|-----------|----|----|-------|-------|-------------|-----|----|-------|-------|-----------|-----|----|-------|-------|
| | | | | <table border="1"> <tr> <td>Spring 2017</td> <td>76</td> <td>8</td> <td>90.8%</td> <td>75%</td> </tr> <tr> <td>Fall 2017</td> <td>57</td> <td>5</td> <td>82.5%</td> <td>60%</td> </tr> <tr> <td>Spring 2018</td> <td>75</td> <td>5</td> <td>84%</td> <td>100%</td> </tr> <tr> <td>Fall 2018</td> <td>84</td> <td>11</td> <td>88.2%</td> <td>83.3%</td> </tr> <tr> <td>Spring 2019</td> <td>119</td> <td>16</td> <td>90.8%</td> <td>88.2%</td> </tr> <tr> <td>Fall 2019</td> <td>146</td> <td>25</td> <td>86.9%</td> <td>80.8%</td> </tr> </table> <p>More information can be found in the instructional program review for COOP-160.</p> | Spring 2017 | 76 | 8 | 90.8% | 75% | Fall 2017 | 57 | 5 | 82.5% | 60% | Spring 2018 | 75 | 5 | 84% | 100% | Fall 2018 | 84 | 11 | 88.2% | 83.3% | Spring 2019 | 119 | 16 | 90.8% | 88.2% | Fall 2019 | 146 | 25 | 86.9% | 80.8% |
| Spring 2017 | 76 | 8 | 90.8% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2017 | 57 | 5 | 82.5% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2018 | 75 | 5 | 84% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2018 | 84 | 11 | 88.2% | 83.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2019 | 119 | 16 | 90.8% | 88.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2019 | 146 | 25 | 86.9% | 80.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p> | <p>Increase the number of students trained in 21st century (employability) skills, through a specific focus on increasing the number of African American students accessing career support.</p> | <p>Equity and Inclusion</p> | <p>by 2021, 20% increase in number of Black/African American students accessing Career Services resume and interview preparation</p> | <p align="center">New Goal</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Develop internal student contact tracking system that allows disaggregation by demographics 2. Identify baseline representation in activities, and gaps in representation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | | <p>3. Develop marketing strategy and implementation plan</p> <p>Timeline: 1/2020: generate first student contact report, conduct planning session with students on campus 3/2020: develop marketing plan for 20-21 academic year</p> <p>Responsible Parties: Cynthia Perez Nicholas, Edward Beanes, Rachel Anicetti</p> |
| | <p>Develop three-year strategic plan for Career Services, with goals related to programs, services, and organizational needs by January 2019.</p> | <p>Commitment to Innovation and Creativity</p> | <p>n/a</p> | <p style="text-align: center;">Completed</p> <p>Outcome and Impact: Over the course of the 2018-2019 academic year, the Career Services team embarked on a strategic planning process that including: an internal SWOT analysis, gaps analysis, team planning retreat, and consultation with internal and external stakeholders.</p> <p>This resulted in a document that outlines five major program goals, quantitative milestones, and targeted activities through the 2021-2022 academic year. Program goals align with Guided Pathways, Strong Workforce metrics, and Vision for Success goals.</p> <p>The Career Services Strategic Plan has been used to guide program review planning, Guided Pathways implementation, and partnership with Workforce & Economic Development.</p> |

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| | | | | It can be found in the college's L drive, and will be online by June 2020. |
| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p> | <p>Develop robust internship and job placement program by August 2021</p> | | | Abandoned |
| | | | | Goal adjusted, see new goal below |
| | | | | |
| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on</p> | <p>Increase the number of students engaging and participating in Work Based Learning activities</p> | | <p>By 2022, CWEE enrollment increased by 100 students from 2018-2019 unduplicated headcount of 179 students.</p> | <p style="text-align: center;">New Goal</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Recruit F/T faculty for project lead in hiring and new faculty evaluations 2. Increase availability of CWEE-180 courses in non-CTE disciplines 3. Partner with WED to develop new internships with local agencies and industry |

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| <p>this measure in the most recent administration of the CTE Outcomes Survey.</p> | | | | <p>4. Continue major-based outreach</p> <p>Timeline: 12/2019: meet with WED to develop internship intake and approval process 2/2020: meet with academic departments to expand COOP-180 4/2020: update COOP 180 COOR to include additional disciplines</p> <p>Responsible Parties: Cynthia Perez Nicholas, Rachel Anicetti, Bill Bankhead, Melina Rodriguez</p> |
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LMC Program Review Year 3 Update 2019-2020 Student Services Units

COUNSELING SERVICES

3. Setting Vision for Success Goals for 2021-22

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME | MEASURE | STATUS |
|---|---|---|--|---|
| Accreditation: Course Success | Goal #3: Increase course success rates in Counseling courses. | Empowering Student Services Professionals, Student Engagement & Success, Equity & Inclusion | Will measure the success rates in our Counseling classes for the current and future semesters | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal |
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor. | Student Engagement & Success | Will gather data regarding students’ feedback and learning from surveys provided to students after meeting with a counselor. | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal |

| | | | | |
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| <p>VFS2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.</p> | <p>Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.</p> | <p>Student Engagement & Success</p> | <p>Will gather data regarding students' feedback and learning from surveys provided to students after meeting with a counselor.</p> | <p><input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal</p> |
| <p>VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p> | <p>Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.</p> | <p>Student Engagement & Success, Commitment to Innovation and Creativity</p> | <p>Will gather data regarding students' feedback and learning from surveys provided to students after meeting with a counselor.</p> | <p><input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal</p> |
| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p> | <p>Goal #1: Students will be able to clarify their educational goal and develop an education plan after meeting with a counselor.</p> | <p>Student Engagement & Success, Empowering Student Services Professionals</p> | <p>Will gather data regarding students' feedback and learning from surveys provided to students after meeting with a counselor.</p> | <p><input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal</p> |
| <p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p> | <p>Goal #2: Develop and implement Counseling initiatives related to Guided Pathways.</p> | <p>Equity & Inclusion, Student Engagement & Success, Commitment to Innovation & Creativity</p> | <p>Form task groups that will focus on specific Counseling projects related to Guided Pathways (and its related Pillars).</p> | <p><input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal</p> |

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

DISABLED STUDENTS PROGRAM AND SERVICES

3. Setting Vision for Success Goals for 2021-22

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

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

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

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME | MEASURE | STATUS |
|---|---|--------------------------------|--|--|
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | CPR Goal 3: Students will complete courses, degrees, certificates and transfer at rates similar to their non-disabled peers | Student engagement & success | PSLO assessment is planned annually for student education plans. Currently 100% of students in DSPS have education plans. Additional measures of CPR will include annual assessment of course completion rates, graduation rates and transfer rates. | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal |
| VFS2: Decrease the average number of units accumulated by CCC students | CPR Goal 3: Students will complete courses, degrees, certificates and transfer | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress |

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| <p>earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p> | <p>at rates similar to their non-disabled peers</p> | | | <p>☑ Completed <input checked="" type="checkbox"/> New Goal</p> |
| <p>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p> | | | | <p><input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal</p> |
| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p> | | | | <p><input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal</p> |
| <p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally</p> | <p>CPR goal 1: Quality services offered to students and campus community</p> | <p>Equity & inclusion</p> | <p>Annual student satisfaction survey will be sent to DSPS students.</p> | <p>☑ Abandoned ☑ In Progress ☑ Completed <input type="checkbox"/> New Goal</p> |

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| <p>underrepresented groups as identified by the college.</p> | <p>CPR goal 2: Students will effectively use accommodations</p> | | <p>DSPS faculty will continue to conduct, develop and assess workshops, learning skills curriculum, jump start sessions designed to increase engagement with students.</p> | |
| | <p>Previous CPR goal: Increase DSP&S staff at Brentwood Center</p> | <p>Equity and inclusion</p> | <p>Previously requested DSPS program assistant hire has been completed. Requested funding for position was not awarded.</p> | <p><input checked="" type="checkbox"/> Completed</p> |

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| | <p>Previous CPR goal: Implement Clockwork including note taking, testing accommodations, alternate media, and faculty portal.</p> | <p>Equity and inclusion</p> | <p>DSP&S has implemented electronic file system Clockwork as a student filing system; however technical challenges have plagued the Clockwork software and the implementation. DSP&S has partnered with district it to assist in resolving the issues; however, the technical issues with the Clockwork module software have necessitated a transition to a different software for electronic filing. DSP&S will be purchasing and implementing a different electronic file software SAM beginning in 2020.</p> | <p><input type="checkbox"/> Abandoned</p> |
| | <p>Previous CPR goal: Increasing disability awareness and inclusion and access equity for students with disabilities.</p> | <p>Professional Development of staff</p> | <p>DSP&S continues to offer disability awareness activities including campus speakers, department trainings, individual staff and faculty training and outreach.</p> <p>Hosting training for DSP&S staff from other campus programs and CBOs will also continue to increase staff knowledge and effectiveness on behalf of students.</p> | <p><input type="checkbox"/> In progress</p> |

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EOPS and CARE

3. Setting Vision for Success Goals for 2021-22

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

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME | MEASURE | STATUS |
|---|--|--------------------------------|--|--|
| Accreditation: Course Success | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | Decrease the average number of units accumulated by incoming EOPS and CARE students that have earned fewer than 12 units at time of acceptance into the program to no more than 79 total units once graduation is reached. | Student Engagement and Success | Review the number of units accumulated at the end of each semester. Provide intrusive advising for students that show early signs of accumulating excessive units. | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal |
| VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |

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| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p> | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| <p>VSF5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p> | <p>Increase number of African American Males that participate in EOPS summer bridge and the Brothers of Excellence Program (BOEP).</p> | <p>Student Engagement and Success</p> | <p>A semester roster will be reviewed each semester to measure growth.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |

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

FINANCIAL AID & SCHOLARSHIPS

3. Setting Vision for Success Goals for 2021-22

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

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

The financial aid department have a financial aid foster youth liaison who participates in the college's Foster Youth Success Team Meetings to assist in the planning of activities for foster youth students in the BRAVO program. The Bravo program refer students to the liaison to receive assistance in completing the financial aid application. The liaison has participated in a variety of activities to support the success of foster youth students, such as BRAVO's foster youth student orientation, EOP&S Study Hall, and Foster Youth Finals Social event. Additionally, the liaison collaborates with the county's Independent Living Skills Program to create a pathway for high school seniors to transition to community college seamlessly. We partnered with Disabled Student Programs & Services (DSPS) to receive staff training on their program and services. Specifically, we learned how to use the Zoom software so that we can better assist students in our financial aid lab who are visually impaired. As a result of the training, the staff have a better understanding of the program's eligibility requirements and when to refer students to their program for services. We offer a variety of services to increase the success of low-income students, such as weekly financial aid lab hours to help students complete the FAFSA or CA Dream Act Application successfully, weekly scholarship drop-in hours, and individual appointments with a designated financial aid advisor based on student's last name. Our department's alpha string

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structure allow students to work with the same financial aid advisor who is familiar with their circumstances from the start of the application process to completion.

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME | MEASURE | STATUS |
|--|--|---|--|--|
| Accreditation: Course Success | N/A | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| <p>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p> <p>VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.</p> | <p>Goal 1: Increase the Free Application for Federal Student Aid (FAFSA) filing and application completion rate for currently enrolled students, with a targeted focus on foster youth students.</p> | <p>Equity and Inclusion</p> <p>Student Engagement and Success</p> | <p>a. Financial Aid Lab Intake and Exit. Questionnaire. Surveys will be evaluated/monitored based on: *Number of students who visited the lab and: 1. Successfully completed FAFSA and/or Dream Act 2. What did the student accomplish 3. Reasons for not completing FAFSA/Dream Act 4. Did student find the lab helpful b. System Data (e.g. SQL Reports)</p> | <input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | Provide financial literacy activities (e.g. classroom presentations) for currently enrolled students to support student retention and success. | <p>Equity and Inclusion</p> <p>Student Engagement and Success</p> | Student Satisfaction survey to gage the student's awareness of financial awareness before and after presentation. | <input checked="" type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |

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| <p>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p> <p>VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.</p> | <p>Goal 2: Implement loan default prevention strategies to decrease the institution's cohort default rate.</p> | <p>Student Engagement and Success</p> | <p>Student post/pre survey quiz on student's knowledge of taking out a federal student loan. Evaluating a student's post/pre post knowledge of being a responsible borrower. We would aim for students to be (more knowledgeable in becoming a responsible loan borrower):</p> <p>61% Above Proficiency 33% Proficient 10% Below Proficiency</p> <p>Monitoring and reviewing data provided by Student Connections - Borrower Connect.</p> | <p><input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal</p> |
| <p>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p> | <p>Goal 3: Provide staff development training to learn new solutions and strategies offered by Colleague system to streamline the management of student financial aid accounts.</p> | <p>Empowering Student Services Professionals</p> <p>Commitment to Innovation and Creativity</p> | <ul style="list-style-type: none"> Employee feedback: evaluating employee knowledge of the Colleague system prior to in-house training and after (e.g. did staff find training relevant, did training streamline current processes) Meeting Agendas: Identify areas of the Colleague system staff want/need additional training and how we can streamline existing processes. Review the progress and workflow of newly implemented processes compared previous methods. | <p><input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal</p> |

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

OUTREACH

3. Setting Vision for Success Goals for 2021-22

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME | MEASURE | STATUS |
|-------------------------------|------------------------------------|--------------------------------|---------|--|
| Accreditation: Course Success | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress |

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| | | | | <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | By spring 2019, Develop a robust online support system for student applicants that will provide live phone and chat support and automatic 24 – 7 continuous support via instructional videos and Zoom presentations. | Commitment to innovation and creativity. | The unit wants to increase the level of service it provides to students online. The service should be live and real time. | <input type="checkbox"/> Abandoned <input type="checkbox"/> <u>In Progress</u> <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |
| VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | Increase the number of first time students that complete English and math first year of enrollment | Student engagement and success | Working with the Planning Office at the college we will be determining the number of new freshmen that complete assessment, enroll in math and English their first year and the number that of students that complete math and English their first year of enrollment. | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> <u>New Goal</u> |
| VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total | Create a self-sustaining outreach infrastructure to handle the ever changing demands in student outreach by spring 2019. The outreach model should be comprised with staff from | Student engagement and success | Std. Outreach wanted to bring multiple units under one general outreach effort to address the multiple outreach needs: early outreach (middle schools), community outreach (churches, adults, | <input type="checkbox"/> <u>Abandoned</u> <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal |

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| <p>units—the average among the quintile of colleges showing the strongest performance on this measure.</p> | <p>multiple Student Services and instructional areas.</p> | | <p>cultural events) and general outreach (HS, Ed centers). Having multiple offices working together could streamline the outreach efforts.</p> | |
| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p> | <p>By fall 2018, Student Outreach will identify a student tracking and communication software for the college dual enrollment and articulation work. The system will be programed to track students through their high school tenure and send grade appropriate communications to students. The tracking system will identify those students that have engaged the college during their high school years vis-à-vis Dual Enrollment, Career Focus Fridays, campus tours, etc.</p> | <p>Commitment to innovation and creativity.</p> | <p>Outreach wants to utilize an integrated software to use in outreach activities with the capabilities to track student’s progress from recruitment to enrollment. We would want to know the number of students that are recruited early that actually enroll at the college. The software could be shared with all units that conduct outreach activities.</p> | <p><input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> <u>In Progress</u> <input type="checkbox"/> Completed <input type="checkbox"/> New Goal</p> |
| <p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p> | <p>By September 2018, put forth the structure for an on-going professional development training series for outreach staff in the area of student communication and interactions, student</p> | <p>Empowering Student Services Professionals</p> | <p>The plan is to continuously provide professional development to staff. The specific areas covered should be in communication, student equity and technology.</p> | <p><input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> <u>In Progress</u> <input type="checkbox"/> Completed <input type="checkbox"/> New Goal</p> |

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| | equity facilitation, and student support technologies. | | | |
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LMC Program Review Year 3 Update
2019-2020
Student Services Units

Office of Student Life/International Students

3. Setting Vision for Success Goals for 2021-22

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

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

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

LMC Food Pantry Utilization Report (Fall 2018)

Total # of Individuals Served: 200 Students

Total # of Unduplicated Usage: 136

Total Number of Visits: 1, 029

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

LMC Food Pantry Utilization Report (Spring 2019)

Total # of Individuals Served: 216

Total # of Unduplicated Usage: 115

Total # of Visits: 1, 272

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

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

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

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

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

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|-----------|--|--|---|--|--|-----------|--|------|-----|-------|-----|------|-----|------|-----|------|----|--|---|
| | <p>would like to increase and maintain the student utilization to 100 unduplicated students per month each semester (fall/spring).</p> | | <p>Responses from targeted outreach initiatives to special populations.</p> | | <table border="1"> <tr> <td colspan="2">Fall 2019</td> </tr> <tr> <td>Aug.</td> <td>109</td> </tr> <tr> <td>Sept.</td> <td>279</td> </tr> <tr> <td>Oct.</td> <td>280</td> </tr> <tr> <td>Nov.</td> <td>199</td> </tr> <tr> <td>Dec.</td> <td>78</td> </tr> </table> <p>Fall 2019 As part of sustainability and Equity and Inclusion plans, targeted outreach within categorical programs will continue</p> <p>Began in fall 2019 and will be ongoing through spring 2023</p> <ul style="list-style-type: none"> - Classroom Presentations and tabling events - Cooking demonstrations and community outreach - Identify need for professional development and areas for | Fall 2019 | | Aug. | 109 | Sept. | 279 | Oct. | 280 | Nov. | 199 | Dec. | 78 | | <p>Hourly Program Assistant</p> <p>Student employees</p> <p>LMC Foundation</p> <p>Faculty and Staff</p> |
| Fall 2019 | | | | | | | | | | | | | | | | | | | |
| Aug. | 109 | | | | | | | | | | | | | | | | | | |
| Sept. | 279 | | | | | | | | | | | | | | | | | | |
| Oct. | 280 | | | | | | | | | | | | | | | | | | |
| Nov. | 199 | | | | | | | | | | | | | | | | | | |
| Dec. | 78 | | | | | | | | | | | | | | | | | | |

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

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

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

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

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

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| measure in the most recent administration of the CTE Outcomes Survey. | | | | | | | |
| VFS5: Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented groups as identified by the college. | | | | | | | |

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

Student Retention and Support Services

3. Setting Vision for Success Goals for 2021-22

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | SS GUIDING PRINCIPLES | MEASURE | STATUS | ACTION STEPS | TIMELINE | RESPONSIBLE PARTIES |
|--------------------------------------|--|---------------------------------|----------------------------|--|---|-----------------------|---------------------|
| Accreditation: Course Success | 1. Develop a collegewide retention plan. | 2. Student Engagement & Success | <i>See LSO table below</i> | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal | <ul style="list-style-type: none"> ▪ Identify the gaps, problem areas, etc. ▪ Begin engaging the college in identifying the goals. ▪ Develop strategies to | Fall 2020-Spring 2021 | ALL |

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

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| | | | | | achieve the identified goals. | | |
| VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal | | | |
| VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal | | | |
| VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the | | | | <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal | | | |

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| <p>most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p> | | | | | | | |
| <p>VFS4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p> | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal | | | |
| <p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally</p> | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal | | | |

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| underrepresented groups as identified by the college. | | | | | | | |
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LMC Program Review Year 3 Update 2019-2020 Student Services Units

TRANSFER CENTER

3. Setting Vision for Success Goals for 2021-22

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

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

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

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

| INDICATOR | COMPREHENSIVE PROGRAM REVIEW GOALS | ALIGNED STUDENT SERVICES THEME |
|--------------------------------------|------------------------------------|--------------------------------|
| Accreditation: Course Success | | Student Engagement & Success |

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

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| <p>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p> | <p>In partnership with academic departments, the Office of Instruction, and Counseling, incorporate additional courses into existing LMC ADTs to increase degree completion</p> | | <p>By int</p> |
| <p>VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.</p> | <p>Increase transfer activities and discussions in classroom settings, engaging students, faculty, and staff- hold transfer presentations in every English 100 and 100/100S section, every semester, by June 2020.</p> | <p>Student Engagement & Success</p> | <p>Inc Jun</p> |
| | | <p>Commitment to Innovation & Creativity</p> | |

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| <p>VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.</p> | <p>Build National Student Clearinghouse reports to capture transfer information for student groups identified in Student Equity Plan-Transfer Services staff will receive training in NSCH and create transfer reports for LMC learning communities and other programs by August 2019.</p> | | |
| <p>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p> | <p>Partner with the Office of Instruction and Counseling to develop Articulation Work Group and increase the number of current LMC courses articulated directly to major prep requirements at universities.</p> | <p>Commitment to Innovation & Creativity</p> | <p>Cal for</p> |
| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p> | | | |

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| <p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p> | <p>Increase transfer rates among Black/African American students by 15% in 5 years.</p> | <p>Equity & Inclusion</p> | <p>Ini Bl tra Ca De</p> |
| <p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on</p> | | | |

| | | |
|--|--|--|
| this measure in the most recent administration of the CTE Outcomes Survey. | | |
|--|--|--|