

Student Services Units Program Review Year Five Update - Student Retention & Support Services Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

Program Overview, Engagement, VfS Goal Setting, and Assessment Update

1. Overview : Version by Greene, Letta on 02/18/2022 00:48

a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

Essential functions of Student Success and Retention Programs includes: providing Alert (formerly Probation) and Dismissal Workshops, collaborative efforts with campus departments to identify and improve students' progression and completion, supporting and providing resources to disenfranchised student populations, offering Success Workshops, counseling support services, and maintaining the retention software hub for Los Medanos College.

The efforts of Student Success and Retention Programs supports its mission, to encourage and support students who are academically under prepared work towards achieving their academic and career goals, and aligns closely with the college's.

b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

The Department of Student Success & Retention Programs (SSRP) has grown from its early beginnings that was focused on students under probationary or dismissal status. SSRP collaborates with several departments to identify and review student data and implement systems-focused solutions to improve student progression and completion. Below are some examples of the collaborations in which we have engaged:

- **Adjunct - Counselor Orientation** Support cross-training/professional development by informing new adjunct counselors of guidelines and procedures associated with the levels of academic probation. The concepts included: Level I Alert (formerly Probation), Level II Alert (formerly Probation), and Academic Dismissal. We discussed the academic services our department offers students in academic distress and the proactive efforts we are engaging in to prevent students from getting to the point of dismissal.
- **Extended Opportunity Program & Services (EOPS)** Collaborative efforts with the LMC EOPS Program involve the delivery of presentations informing students of the Student Success and Retention Programs Department and the support services that our campus provides to enrolled students that attend LMC.
- **LMC Athlete Orientation** This collaboration included working with coaches and the LMC Athletic Director from our LMC Athletic Department as they assisted new and continuing athletes with class enrollment. Additionally, we supported the coordination, workshops, and activities for the orientation.
- **Art/Humanities and Music Pilots.** Working with several department, we created student cohorts based upon declared majors. Workshops were designed to address student needs and educational answers based upon their academic level (i.e., 30-45 units completed, 45-60 units completed, 60+ units completed), directed counseling support was provided, and Success Teams were trained in Starfish usage and Early Alert response. This collaboration effort was a project to address questions about streamlining a student's journey through college and the plausibility of upscaling efforts.

Moving forward in the development of Strategic Enrollment Management (SEM) and identified guided pathways momentum points, designed to increase the number and percentage of students who:

- Attempt 15 units in the first term
- Attempt 30 units in the first year
- Complete transfer level math and English in the first year
- Complete core pathway units in the first year

Additional funding sources will support advancing institutional work to implement and refine the guided pathways framework

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

As the college's focus has evolved to be more squarely committed to guided pathways and SEM implementation, the role of Student Success and Retention Programs (SSRP) has also evolved to focus on integrated planning, accountability, and institutional communication. The department is undergoing a shift from a service delivery orientation to an institutional orientation through which SSRP can support and advance the work of all units at the college in a Guided Pathways framework.

d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

Current staffing includes the following:

Program Coordinator, FT	L. Greene
Program Coordinator, FT (Special Populations)	T. Gage
Program Assistant	VACANT
Counselor, FT	S. Wright
Counselor, FT	N. Westbrook
Counselor, PT/Adjunct	Varies

e. How does your department ensure that students are aware of learning support outcomes?

Learning support outcomes serve a role in establishing our commitment to student success. Our student correspondence, website, and additional materials include language as it pertains to our commitment to their success. In addition to outlining student responsibilities, SSRP includes the support and resources students can expect from our collaborative relationship.

2. Engagement : Version by Greene, Letta on 02/18/2022 00:48

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

Below are examples of institutional efforts in which SSRP faculty and staff have engaged:

Expanded out-of-class support

This is perhaps one of our most important efforts involve expanding academic support outside of the classroom. Our goal is to improve course success rates without lowering academic standards.

How:

- Adding professional and peer tutors
- Spreading the word that Learning Support isn't only for students in trouble
- Involving more faculty members in tutoring and learning support
- Increasing access to 24/7 online resources

Setting up early alert system (Starfish LMC Connect)

By the midpoint of the semester it is often too late to help struggling students recover.

What we are doing:

- Set up an easy-to-use system in which faculty can alert additional support when a student begins to struggle in class.
- Train faculty to use the system. Perhaps, focusing on math and English courses.
- Beginning work to establishing a network of student advocates and mentors to intervene with students when an alert is raised.

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

We know students are more successful if they have a distinct academic or career goal in mind. We are currently concentrating on helping students identify career choices as early as possible so they can follow a more clearly outlined academic paths to reach their goals.

What we are doing:

- Determining which students entering college for the first time have a career goal, which ones are unsure, and which ones do not have a goal.
- Working with Career Center to develop and implement intensive career exploration and advising efforts for the unsure and unclear.

Improving new student orientation

We are concerned that many of our first-time students -especially those not college ready in some academic areas—need more information, resources, and tools than they were getting in the online orientation.

What we are doing:

- Collaborating with Counseling to develop a more intensive face-to-face orientation for some students. Examples include, DSPS, Foster Youth, etc.
- Assigning counselors to make contact with this group of students during the first couple of weeks of classes to assess how classes are going and offer resources and support.

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

Regular departmental meetings are held to ensure training, discussions, and challenges are addressed in a team setting. We are working on accessing technology in an effort to support communication across the department regardless of location (Pittsburg, Brentwood, or other).

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

N / A

3. Vision for Success Goals Update : Version by **Greene, Letta** on **02/18/2022 00:48**

a. 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> (<https://www.losmedanos.edu/equity/plan.aspx>)

For the past two years, a dedicated Program Coordinator has worked to provide holistic support to former and current foster youth students and assist in achieving their academic and personal goals. Orientations, mid-semester check-ins, and social events are offered. In collaboration with other student services departments, we have also been able to offer counseling, assist with financial aid workshops, host career and employment fairs, support housing searches and food distribution, and college outreach. Collectively, these initiatives exist to increase student success by providing access to programs, services and resources.

b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.

**Please copy the table below into your response and complete accordingly*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS (Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
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.							
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.							
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.							
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.							
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.							

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS <i>(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)</i>	ACTION STEPS
Accreditation: Course Success	Develop a collegewide retention plan.	2. Student Engagement & Success	See LSO table (https://email4cd.sharepoint.com/w/s/LMCStudentSuccessandRetention/Eff2Knpv3Bdlsv5xuq2uW10BxTmCruait4IxSxc3s9SiJg?e=MKP1IT)	In Progress	1. Identify the gaps problem areas, e 2. Begin engagin the college i identifyir the goal 3. Devel strategie to achie the identifier 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.					
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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>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>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>							

Goals and Objectives	Modified	In Progress	Abandoned	Completed			
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)							
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recommended Actions</td> <td style="width: 40%;">Develop a collegewide retention plan.</td> <td style="width: 40%;">0 linked SLOs 0 resource requests</td> </tr> </table>	Recommended Actions	Develop a collegewide retention plan.	0 linked SLOs 0 resource requests				
Recommended Actions	Develop a collegewide retention plan.	0 linked SLOs 0 resource requests					
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)							
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)							
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)							

4. Assessment Update and Effectiveness : Version by **Greene, Letta** on **02/18/2022 00:48**

***PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	<i>Example:</i> 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).
TARGET* <i>*Indicate at least one of the following in your response:</i>	
<ul style="list-style-type: none"> • Student • Employee • Service 	
MEASURE	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.

STATUS* <i>*Please indicate a status from the following options:</i>	
<ul style="list-style-type: none"> Abandoned In Progress Completed New Outcome 	
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	
NEXT STEPS	<i>Example:</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.
RESPONSIBLE PARTIES	<i>Example:</i> Jennifer Ma, Financial Aid Office
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	<i>Example:</i> SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	<i>Example:</i> Increase the FAFSA filing and completion rate for currently enrolled students.

Three Learning Support Outcomes (LSO) have been created. Analysis of the LSOs shown in the chart below has resulted in the following department actions:

Offer non-credit college course

A six-week college success course to prepare Dismissal students for successful re-engagement

Online Canvas Student Support Workshops

Workshops designed to offer several skills (i.e., time management, study skills) to increase students' preparedness. Workshops are available 7 days a week to all students.

Online Canvas Starfish Guide

User guide to provide faculty and staff navigation knowledge of the retention software. The location of the guide has been placed in an area frequently utilized by faculty

LEARNING SUPPORT OUTCOMES UPDATE				
LEARNING SUPPORT OUTCOME	After attending an Alert (formerly 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 Starfish LMC Connect and its role in supporting student success at LMC.	Design online Canvas resource course in an effort to expand knowledge of student/academic support services available.	<i>Example:</i> 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).
TARGET* <i>*Indicate at least one of the following in your response:</i>	Student	Employee	Employee	
	<ul style="list-style-type: none"> Student Employee Service 			
MEASURE	Pre/Post Surveys. Insert rubric here:	Increased awareness and use of LMC Connect.	Development of online resources and evaluation of usage from term to term.	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS* <i>*Please indicate a status from the following options:</i>	New Outcome	New Outcome	New Outcome	
	<ul style="list-style-type: none"> Abandoned In Progress Completed New Outcome 			
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT				
NEXT STEPS	1. Review and update surveys as needed. 2. Identify timeline and touch points where the surveys can be disseminated. 3. Review and compile the data.	1. Incorporate LMC Connect as an action step for collegewide student success and retention plan. 2. Garner faculty/staff and student engagement through marketing efforts.	Collaborate with Student Service departments to develop resources to help faculty/staff support student success and retention.	<i>Example:</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.
RESPONSIBLE PARTIES	L. Greene	L. Greene	T. Gage	<i>Example:</i> Jennifer Ma, Financial Aid Office

ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	Student Engagement & Success	Commitment to Innovation and Creativity	Empowering Student Services Professionals	Example: <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i>
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	Promote Student Academic Preparedness	Improve and/or expand transition program and Student Services	Improve and/or expand student Academic Support Services.	Example: <i>Increase the FAFSA filing and completion rate for currently enrolled students</i>

Impact of Resource Allocation