

# LMC Program Review Year 3 Update 2019-2020

## **Student Services Units Theme Report—Assessment Update**

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

## Admissions & Records

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

Significant changes/improvements in Admissions and Records include the following:

1. Enhanced trainings and materials for faculty and staff as it pertains to A&R processes.
2. Identifying and sharing contact information for staff members that can help address common areas of concern, such as, athletics, veterans, and rosters. They serve not only as a resource for faculty and staff, but also the students impacted by federal and state regulations.
3. Increased participation of staff members in college-wide committees, such as, Curriculum and Guided Pathways work groups provides a different lens and the opportunity to explore ideas for how to streamline processes for our students.

#### LEARNING SUPPORT OUTCOMES UPDATE

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<b>LEARNING SUPPORT OUTCOME</b>	New students will be able to complete and successfully submit the online application.	Upon completion of the college application new students will understand the next steps leading to course enrollment.	LMC, faculty and staff will understand the process and timelines for adding and dropping classes.	
<b>TARGET</b>	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	
<b>MEASURE</b>	Collect statistical reports showing an increase in the number of successfully submitted applications.	Collect statistical reports showing the number of students that complete the application and then move on to complete "next steps" to enrollment.	Survey and reports tracking successful/unsuccessful submission during add/drop period.	
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>				
<b>NEXT STEPS</b>	This LSO was deemed to have been completed due to successful outcomes upon adoption of the online application. All students are now	Numbers have increased significantly due to impact on registration dates, if students do not complete "next steps". Additionally with the implementation of SSSP	Currently revising/updating LSO from prior iteration due to the transition to the new multi-purpose roster.	

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	<p>required to complete the online application as the first step in enrolling to LMC.</p> <p>*Currently in the process of exploring a new LSO that focuses on student awareness of key timelines for Admissions and Records timelines.</p>	<p>and now SEA, we continue to develop and enhance communication to incoming students in partnership with Outreach.</p>	<p>Need to Evaluate and update measurement method.</p> <p>Build on current training materials to increase faculty level of confidence with the multi-purpose roster.</p>	
<b>RESPONSIBLE PARTIES</b>	Outreach Admissions & Records	Outreach Admissions & Records	DO-IT Office of Instruction Admissions & Records	
<b>SS GUIDING PRINCIPLES</b>	<ul style="list-style-type: none"> <li>• Student Engagement and Success</li> </ul>	<ul style="list-style-type: none"> <li>• Student Engagement and Success</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to Innovation and Creativity</li> <li>• Equity and Inclusion</li> </ul>	
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	Continue to evaluate and improve processes.	Continue to evaluate and improve processes.	Support and enhance Professional Development.	

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

## Athletics

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

**The development of a Student-Athlete handbook collaborating with other departments who assist student-athletes on campus.**

**The opening of our new Kinesiology/Athletic Complex.**

**The college purchasing three new 12-passenger vans for athletic team travel.**

**Recipients of the inaugural Bay Valley Conference (BVC) Commissioners Cup. The criteria consist of points awarded for season order of finish for each sport and total athletic GPA which was a 3.1**

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### LEARNING SUPPORT OUTCOMES UPDATE

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<b>LEARNING SUPPORT OUTCOME</b>	<b>Hold a mandatory CCCAA Student Eligibility Report (Form 1) meeting prior to season of competition</b>	<b>Students who attend meeting will be able to demonstrate an understanding of CCCAA eligibility requirements and the CCCAA state decorum policy</b>			<b>Example:</b> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
<b>TARGET</b>	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>		<b>Provide students with a pre and post survey to determine their understanding of CCCAA eligibility.</b>  <b>Provide students with a pre and post survey to determine their understanding of CCCAA decorum policy</b>			<b>Example:</b> Will gather the following data:  # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	N/A	N/A			
NEXT STEPS		To provide student-athletes with pre/post surveys and begin to examine the data. Determine methods that can be used to ensure that student athletes are aware of CCCAA eligibility requirements and CCCAA decorum policy			<b>Example:</b> Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.
RESPONSIBLE PARTIES	Richard Villegas	Richard Villegas			<b>Example:</b> Jennifer Ma, Financial Aid Office
SS GUIDING PRINCIPLES	Student engagement and success	Student engagement and success			<b>Example:</b> SS Theme #1: Demonstrate proficiency in the use of college online services.

**Commented [MT1]:** These are listed earlier in the document in my notes on pg. 6.



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<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	<b>Sustain and maintain the continued excellence of the athletic department</b>	<b>Develop an updated student-athlete handbook</b>			<i><b>Example:</b> Increase the FAFSA filing and completion rate for currently enrolled students.</i>
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**Commented [MT2]:** List your CPRG here. Your LSO must be aligned with your CPRG: **“Sustain and maintain the continued excellence of the athletic department.”**

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

## CALWORKS

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

The CalWORKs staffing has been inconsistent over the recent past. CalWORKs has been without a job developer for much of the recent 3 years to provide workshop training and support to students. The CalWORKs coordinator position has had multiple staff transitions, creating inconsistency with services and student engagement. Without permanent staffing, implementing change and increasing number of students served has been very challenging. In order to support staff efficiency in this environment, minimizing the amount of forms required annually has increased student engagement and workflow for staff.

Increasing the number of CalWORKs students has been an ongoing goal. While the number of CalWORKs students has increase a little, a larger increase of CalWORKs students is an ongoing goal.

Improving the relationship with the County office of CalWORKs has been a long-term project. Without the improved relationship with the County, improving the intake process and timeline for students to be eligible for CalWORKs services would not have been possible. Eliminating paperwork each semester has also simplified the County CalWORKs workflow. CalWORKs has a much more collaborative relationship between LMC and the County offices.

LEARNING SUPPORT OUTCOMES UPDATE					
<b>LEARNING SUPPORT OUTCOME</b>	Students completing CalWORKs orientation training will more efficiently and successfully be able to navigate college and county processes	Increase the number of CalWORKs students at LMC		Create ongoing training for student services such as counseling, cashier, Bookstore, for working effectively with CalWORKs students	<b>Example:</b> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
<b>TARGET</b>	<input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> Service		<input type="checkbox"/> Employee <input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>	Will gather the following data:  # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid, # of students connected with required county services. May also	Will gather the following data:  MIS student data		Training presentation created. Trainings offered to student services, bookstore or departments could also include assessment survey.	<b>Example:</b> Will gather the following data:  # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.

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	gather data from bookstore, cashier, # students co-registered in other student services programs such as EOPS, etc.				
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<del><input type="checkbox"/> Abandoned</del> <del><input type="checkbox"/> In Progress</del> <del><input type="checkbox"/> Completed</del> <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>					
<b>NEXT STEPS</b>	Collaborate with research to create CalWORKs cohort in Tableau for data; Create assessment for CalWORKs orientation sessions to be implemented beginning 2020	Hire coordinator. Conduct outreach to county CalWORKs. Identify potentially CalWORKs eligible students SQL data; contact those students to encourage students to apply. Conduct recruitment activities such as tabling on campus.		Hire & train CalWORKs coordinator. Coordinator will need to attend technical assistance training from state chancellor's office and on campus training for bookstore and cashier processes. Coordinator will then	<b>Example:</b> Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.

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				need to develop overview training for other departments	
<b>RESPONSIBLE PARTIES</b>	Jeffrey Benford, Chialin Hsieh Roslyn Guillory, CCCEHSD	Jeffrey Benford CalWORKs coordinator tbd		Jeffrey Benford CalWORKs coordinator tbd	<b>Example:</b> <i>Jennifer Ma, Financial Aid Office</i>
<b>ALIGNED STUDENT SERVICES THEME</b>	Equity & inclusion	Student engagement & success		Empowering student services professionals	<b>Example:</b> <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	Increase engagement by CalWORKs students with counselors to complete comprehensive education plan  Increase career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others.	Increase program consistency and services to students by hiring new permanent staffing		Increase program consistency and services to students by hiring new permanent staffing	<b>Example:</b> <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

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

## CAREER CENTER

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

Career Services in its current staffing was formally launched in Fall 2018. Prior to this, Career Services at LMC consisted of one part-time career counselor, and extremely limited workshops. Because of transitions in staffing and unit development, the activities identified in Career Services' LSOs have not been consistently offered or assessed for the last three years. However, program effectiveness and student learning has been addressed in the following ways since Fall 2018:

- The completion of a 3 year Career Services Strategic Plan, including SWOT and Gaps Analysis, and input from students, staff, and faculty.
- Post industry tour, event, and activity survey
  - o As a result of tour student survey, pre-tour preparation workshops have been implemented, and industry education materials are sent to students prior to tour.
- Cooperative Work Experience Education student surveys
  - o As a result of CWEE surveys, additional enrollment support and faculty training have been added to student and faculty onboarding.

<p><b>LEARNING SUPPORT OUTCOME</b></p>	<p>Prior LSO: Students who attend a workshop or meet with a career coach regarding the job/internship search process will learn techniques to improve their potential to find employment.</p>	<p>Prior LSO: After attending a resume workshop or meeting with a career coach on how to develop a resume, students will gain information on how to create well-written and effective resumes.</p>	<p>New LSO: Students who attend an industry tour will be able to identify resources available to employees and/or internships at the company they visit</p>	<p>New LSO: Increase Cooperative Work Experience Education student enrollment to 279 students annually by Fall 2022</p>
<p><b>TARGET</b></p>	<p><input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p><input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p><input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p><input type="checkbox"/> Student <input type="checkbox"/> Employee <input checked="" type="checkbox"/> Service</p>
<p><b>MEASURE</b></p>	<p><b>Method:</b> Pre/Post Workshop Survey</p> <p><b>Above Proficiency:</b> student answers 9-11 questions correctly in post-survey <b>Proficient:</b> student answers 6-8 questions correctly in post-survey <b>Below Proficiency:</b> student answers 0-5 questions correctly in post-survey</p>	<p><b>Method:</b> Pre/Post Workshop Survey</p> <p><b>Above Proficiency:</b> student answers 9-11 questions correctly in post-survey <b>Proficient:</b> student answers 6-8 questions correctly in post-survey <b>Below Proficiency:</b> student answers 0-5 questions correctly in post-survey</p>	<p><b>Method:</b> Post Tour Survey</p> <p><b>Above Proficiency:</b> Student will show advanced proficiency in their ability to identify resources available to employees and/or internships if they identify 3 or more resources and activities between the two related questions in evaluation.</p> <p><b>Proficient:</b> Student will show proficiency in their ability to identify resources available to employees and/or internships if they identify 2</p>	<p>Unduplicated headcount in COOP-160, and -170, -180 work experience courses.</p> <p><b>Above Proficiency:</b> more than 279 students enrolled in CWEE Sections <b>Proficient:</b> 279 students enrolled in CWEE Sections <b>Below Proficiency:</b> Less than 279 students enrolled in CWEE Sections</p>

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			<p>or more resources and activities between the two related questions in evaluation.</p> <p><b>Below Proficiency</b> Students knowledge did not increase in their ability to identify resources available to employees and/or internships if they commented on 0-1 of the categories in the evaluation.</p>	
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>	Completed LSO Outcome reports are saved in Transfer & Career Services internal L drive.			
<b>NEXT STEPS</b>			Survey has been administered in Fall 2019 industry tour, and will be administered in 2 tours Spring 2020, for 19-20 evaluation	Action plan is being developed by Career Services in partnership with Workforce & Economic Development
<b>RESPONSIBLE PARTIES</b>			Edward Beanes	Cynthia Perez-Nicholas, Rachel Anicetti, Bill Bankhead
<b>ALIGNED STUDENT SERVICES THEME</b>	Student Engagement & Success	Student Engagement & Success	Student Engagement & Success	Commitment to Innovation & Creativity



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<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	Increase the number of students trained in 21 <sup>st</sup> century (employability) skills	Increase the number of students trained in 21 <sup>st</sup> century (employability) skills	Increase the number of students engaging and participating in Work Based Learning activities	Increase the number of students engaging and participating in Work Based Learning activities
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# LMC Program Review Year 3 Update 2019-2020 Student Services Units

## COUNSELING SERVICES

### 4. Assessment Update and Effectiveness

**Learning Support Outcomes (all Student Services Areas)**

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

<b>LEARNING SUPPORT OUTCOMES UPDATE</b>					
<b>LEARNING SUPPORT OUTCOME</b>	New LMC students who attend the COUNS-031 (Educational Planning) course will be able to develop an abbreviated education plan prior to starting at LMC.	Students who meet with a counselor will be able to select and update their "Primary Major" information on their Insite account.	Counselors will be trained to provide online counseling services to better serve students in the distance education environment.		<b>Example:</b> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).

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<b>TARGET</b>	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>	Will gather data related to student enrollment, completion of education plans, and survey data.	Will verify major during counseling appointment.	Will assess Counseling faculty feedback after completing online counseling training and begin providing online appointments.		<b>Example:</b> Will gather the following data:  # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>					
<b>NEXT STEPS</b>	Pre-surveys and post-surveys are provided to all students attending the class to ensure learning has taken place.	During counseling meetings with students, Counselors will first verify major on file on student's Insite account is	Nine Counselors have been selected and are currently registered to take an in-depth training class, facilitated by Cranium		<b>Example:</b> <i>Current data illustrates a need to modify the Financial Aid workshop. This</i>

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		accurate. If changes are to be made to update a student's major, Counselors will assist student with updating their major through Insite or the Change of Major Form.	Cafe, to learn about the utilization, functions, and operations of the online program to provide counseling services to distance students.		<i>work is currently in process and we will continue to evaluate its effectiveness.</i>
<b>RESPONSIBLE PARTIES</b>	Counseling Faculty teaching COUNS-031 class	All Counselors and Front Desk Staff	Selected Counseling faculty participating in online training		<b>Example:</b> <i>Jennifer Ma, Financial Aid Office</i>
<b>ALIGNED STUDENT SERVICES THEME</b>	Student Engagement & Success	Student Engagement & Success	Empowering Student Services Professionals, Commitment to Innovation & Creativity		<b>Example:</b> <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	Goal #1, Goal #2	Goal #1, Goal #2	Goal #1, Goal #2, Goal #3		<b>Example:</b> <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

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

## DISABLED STUDENTS PROGRAM AND SERVICES

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

DSPS has used student feedback when revising DSPS accommodation forms both locally and in collaboration with district DSPS colleagues for district accommodation forms. Forms revised include testing accommodation agreement, alternative media request, note taking request, and coach request forms. DSPS has also used student suggestions, advisory committee recommendations, and community requests to begin creating curriculum to meet requests and student feedback. Student requests also led to individual English and Math tutoring appointments offered in DSPS and the expansion to include Science tutoring. DSPS funding also limits the activities allowed as well as the challenge for DSPS is each student's accommodations are specialized and voluntary. Students may use some accommodations during fall and others during spring.

DSPS has also added services including coach services for students with autism, workshops to help students utilize priority registration, and a year-end student success celebration. Students reported that they wanted to be recognized by DSPS as achieving a goal – graduation, transfer, and course completion. DSPS restarted a success celebration for students and added an Access Star awards to recognize campus faculty and staff who had assisted students. Events have increased DSPS student usage of priority registration and supported ongoing coach services.

DSPS staffing has changed in response to electronic file needs and accreditation recommendations. Previously, DSPS used paper files housed at the Pittsburg campus only. Student files were physically transported to the Brentwood Center when students had appointments; however, last minute appointments created challenges to get the DSPS counselor the information in a timely manner. DSPS implemented the Clockwork software, making the student file information accessible to DSPS staff at Brentwood. By moving to electronic files, student workers were no longer able to access the file data due to security. DSPS also revised the staffing in our campus orientation/jump start has also changed to better meet student and DSPS counseling needs in the sessions. With the new compressed calendar pattern, DSPS has had to hire additional hourly

staff to fill classroom accommodation requests for scribe and coach during popular class times. Student workers are not as available during M-TH morning request times as they themselves are in class.

LEARNING SUPPORT OUTCOMES UPDATE					
<b>LEARNING SUPPORT OUTCOME</b>	Previous assessment: Students using alternative media services will more effectively understand course material. (this pslo was abandoned after improvements were implemented)	New: Students will make progress towards their educational goals		New: Increase professional development for DSPS staff	<b>Example:</b> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
<b>TARGET</b>	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>	Students eligible for alternative media accommodations were surveyed by Alt. Media Specialist. Students responded that the alt media had assisted them in their understanding of the	100% of students in DSPS have education plans. DSPS counselors will conduct sample study of students to measure progress towards educational		Monthly staff trainings. DSPS staff will be surveyed about increased knowledge of campus programs	<b>Example:</b> Will gather the following data:  # of students completed and submitted FAFSA for each workshop and the # of students

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	material. Alt Media Specialist could view number of hours students utilized alt media materials. Feedback from students assisted DSPS in revising alt media request form and reminders to use accommodation sent by Alternative Media Specialist.	goal as stated on ed plan			successfully received financial aid.
<b>STATUS</b>	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>					
<b>NEXT STEPS</b>	PSLO completed.	Assess LSO during spring semester		Assess LSO during summer	<b>Example:</b> Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.

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<b>RESPONSIBLE PARTIES</b>	Alt Media Specialist	Virginia Richards			<b>Example:</b> <i>Jennifer Ma, Financial Aid Office</i>
<b>ALIGNED STUDENT SERVICES THEME</b>	Equity & inclusion	Equity and inclusion			<b>Example:</b> <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	Students will effectively use accommodations	Quality services offered to students and campus community			<b>Example:</b> <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>



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

## EOPS and CARE

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

EOPS/CARE/CalWORKs/BOEP Monthly Study Halls were created to help increase the retention and success rates of EOPS students and all LMC students. Faculty and staff were invited to assist with assignments and share words of encouragement. – **Learning Support Outcome:** EOPS and CARE students will be able to establish student-instructor relationships that promote intellectual development.

A Priority Registration Event was developed for EOPS, CARE, CalWORKs, DSPS, Foster Youth, and Veterans students to increase the number of students utilizing early registration. The entire campus is decorated with signage and balloons encouraging students to register for classes. Food, along with drop-in counseling, staff assistance, and a reserved computer lab provide students with all resources that are required to take advantage of being able to register early for classes. This requires students to have an updated ed plan on file to allow them to make an informed decision while registering. **Learning Support Outcome:** EOPS and CARE students will demonstrate the ability to develop an educational plan that specifies an educational goal and outlines a sequence of courses needed to achieve the specified goal in six semesters.

Group Counseling replaced one-on-one peer mentoring. Student feedback showed that group counseling was a preferred method of meeting. EOPS Management, Counselors, and Staff facilitated a majority of group counseling to gain a better understanding of the needs of students. Students experiencing any type of crisis were able to be referred to wellness counseling. **Learning Support Outcome:** EOPS and CARE develop and increase academic support networks with both LMC non-instructional staff and agencies external to the college.

LEARNING SUPPORT OUTCOMES UPDATE					
<b>LEARNING SUPPORT OUTCOME</b>	UPDATE EOPS and CARE students will demonstrate the ability to develop an educational plan that specifies an educational goal and outlines a sequence of courses needed to achieve the specified goal in six semesters.	UPDATE EOPS and CARE students will be able to establish student-instructor relationships that promote intellectual development.	UPDATE EOPS and CARE students will develop and increase academic support networks with both LMC non-instructional staff and agencies external to the college.	NEW Students will be able to identify the total units and classes that are required to achieve their academic goal.	NEW Decrease the average number of units accumulated by EOPS and CARE students earning associate degrees, to no more than 79 total units.
<b>TARGET</b>	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>	Track the number of students that completed an education plan at the end of each semester	Review the number of progress reports that were submitted. Students were required to meet with their instructors to discuss their		Students will complete a survey to measure their knowledge of progress towards their academic goals	A report will be ran at the end of each semester to determine the number of units that were completed.

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

		academic performance.			
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>					
<b>NEXT STEPS</b>	Current data supports that all students are completing their educational plans. Due to new students being admitted each semester we will continue to monitor the data.	LMC Connect will not be used this semester. Paper academic progress reports will be used again. Students will be required to meet with their instructors to receive an academic update.		The survey will need to be completed and distributed.	Review the current procedures that occur during an ed planning appointment.
<b>RESPONSIBLE PARTIES</b>	Steven Freeman Jr.	Steven Freeman Jr.		Elizabeth Costanza, Rudolf Rose, Steven Freeman Jr.	Elizabeth Costanza, Rudolf Rose, Steven Freeman Jr.
<b>ALIGNED STUDENT SERVICES THEME</b>	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion

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<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester	Goal 5: Continue to promote academic networking to EOPS and CARE students	Goal 5: Continue to promote academic networking to EOPS and CARE students	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester
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# LMC Program Review Year 3 Update 2019-2020 Student Services Units

## FINANCIAL AID & SCHOLARSHIPS

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

- **New Online SAP session Implemented:** Based on the results of our Satisfactory Academic Progress (SAP) SLO assessment and analysis, we transitioned to using Comevo, an online orientation software in Fall 2016 to administer the online SAP counseling session and pre- and post- quiz. We used COMEVO to create an Online SAP counseling session that consist of 10 sections, which outlined the SAP Policy, the definition of warning, suspension, and probation status, and how it impacts students' financial aid eligibility. Students were required to take a pre- and post- quiz so that we can assess their knowledge level before and after completing the online counseling session. The software tracked the quiz results and generated reports, which eliminated the need for a staff member to score the quizzes manually. We did encounter some challenges as the software was not user-friendly, and it was challenging navigating the system to make programming changes. We also received multiple complaints from students that the system would not enable them to complete the quiz because they had previously completed one. Although we had set up the system parameters to allow students to take the quiz multiple times, students were still having difficulty accessing the quiz online. Additionally, we had problems accessing the reports due to system errors, which prevented financial aid staff from being able to determine which students completed the quiz online in a timely manner.

In summer of 2019 we used financial aid technology funds to purchase a new online counseling tool, GETSAP, a web platform that offers online counseling sessions on the SAP Policy, appeal process, and a wide variety of financial aid and literacy topics. Effective with the fall 2019 term, we abandoned the COMEVO system and launched GETSAP. A benefit of GETSAP is that all the content for the online

counseling sessions is provided by the company, in addition to tracking data analytics. COMEVO required staff time to develop the content for the online counseling and quiz component.

- **Changes to the Loan Application process:** Based on the results of our Direct Loan SLO assessment and analysis, we have started restructuring the loan counseling group workshops into one-on-one meetings with the loan coordinator in the fall 2019 semester, due to a low number of students attending the workshops. Students are more likely to ask questions and feel more comfortable in a tete-a-tete rather than small group setting. This also allows for individualized attention to the loan amounts requested, enhances the loan coordinator's ability to help the student examine the effect of borrowing on their future finances, and aids in building a relationship with the student so they will continue to communicate with the office in the future in regards to loan issues. Other improvements include adding additional slides to the loan workshop PowerPoint to discuss our new partnership with Borrower Connect, a company that will help students if they fall behind in their loan payments. Financial literacy content will also be added to the PowerPoint for use in the Spring 2020 semester. Additionally, we transitioned to an online loan request form and eliminated the paper applications, allowing students to submit a loan request seamlessly.
  
- **Implementation of new financial aid processing procedures:** In 2018 - 2019, a Colleague consultant was hired to provide financial aid staff across the district training on how to use various Colleague system processes and functionalities to streamline the processing of financial aid records. Three day-training sessions were scheduled with the consultant several times a semester. Staff had the opportunity to report out on processing challenges and technical errors they encountered with the Colleague system. After each visit, the consultant produced a report that outlined his recommendations of possible solutions and workarounds. As a result of receiving the training, staff were able to implement the following processing procedures:
  - New Transmittal Rules:
  - Automated Probation Continuance (new SAP code assignments)
  - Year-Round Pell Awarding:
  - Transfer Monitoring List/Multiple Pell Reporting Reports:
  - Transition from paper to online Loan Application

LEARNING SUPPORT OUTCOMES UPDATE					
<p><b>LEARNING SUPPORT OUTCOME</b></p>	<p>Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA).</p>	<p>Students who attend a Loan Workshop will be able to demonstrate an understanding of the four elements of responsible borrowing:</p> <ol style="list-style-type: none"> <li>1. Keep track of how much you're borrowing.</li> <li>2. Research starting salaries in your field.</li> <li>3. Understand the</li> </ol>	<p>Students who attend the Scholarship workshop will be able to demonstrate an understanding of the scholarship application process and eligibility requirements.</p>	<p>As a result of receiving Colleague system training, staff will be able to apply a new Colleague financial aid processing procedure.</p>	<p><b>Example:</b> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).</p>

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

		terms of your loan and make payments on time. 4. Keep in touch with your loan servicer.			
<b>TARGET</b>	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>	<p>Pre- and Post-Questionnaire:</p> <p>The pre questionnaire will determine the purpose of the student’s visit. The post, will determine the outcome of the visit e.g.; did the visit to the FA Lab assist the student in completing their attended goal and if not why not (i.e. missing tax information, parent information, etc). The desired outcome, based on the purpose of the students visit:</p>	<p>Pre- and Post-Questionnaire</p> <p>Provide students with a pre and post questionnaire to determine their understanding of taking out federal student loans. Review surveys to determine the students understanding of the four components of being a responsible borrower. Based on the number of students who attend the workshop: 61% Above Proficiency 33% Proficient</p>	<p>Compare the sign-in sheets from workshops to determine if:</p> <ol style="list-style-type: none"> <li>1. Did the student start an online scholarship application?</li> <li>2. Did the student successfully complete and submit the online scholarship application?</li> <li>3. For students that did not successfully complete and submit the online application, what were the contributing factors e.g.. missing reference, application submitted late,</li> </ol>	<p>Staff Survey</p> <p>After determining the training wants/needs of staff and implementing training, does staff find the new processes/strategies more streamlined and/or time efficient, based on previous methods.</p>	<p><b>Example:</b> Will gather the following data:  # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.</p>



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

	Above Proficiency: 25% Proficient: 50% Below Proficiency: 25%	6% Below Proficiency	application incomplete		
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>	N/A	N/A	N/A	N/A	N/A
<b>NEXT STEPS</b>	Continue providing students with the pre/post surveys, begin to examine the data. Determine methods that can be put in place to ensure students are aware of the information needed to complete their FAFSA during their visit.	Current data illustrates a need to offer individual loan counseling appointments instead of in a group setting. Effective Spring 2020, the loan advisor will offer individual loan counseling appointments to first-time loan borrowers.	After 2020/21 scholarship cycle closes, begin reviewing sign-in sheets and student's online scholarship application.	Conduct staff survey to determine the areas of Colleague staff would like training and identify processes that they would like to see streamlined.	<b>Example:</b> <i>Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.</i>
<b>RESPONSIBLE PARTIES</b>	Beverly Bui, Penelope Murphy, Faidra Lopez, Eva Monteverde	Deborah Baskin	Tammy Oranje	Jennifer Ma	<b>Example:</b> <i>Jennifer Ma, Financial Aid Office</i>

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

<b>ALIGNED STUDENT SERVICES THEME</b>	Equity and Inclusion  Student Engagement and Success	Student Engagement and Success	Student Engagement and Success	Empowering Student Services Professionals  Commitment to Innovation and Creativity	<b>Example:</b> <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	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.	Goal 2: Implement loan default prevention strategies to decrease the institution's cohort default rate.	N/A	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.	<b>Example:</b> <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

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

## OUTREACH

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

One of the most significant improvements that Student Outreach has made in the service outcomes is the High School Senior Saturday. The day has consistently received positive feedback from students and parents. The day has evolved to be the premier day where students and parents learn about the college programs and learning support programs. The day has also been well received by the college student services programs and the college learning communities. HS Senior day has become an important piece for their program information sharing and a student recruitment vehicle. A significant change and improvement for Student Outreach' learning objective has been the development of the Assessment and Early Registration Workshops. The workshops evolved from student feedback on the need of having workshops to help students identify and register for their English and math class as well as other first semester courses. A series of workshops will be offered and evaluated for the fall '20 registration cycle. The department online chat service has been well received by students when engaging with our online application and class registration websites. We are in the process of evaluating the frequency and satisfaction of the online support service. Another significant change that the department has been able to accomplish is the creation of a fully automated online Multiple Measure Assessment Placement (MMAP) instrument meeting the AB 705 English and math placement requirements. While the MMAP was not an Outreach goal, it does address the online support needs for students. It also addressed the intra-departmental work and cooperation needed to improve infrastructure for student enrollment.

**LEARNING SUPPORT OUTCOMES UPDATE**

<b>LEARNING SUPPORT OUTCOME</b>	Students that complete the Assessment & Early Registration Workshop will have access to their recommended placement, understand the different math course options based on major (career), login to InSite Portal and place recommended math and English course on their first semester educational planning tool.	Students that participate in the Outreach Pre-orientation Workshop at the high school will apply to LMC and complete the prescribed enrollment steps outlined by the college (SSSP – orientation, assessment and Senior Saturday).	Students who attend the High School Senior Saturday orientation will be provided with the available campus resources to connect with a student support program.	Students who access the Welcome Services will learn to navigate the college online services.	Students who visit the Welcome Center for admission questions will be provided with information to complete the Student Success and Support Programs services: application, orientation, assessment, and educational planning.
<b>TARGET</b>	<input type="checkbox"/> <b>Student</b> <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> <b>Service</b>	<input type="checkbox"/> <b>Student</b> <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> <b>Student</b> <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> <b>Student</b> <input type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>	Will gather data for students: * Have access to their recommended placement	Participants will complete: *College application *Online Orientation *Assessment *Attend Senior Saturday	We measured the student’s level of perceived usefulness of event, self-reported level of interest for learning communities and	The students that visited the Welcome Center were surveyed on their level of online familiarity with the services. Almost all the students reported	The students that visited the Welcome Center were surveyed and results indicated that students were receiving the support

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

	*Select appropriate math course based on major /career option *login InSite portal place recommended math and English class in their first semester educational planning tool.		support services. The levels were consistently high over the years. In 2019 the actual number of students participating in LC was measured. A large number of students that attended Senior Saturday participate in LCs.	understanding how to navigate online services. The primary reason students visited the center was to access online services and to conduct online transactions. It was determined that the center was providing adequate access to the college online services and providing assistance as needed. The online services provided will be revisited in future to determine if changes need to be made to the services provided.	needed to complete college application, online orientation, assessment and using Ed Planning tool.
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> <b><u>New Outcome</u></b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> <b><u>In Progress</u></b> <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <b><u>Completed</u></b> <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <b><u>Completed</u></b> <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <b><u>Completed</u></b> <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>			<a href="https://www.losmedanos.edu/student-services/enews/documents/Fall2017InStepNewsletter.pdf">https://www.losmedanos.edu/student-services/enews/documents/Fall2017InStepNewsletter.pdf</a>	<a href="https://www.losmedanos.edu/student-services/enews/documents/Spring2014StudentServicesInternalNewsletterFinal.pdf">https://www.losmedanos.edu/student-services/enews/documents/Spring2014StudentServicesInternalNewsletterFinal.pdf</a>	<a href="https://www.losmedanos.edu/student-services/enews/documents/SLOInStepNewsletterSpring2015.doc">https://www.losmedanos.edu/student-services/enews/documents/SLOInStepNewsletterSpring2015.doc</a>

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<b>NEXT STEPS</b>	Sample A&ER workshops and compile data on learning objectives. Long-term check English and math 1 <sup>st</sup> year completion in conjunction with College Research and AB 705 planning group.	Identify a sample workshops at local high schools for service outcomes – college application, orientation, assessment and attendance HS Senior Saturday.	Re-visit the HS Senior Saturday event once new guided pathway activities are incorporated in Senior Day activities.	Monitor the online services in future semesters as the college online student services evolve.	Monitor the use of the Welcome Center as the college mandates change and the student onboarding evolves with future mandates.
<b>RESPONSIBLE PARTIES</b>	Nicole Almassey Ninnette Alfaro Jorge Cea	Elizabeth Ramirez Reggie Turner Jorge Cea	Jorge Cea Reggie Turner		
<b>ALIGNED STUDENT SERVICES THEME</b>	Student Engagement & Success	Student Engagement & Success	Student Engagement & Success		
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	Increase the number of first time students that complete English and math first year of enrollment	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 multiple Student Services and instructional areas. The structure should address high school outreach, including	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 multiple Student Services and instructional areas. The structure should address high school outreach, including		

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		high school graduating seniors, dual enrolled students, and early outreach for 9th to 11th graders.	high school graduating seniors, dual enrolled students, and early outreach for 9th to 11th graders.		
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LMC Program Review Year 3 Update  
2019-2020  
Student Services Units

Office of Student Life/International Students

**4. Assessment Update and Effectiveness**

**Learning Support Outcomes (all Student Services Areas)**

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

Enhanced training has been given to Student Life Associates in the past three years to provide them with the tools needed to host on campus events and activities with a focus on planning, coordinating, and implementation. Informal evaluation has been given to student employees regarding their success and opportunities for improvement. An evaluation and rubric is currently in development to administer to associates following each event. The evaluation will be completed by Director of Student Life, Sr. Program Coordinator, as well as student life associates participating in the implementation of event.

Programming offered to the campus community has been intentionally developed based on feedback and input by students, faculty, and staff. As a result, increased attendance and awareness has taken place based on informal evaluations. It has been identified that a practice of more consistent and formalized evaluations of activities and events needs to occur to ensure we are meeting the needs of the students and campus community. As we completed previous cycle, it was determined that PSLO2 “students who participate in the Impact Conference will learn skills and strategies for being effective leaders in their clubs, communities, organizations and programs” will be abandoned as it has gone through several cycles of assessment producing more or less the same results.

Focus on engagement and retention of LMCAS officers/senators/representatives has resulted in achieving goal to increase membership to 15 members. There has been little to no evaluation of LMCAS members as it relates their participation on committees. An evaluation has been created to include a rubric for assessing students understanding of role on committees as well as their active participation within the committee.



Historically, International Students communicated directly with the Designated School Officials (DSOs) within Admissions and Records Office who provided all support this student population. However, due to limited capacity within the office, the support for International Students was limited. In the spring of 2017, the International Students Program was relocated to the Office of Student Life under the Director of Student Life. The Office of Student Life now provides the primary leadership for the program development and primary support for International Students studying at the college.

Implementation of video conferencing has been beneficial to the recruitment and support of both prospective and incoming international students. Through this medium of communication, staff have been able to educate individuals on the application process, documentation support, and address other questions and concerns prior to arrival in the United States. This tool has supported a number of incoming students overcome barriers that may either delay or increase chances for F1 Visa approvals.

Creation of the Global Peer Mentor group was established fall 2017. It has served as a resource to benefit international students become acclimated with the campus as well as Bay Area and United States culture while providing opportunities for our domestic students to adopt a global mindset. Members of the Global Peer Mentor group have also increased engagement of International Students through their participation in the International Student’s Club and other campus activities and events.

Learning Support Outcomes: Office of Student Life			
<b>Learning Support Outcome</b>	<b>LSO:</b> Student employees in Office of Student Life will be able to demonstrate leadership skills in planning and implementation of sponsored events by Office of Student Life	<b>LSO:</b> Students who participate in the annual Impact Leadership Conference will learn skills and strategies for being effective leaders in their clubs, communities, organizations, and programs	<b>LSO:</b> LMCAS students will better understand shared governance through their active participation on committees.
<b>TARGET</b>	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service

<b>MEASURE</b>	<p>Evaluation of student employees facilitated by Director of Student Life, Sr. Program Coordinator, and other student employees upon completion of activity/event to include the following criteria: Initiative, Accountability, Communication, Time Management, and Budget</p>		<p>Will gather the following data:</p> <p>Evaluation of officers and senators/Representatives as it relates to their active participation within shared governance committees representing student voice by Chair of committee.</p> <p>Form includes Committee Name, Officer/Senator/Representative Name</p> <ol style="list-style-type: none"> <li>1. Overall attendance at meetings</li> <li>2. Preparedness for meetings (ex. completing committee assignments, readings, review of pre-meetings materials)</li> <li>3. Overall level of engagement in meetings</li> <li>4. Suggestions for improvement:</li> </ol> <p>Rating Scale:          1 __very poor, 2 __poor, 3 __average, 4 __good, 5 __very good</p> <p>Separate Evaluation will be provided to Student Officer/Senator/Representative to evaluate their contribution(s) or learning to/from the committee.</p>
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> <b>In Progress</b> <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<p><b>Abandoned</b></p> <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> <b>In Progress</b> <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome

<b>INSERT LINK TO COMPLETED</b>	Outcome Reports for all program outcomes are stored in the Office of Student Life L Drive		
<b>Next Steps</b>	Areas for further development include continued training and development in event planning for all student employees. A “pre/post” evaluation will be administered at annual fall retreat and upon completion of each event. Rubric for evaluations is in process of development as evaluation has been informal and verbal upon completion of each event.	This LSO has gone through several cycles of evaluation. It was decided to pursue other areas of program development.	LMCAS senators and representatives will be evaluated by chairs of committees to measure student contribution to discussions and decision-making upon completion of each semester to gauge learning and participation to support training and development of student leaders.  A separate Evaluation will be provided to Student Officer/Senator/Representative to evaluate their contribution(s) or learning to/from the committee.
<b>Responsible Parties</b>	Director of Student Life and Sr. Program Coordinator		Director of Student Life (LMCAS Advisor) and Chair of Committees
<b>Aligned Student Services Theme</b>	Student Engagement & Success		Student Engagement & Success
<b>Aligned Comprehensive Program Review Goals</b>	<b>Goal 6:</b> A professional development plan will be developed summer 2020 to be implemented fall 2020 to ensure that all Student Life staff are adequately prepared to meet the needs of students and engage with social justice programming as set out in goal #4		<b>Goal 1:</b> Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15.

Learning Support Outcomes for International Students Program						
<b>Learning Support Outcome</b>	Creation and implementation of a robust international student orientation will be assessed beginning fall 2019 and will be ongoing through fall 2023					
<b>Target</b>	<b>Student</b> <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
<b>Measure</b>	Number of students who complete the necessary steps of paying student health fee and register for required number of units before the end of the two-week enrollment period in first weeks of semester compared with the number who do not meet either or both requirements.					

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<b>Status</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> <b>In Progress</b> <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>Insert Link to Completed Learning Outcome Report</b>	Outcome Reports for International Students Program are stored in the Office of Student Life L Drive					
<b>Next Steps</b>	Monitor the number of students who meet both requirements compared with the number of student who do not meet requirement.					
<b>Responsible Parties</b>	Director of Student Life, Primary Designated School Officials, Dean of International Education district office					

<b>Aligned Student Services Theme</b>	Student Engagement & Success					
<b>Aligned Comprehensive Program Review Goals</b>	<b>Goal 3:</b> Creation and implementation of a robust international student orientation to be assessed fall 2020					

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

## Student Retention and Support Services

### 4. Assessment Update and Effectiveness

**Learning Support Outcomes (all Student Services Areas)**

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

<b>LEARNING SUPPORT OUTCOMES UPDATE</b>					
<b>LEARNING SUPPORT OUTCOME</b>	After attending a Probation workshop, students will be able to identify academic, career, and/or personal goals, as well as identify services on campus that will support them in achieving their goals.	Increase awareness of LMC Connect and its role in supporting student success at LMC.	Monitor the use of the Canvas resource repository in an effort to expand knowledge of student/academic support services available.		<b>Example:</b> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).

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<b>TARGET</b>	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service		<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
<b>MEASURE</b>	Pre/Post Surveys. <b>Insert rubric here:</b>	Increased awareness and use of LMC Connect.	Development of online resources and evaluation of usage from term to term.		<b>Example:</b> Will gather the following data:  # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome		<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>					
<b>NEXT STEPS</b>	1. Review and update surveys as needed. 2. Identify timeline and touchpoints where the surveys can be disseminated.	1. Incorporate LMC Connect as an action step for collegewide student success and retention plan. 2. Garner faculty/staff and student	1. Collaborate with SS departments to develop resources to help faculty/staff support student success and retention.		<b>Example:</b> <i>Current data illustrates a need to modify the Financial Aid workshop. This work is currently in</i>



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

	3. Review and compile the data.	engagement through marketing efforts.			<i>process and we will continue to evaluate its effectiveness.</i>
<b>RESPONSIBLE PARTIES</b>	Lead: L. Greene	Lead: L. Greene/C. Rosas	Lead: C. Long		<b>Example:</b> <i>Jennifer Ma, Financial Aid Office</i>
<b>SS GUIDING PRINCIPLES</b>	Student Engagement & Success	Commitment to Innovation and Creativity	Empowering Student Services Professionals		<b>Example:</b> <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	PROMOTE STUDENT ACADEMIC PREPAREDNESS.	IMPROVE AND /OR EXPAND TRANSITION PROGRAMS AND STUDENT SERVICES.	IMPROVE AND/OR EXPAND STUDENT ACADEMIC SUPPORT SERVICES.		<b>Example:</b> <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i>

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

## TRANSFER CENTER

### 4. Assessment Update and Effectiveness

#### Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

1. Increased number of department presentations occurring during university tours
  - a. In the 2018-2019 year, Transfer & Career Services scheduled 14 department presentations during campus tours (not including department presentations pre-scheduled as part of event activities like UC Discover Davis or Cal Day), and increase of 10 presentations from the 2015-2016 year.
2. Adjusted application workshops to include less lecture, and more application work time
3. Shifted focus of application workshop from CSU/UC general admission requirements to application-based content

**LEARNING SUPPORT OUTCOMES UPDATE- COMPLETED**

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

<p><b>LEARNING SUPPORT OUTCOME *Prior LSOs are listed here. Please see table below for New LSOs*</b></p>	<p><b>Prior LSO:</b> Students who participate in an application workshop or drop in session will increase their knowledge of the university (CSU/UC/Private) transfer admissions application process.</p>	<p><b>Prior LSO:</b> Students who participate in an application workshop or drop in session will demonstrate ability to apply to a four-year college.</p>	<p><b>Prior LSO:</b> Students who participate in university tours will increase their knowledge of the application process, their major and the campus culture of the universities they visit.</p>	<p><b>Prior LSO:</b> Students who participate in university tours will be able to make a decision about whether or not to apply to the universities they visit.</p>
<p><b>TARGET</b></p>	<p>X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p>X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p>X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p>X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>
<p><b>MEASURE</b></p>	<p>Method: Pre and Post test administered during workshop</p> <p><b>Above Proficiency (5-6):</b> Demonstrates a high level of knowledge of the minimum eligibility requirements for transfer to the CSU &amp; UC systems.</p> <p><b>Proficient (3-4):</b> Demonstrates a basic level of knowledge of the minimum eligibility requirements for transfer to the CSU &amp; UC systems.</p> <p><b>Below Proficiency (0-2):</b> Demonstrates a limited level of knowledge of the minimum eligibility requirements for transfer to the CSU &amp; UC systems.</p>	<p>Tracked completion of application</p>	<p>Method: Post Survey</p> <p><b>Above Proficiency:</b> Student will show advanced proficiency in their ability to identify campus environment if they identify 3 or more campus resources and activities between the two related questions.</p> <p><b>Proficient:</b> Student will show proficiency in their ability to identify campus environment if they identify 2 campus resources and activities (one from the resources question and one from the activities question)</p> <p><b>Below Proficiency</b> Students knowledge did not increase proficiently about the application process, major and campus culture of the university</p>	<p>Method: Post Survey</p> <p>Student mark on a scale of Strongly Agree, Agree, Disagree or Strongly Disagree along with an explanatory description.</p>

			if they commented on 0-1 of the categories in the evaluation.	
<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>	Completed Outcome Reports are stored in the Transfer & Career Services L Drive			
<b>NEXT STEPS</b>	Assessment for these LSOs are fully completed. Please see below for New LSOs for the next assessment cycle.			
<b>RESPONSIBLE PARTIES</b>				
<b>ALIGNED STUDENT SERVICES THEME</b>	Student Engagement and Success	Student Engagement and Success	Student Engagement and Success	Student Engagement and Success
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>		Increase transfer rates among Black/African American students by 15% in 5 years.		

**LEARNING SUPPORT OUTCOMES UPDATE- NEW**

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<b>LEARNING SUPPORT OUTCOME</b>	<b>New LSO:</b> Students who participate in a Transfer Basics class presentation will increase their knowledge of transfer options and resources available to them.	<b>New LSO:</b> Increase the number of Black/African American students participating in transfer activities (workshops, class presentations, and university tours) by 15% by Fall 2022		
<b>TARGET</b>	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input checked="" type="checkbox"/> Service	<input type="checkbox"/> Employee <input type="checkbox"/> Student <input type="checkbox"/> Service	<input type="checkbox"/> Employee <input type="checkbox"/> Student <input type="checkbox"/> Service
<b>MEASURE</b>	<p><b>Method of Assessment: Post Survey</b></p> <p><b>Above Proficiency:</b> Student will show advanced proficiency if they are able to identify 4-5 transfer options/resources available to them.</p> <p><b>Proficient:</b> Student will show proficiency if they are able to identify 2-3 transfer options/resources available to them.</p> <p><b>Below Proficiency:</b> Student knowledge did not increase proficiently if they unable to identify at least 2 transfer options/resources available to them.</p>	<p><b>Method of Assessment:</b> tracked unduplicated headcount of Black/African American students attending transfer workshops</p> <p><b>Above Proficiency:</b> Current attendance will be established Summer 2020. &gt;15% increase over current attendance.</p> <p><b>Proficient:</b> Current attendance will be established Summer 2020. 15% increase over current attendance.</p> <p><b>Below Proficiency:</b> Current attendance will be established Summer 2020. &lt;15% increase over current attendance.</p>		

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

<b>STATUS</b>	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>				
<b>NEXT STEPS</b>	<p><b>January - February 2020:</b> Development of a new Transfer Basics workshop focusing on transfer resources</p> <p><b>February – May 2020:</b> Presentation and assessment of new Transfer Basics workshop</p> <p><b>June – July 2020:</b> Evaluate effectiveness of new workshop and make changes as needed</p>	<p><b>2019-2020:</b> implement new participation tracking system through SARS that allows roster pull, disaggregation of student demographic information</p> <p><b>Summer 2020:</b> identify target increase numbers, and outreach action plan.</p>		
<b>RESPONSIBLE PARTIES</b>	Sandra Parsons	Sandra Parsons		
<b>ALIGNED STUDENT SERVICES THEME</b>	Student Engagement and Success	Equity and Inclusion		
<b>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</b>	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.	Increase transfer rates among Black/African American students by 15% in 5 years.		