

Student Services Units Program Review Year Five Update - Transfer Center 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 Anicetti, Rachel on 01/31/2022 19:17

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

The mission of LMC Transfer Services is to provide comprehensive services and resources to students to enhance awareness of and access to transfer information and processes, increasing their ability to transfer from LMC to four-year colleges/universities.

The unit coordinates a number of transfer exploration and preparation activities:

- Workshops with a focus on transfer education, exploration, and preparation
- 350 students reached in this activity in 2019-2020
- 567 students reached in this activity in 2020-2021
- Class Presentations with a focus on transfer education, exploration, and preparation
- 264 students reached in this activity in 2019-2020
- 25 students reached in this activity in 2020-2021
- Transfer Fairs: all-campus events to promote transfer. Over 55 universities are hosted in the Fall fair, and beginning 18-19, spring fairs are tailored to major groups
- 600 students reached in this activity in 2019-2020
- 583 students reached in this activity in 2020-2021
- Individual transfer counseling to explore transfer and define major and educational pathways
- 1535 students reached in this activity in 2019-2020
- 970 students reached in this activity in 2020-2021
- University Tours: 8-10 tours planned and run annually to four-year institutions, including a five day southern California tour and five day HBCU tour.
- 181 students reached in 7 tours in 2019-2020
- 0 students reached in this activity in 2020-2021
- Hosted University Representatives at LMC: coordinating and promoting representatives from four-year institutions at LMC, with the goal of providing college information and admissions advising to students.
- 242 students reached in this activity in 2019-2020
- 286 students reached in this activity in 2020-2021
- Transfer Application assistance and coaching: specialized assistance for students in transfer application and Personal Insight Question completion
- 350 students reached in this activity in 2019-2020
- 288 students reached in this activity in 2020-2021

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.

Transfer exploration and preparation is woven into every academic and student support component of the college, and with that, Transfer Services works closely and partners with almost every department on campus. While collaborations with other units on campus have led to great success at the college, there are also internal factors that are currently having a significant impact on our department's ability to effectively support transfer success.

Since the 2018-2019 Comprehensive Program Review, the following new internal partnerships and collaborations have developed:

Articulation Work Group	In Spring 2021, Transfer Services and the Office of Instruction began convening an Articulation Work Group for the College, with the goal of developing comprehensive policies and procedures for the identification and articulation of course-to-course major prep classes with UC and CSU campuses. The ultimate goal is to increase the number of individual course articulation alignments. The group has met 5 times, and has developed: <ul style="list-style-type: none"> • A college project plan for articulation, including goals to improve course identification, submission, and follow up processes, faculty and counselor training, and policies and procedures. • An additional document for college operations that includes an annual articulation workflow, roles and responsibilities across the institution, and detailed directions for articulation process and steps by area.
Curriculum Committee Tech Review: Transfer Representative	In Spring 2021, a representative from Transfer Services was added as a member of the Tech Review team for LMC's Curriculum Committee, with the goal of identifying transfer needs in course development.

This partnership builds upon existing and growing collaborations that began before the 2018 academic year:

Campus Partnerships	Impact on Student Success
Don't Cancel Classes: Transfer Services partners with instructors to provide transfer workshops and presentations in during class meetings	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
Learning Community Presentations: Transfer Services partners with learning communities to provide transfer workshops and presentations to students	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
Transfer Academy: following a First Year Experience model by partnering with English and Math departments to block courses for incoming transfer students, and providing instructors with professional development on best practices to support students.	Students with interest in transferring enter a peer-based cohort program with emphasis on transfer knowledge, and reflect higher completion rates of transfer level math and English.
Counselor Trainings: Transfer Services provides professional development to counseling faculty and staff on application and campus updates.	Counselors are able to pass along transfer information and updates to students.
SRSS Workshops: Transfer Services partners with Student Retention and Success to provide transfer workshops as part of the probation process.	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
Student Athletes: Transfer Services partners with Athletics counselor to provide specialized transfer workshops and presentations to student athletes.	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
Career Services: With the growth of the Career Services team, the unit has collaborated to provide activities and events that combine intentional life planning and transfer exploration like major-focused Spring Transfer Fairs, combined industry and college tours, and workshops.	LMC students receive collaborative exposure to the connection between transfer majors and institutions, and long term career exploration and planning
Transfer Advocates: LMC staff and faculty register to display their major and education history on the transfer website, to be available for students' transfer questions	LMC faculty and staff are able to openly speak to students about their higher education path.

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.

Like every facet of the college, Transfer Services was deeply impacted by the COVID-19 pandemic. From Spring 2020 to Spring 2021, the following activities were significantly impacted by the transition to remote-only student support and instruction, pandemic-related budget restrictions, and student need:

- Zero university tours were held
- Very few class presentations were scheduled for face-to-face or synchronous sections
- Transfer Services was unable to hire student employees for Summer 2020, and could only employ one fifth of normal student ambassador team for 2020-2021
- All other programming (workshops, application support, university representative campus visits and meetings, and transfer events) were pivoted to an online-only format.

Additionally, Transfer Services pivoted in multiple ways to adapt support systems, and areas of focus, to the needs, priorities, and modalities of students during the last two years.

- All programming (workshops, application support, university representative visits and meetings, and transfer events) were pivoted to an online-only format.
- Recording and publishing workshops and presentations to be available to students unable to attend synchronous sessions
- Transfer Services professionals met with students to navigate changing application requirements and other transfer issues related to the pandemic

In department analysis of the last two years, and in specifically asking ourselves how adapting to a forced-remote environment has impacted our support services, Transfer Services has identified the following areas for further exploration:

- Building bridges and access between university representatives and students became much easier and more successful with increased virtual university information sessions and increased familiarity with Zoom and other virtual platforms. Workshop attendance increased when held virtually, and more universities were able to participate in information sessions and application workshops (primarily due to the ability to participate without travel).
- Creative student communication and connection is more important than ever, when students are inundated with Canvas announcements and Outlook emails. Communication methods like phone calls, video tutorials, and social media engagement may be more time intensive, but have a higher rate of connection. The loss of intrusive connections like classroom presentations and on-campus tabling reduced college-wide familiarity with Transfer Services and support available.

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

In addition to the Organization Chart below, Transfer & Career Services employs an average of eight student workers to act as "Student Ambassadors"- staffing the front desk, performing minor administrative duties, peer mentoring in transfer exploration, and guiding students through transfer applications.

- Academic/Student Services Manager: Rachel Anicetti
 - Senior Program Coordinator: Sandra Parsons
 - Program Coordinator: Vacant since September 2019, currently unfunded
 - Transfer Academy Counselor: David Reyes

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

Previous Learning Support Outcomes are displayed at our center, on the career services website, and in the college catalog.

2. Engagement : Version by Anicetti, Rachel on 01/31/2022 19:17

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

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

- Shared Governance Council
- Strategic Enrollment Management and Guided Pathways Implementation
- Leading coordination and collaboration among LMC's learning communities

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

As an update to existing community partnerships from the 2018-2019 Program Review Update, representatives from Transfer Services are involved in the following community activities and partnerships:

California State Transfer Directors Conference planning and presenting	Los Medanos College Transfer Directors assist in the planning and training of new transfer directors across the state. All new California Community College Transfer Directors are trained on transfer data reporting and collection by Los Medanos College.
New University Rep Involvement	Our department hosts workshops throughout the year, typically hosted and led by the Transfer Senior Program Coordinator. Over the past two years, Transfer Services has increased collaboration with university partners on these sessions. University representatives now participate in workshop planning and facilitation, and are able to offer their perspectives and expertise. In addition, our university partners have also begun to host independent workshops, specifically for LMC students, which are often recorded. These independent workshops have allowed us to offer significantly more workshops each semester and strengthened the relationships between university representatives and LMC transfer students.
Timely External Events	Our university partners host numerous external workshops and events throughout the academic year, and they send our department announcements and details about these events. Each of these events are added to our event calendar (Timely) for students to see and participate in. This has increased LMC student participation in transfer events occurring at four-year universities

UC Davis Transfer Opportunity Program	UC Davis has selected Los Medanos College as one of eight partner community colleges for enhanced transfer support without the need for a paid contract. Informally titled, "TOP-lite," beginning in Spring 2022 UC Davis TOP will provide weekly workshops, individual student advising, university tour planning, and on campus activities for LMC students.
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These partnerships build upon existing and growing collaborations that began before the 2017 academic year:

External Stakeholder Partnerships	Impact on Student Success
UC Davis AvenueE/B: along with LMC's MESA program, Transfer Services collaborates with UC Davis AvenueE engineering program to prepare LMC students for engineering success, and AvenueB for students entering Biological Sciences	LMC engineering and biology students are partnered with UC Davis mentors and scholarships, increasing the number of underrepresented students in UC engineering and biological sciences programs.
Saint Mary's HSI STEM: Transfer Services partnered with Saint Mary's College and MESA to offer a STEM-focused college tour of SMC.	LMC STEM students are exposed to alternate pathways to UC and CSU transfer.
Saint Mary's JCL INSTEP: Transfer Services partners with SMC's Justice and Community Learning program and LMC's Early Childhood Education department to create a "program to program" transfer pathway for LMC students entering SMC's education program.	LMC pre-education students are eligible for additional scholarships, streamlined and accelerated degree completion, and a dual bachelor's degree/teaching credential upon graduation from SMC.
UC Berkeley TAP into CAL: Transfer Services collaborates with UC Berkeley Transfer Alliance Project to build transfer support for LMC students, in the form of university tours, workshops, individual advising, and events.	75+ LMC students from historically underrepresented groups are partnered with UC Berkeley advisors, workshops, and additional tours, increasing the number of LMC students transferring to UC Berkeley.
ASSIST Transfer Major Explorer: Created in partnership with ASSIST, the Transfer Major Explorer found at transferbound.com allows California community college students and counselors to view majors at all UC and CSU campuses, grouped by area and discipline.	There were 80,880 visits to the Transfer Major Explorer in 2020. This website fills a statewide gap in linking transfer students to a consolidated area of major exploration for UC and CSU transfer.

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

Transfer & Career Services employs an average of eight student workers to act as "Student Ambassadors"- staffing the front desk, performing minor administrative duties, introducing students to transfer exploration, and guiding students through transfer applications themselves. The students also collaborate with coordinators to develop promotional material for events

and activities, and post to the department's social media accounts. Student ambassadors attend weekly meetings with the staff team, as well as monthly All Student Services Meetings, and take part in many of the decision making processes for the department.

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.

Transfer Services holds annual advisory meetings with representatives from public and private four-year institutions. Below is a summary of advisory meetings for the 2019-2020, and 2020-2021 academic years.

Major Outcomes of 19-20 and 20-21 Advisory meetings: major topics of discussion during the last series of advisory meetings have revolved around tailoring partnership with universities to provide more unique information to students based on their pathway. We have seen a benefit in student engagement with smaller institutions: as a result of advisory meetings, small institutions like University of the Pacific, Palo Alto University, and UMass Global (formally Brandman University), have partnered to provide joint presentations on transferring to a psychology program, or private institutions and education. Interested students are able to learn about multiple smaller institutions at one time, and the information is delivered with their major in mind. The 2020-2021 advisory meeting included a planning session for university representatives on strategies and ideas for adapting university engagement in a pathway model. This has led to pathway-based exploration and application sessions hosted by universities.

Next Steps for Spring 2022 Advisory: Transfer Services will be inviting a more board inclusion of LMC representatives in future advisory meetings. Student, faculty, and administration voices from the college will be invited to contribute to a more robust discussion in future meetings.

<p>2019-2020 year: October 22, 2019</p>	<p>Agenda:</p> <ul style="list-style-type: none"> • LMC Over the Years • Transfer Statistics • LMC Updates • New Programs • New Buildings • New Course Numberings • Life After Placement Tests: What's been happening? • Looking at the Future • LMC and Guided Pathways • LMC and Strategic Enrollment Management <p>Attendees:</p> <p>Chester Henderson Arizona State University Kim Hundley Brandman University Bridie Carinci CSU Sacramento Taylor Stark Fresno Pacific University Ken Bowman Menlo College Lucia Morrow National University Rey Penate Notre Dame de Namur University David Allen Orbis Education Nick Lapido Palo Alto University Duane Horton San Francisco Academy of Art University Kyle Rockwell Sierra Nevada - College of Entrepreneurial Leadership Renelle Johnson UC Davis Norma Peniche UC Irvine Azizi James UC San Diego Adra Bowman UC Santa Barbara Schaller DeSart University of Nevada, Reno Maricris Mlyniec University of San Francisco Maureen Laird University of the Pacific Rachel Anicetti Los Medanos College Sandra Parsons Los Medanos College David Reyes Los Medanos College</p>
<p>2020-2021 year: May 20, 2021</p>	<p>Agenda:</p> <ul style="list-style-type: none"> • Updates from Los Medanos • New Degrees and Majors for 2021-2022 • LMC submission and approval: CSU-GE Area F • Transfer Services- reflecting on our year • Guided Pathways at LMC: • Introducing Learning, Major, & Career (LMC) Pathways! • Virtual Brainstorm: Pathway-based partnerships <p>Attendees:</p> <p>Chester Henderson Arizona State University Barbara Bartels Brandman University Richard Partida CSU Fresno Chelsea Mooney Humboldt State University Kharissa Simms Sonoma State University Nima Gholamzadeh National University Norma Peniche UC Irvine Maria Salazar UC Riverside Adra Bowman UC Santa Barbara Kari Emm University of Nevada, Reno Maureen Laird University of the Pacific Craig Means Saint Mary's College Miguel Rios San Francisco State University Jamee Robbins CSU East Bay Laurence Gammell CSU Chico Robert Bassin Dominican University Alex Loor Holy Names University Loretta Klosterman University of Oregon Stacie Fontinell UC Santa Cruz Rachel Anicetti Los Medanos College Sandra Parsons Los Medanos College</p>

Next Meeting: April, 2022

3. Vision for Success Goals Update : Version by Anicetti, Rachel on 01/31/2022 19:17

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>)

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

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

While Transfer Services began implementing strategies above in Fall 2019, the campus closure and pivot to remote services disrupted some of its progress. Engagement tracking methods did not initially transfer smoothly to an online-only format, and we had to re-start these efforts in Fall 2021. Transfer outcomes have decreased for Black/African-American students in the last two application cycles, and we are developing strategies to increase application numbers (see goals below).

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.							
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.							
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.							

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 result.

In response to continued analysis of student learning outcomes over the last three years, the following changes and improvements have been implemented:

1. Additional content regarding transfer timelines (roadmaps from first semester to transfer) has been incorporated into a "Transfer Basics" workshop
2. Additional content regarding transfer information to in-state private institutions has been incorporated into a "Transfer Basics" workshop
3. Transfer Services is now host to the HBCU Caravan, a transfer fair dedicated to the exploration of Historically Black Colleges and Universities. The HBCU transfer Fair includes transfer alumni panels and transfer workshops for HBCUs.

Indicator	Program Review Year Three Goals	Aligned Student Services Guiding Principles	Measure	Status	Action Steps	Timeline	Responsible Parties
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.	In partnership with academic departments, the Office of Instruction, and Counseling, incorporate additional courses into existing LMC ADTs to increase degree completion	Student Engagement & Success	By Fall 2020, identify 4 existing LMC courses eligible for incorporation into existing LMC ADTs.	Abandoned	While this project and goal is continuing at the college, it has been adopted by the office of instruction as part of the college's all-degree audit, and Transfer Services is no longer involved in template development or degree review.		Rachel Anicetti Eileen Valenzuela David Reyes

<p>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.</p>	<p>Increase transfer activities and discussions in classroom settings, engaging students, faculty, and staff- hold transfer presentations in every English 100 and 100/100S section, every semester, by June 2020.</p>	<p>Student Engagement & Success</p>	<p>Increase classroom presentations to 400 student contacts annually by June 2022.</p>	<p>In Progress</p>	<p>Goal Summary: Beginning Fall 2021, Transfer & Career Services contacts every F2F and online-synchronous English 100 and Math 110 and 140 instructor at the beginning of term to schedule a live classroom presentation. Transfer & Career presented to 200 students in Fall 2021, and are on track to present to a minimum of 300 additional students in Spring 2022</p>	<p>January 2021: contact English and Math departments to schedule class presentations. Continuous Spring 2022: facilitate presentations</p>	<p>Reginald Turner Rachel Anicetti</p>
<p>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>	<p>Build National Student Clearinghouse reports to capture transfer information for student groups identified in Student Equity Plan- Transfer Services staff will receive training in NSCH and create transfer reports for LMC learning communities and other programs by August 2019.</p>	<p>Commitment to Innovation & Creativity</p>		<p>Abandoned</p>		<p>Rationale: When Transfer Services attempted to build NSCH reports for learning communities, we ran into a number of obstacles. Reports require hours of manual formatting when submitting and after results are received, and it is necessary to analyze each student's transfer destination to determine whether that was their terminal institution. Transfer Services does not currently have the capacity to accommodate a project of this size, and will explore again at a later date.</p>	
<p>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>	<p>Partner with the Office of Instruction and Counseling to develop Articulation Work Group and increase the number of current LMC courses articulated directly to major prep requirements at universities.</p>	<p>Commitment to Innovation & Creativity</p>	<p>Call Articulation work group together by April 2020, submit 20 courses for articulation by August 2020.</p>	<p>Complete</p>	<p>While this goal was delayed with the onset of the COVID-19 pandemic, the Office of Instruction, Counseling, and Transfer Services has moved forward with developing an Articulation workgroup, identifying, and meeting articulation goals for the 2021-2022 academic year.</p>		<p>Rachel Anicetti Eileen Valenzuela David Reyes</p>
<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>							
<p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>	<p>Increase transfer rates among Black/African American students by 15% in 5 years.</p>	<p>Equity & Inclusion</p>	<p>Initial goal: Increase the number of Black/African American students transferring to the University of California and California State University system by 28 students by December 2024.</p>	<p>In Progress</p>	<p>Transition to remote student support impacted our tracking methods for resume and interview preparation. A modified action plan follows:</p> <ol style="list-style-type: none"> 1. Develop internal student contact tracking system that allows disaggregation by demographics 2. Identify baseline representation in activities, and gaps in representation 3. Develop marketing strategy and activity implementation plan 4. Increase the number of Black/African American students participating in Transfer activities at LMC to support an increase in the number of Black/African American Students applying to CSU and UC campus 	<p>1/2022: generate first student contact report, conduct planning session with students on campus 3/2022: develop marketing plan for 22-23 academic year</p>	<p>Sandra Parsons Rachel Anicetti</p>
<p>Goals and Objectives</p>	<p>Modified</p>	<p>In Progress</p>	<p>Abandoned</p>	<p>Completed</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)										
<table border="1"> <tr> <td>Recommended Actions</td> <td>Increase transfer rates among Black/African American students by 15% in 5 years. Initial goal: Increase the number of Black/African American students transferring to the University of California and California State University system by 28 students by December 2024.</td> <td>0 linked SLOs 0 resource requests</td> </tr> </table>	Recommended Actions	Increase transfer rates among Black/African American students by 15% in 5 years. Initial goal: Increase the number of Black/African American students transferring to the University of California and California State University system by 28 students by December 2024.	0 linked SLOs 0 resource requests							
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Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)										
<table border="1"> <tr> <td>Recommended Actions</td> <td>In partnership with academic departments, the Office of Instruction, and Counseling, incorporate additional courses into existing LMC ADTs to increase degree completion. By Fall 2020, identify 4 existing LMC courses eligible for incorporation into existing LMC ADTs.</td> <td>0 linked SLOs 0 resource requests</td> </tr> <tr> <td></td> <td>Partner with the Office of Instruction and Counseling to develop Articulation Work Group and increase the number of current LMC courses articulated directly to major prep requirements at universities.</td> <td>0 linked SLOs 0 resource requests</td> </tr> </table>	Recommended Actions	In partnership with academic departments, the Office of Instruction, and Counseling, incorporate additional courses into existing LMC ADTs to increase degree completion. By Fall 2020, identify 4 existing LMC courses eligible for incorporation into existing LMC ADTs.	0 linked SLOs 0 resource requests		Partner with the Office of Instruction and Counseling to develop Articulation Work Group and increase the number of current LMC courses articulated directly to major prep requirements at universities.	0 linked SLOs 0 resource requests				
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	Partner with the Office of Instruction and Counseling to develop Articulation Work Group and increase the number of current LMC courses articulated directly to major prep requirements at universities.	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)										
<table border="1"> <tr> <td>Recommended Actions</td> <td>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.</td> <td>0 linked SLOs 0 resource requests</td> </tr> </table>	Recommended Actions	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.	0 linked SLOs 0 resource requests							
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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 Anicetti, Rachel on 01/31/2022 19:17

**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.

Learning Support Outcome	Students who participate in a Transfer Basics class presentation will increase their knowledge of transfer options and resources available to them.	Increase the number of Black/African American students participating in transfer activities (workshops, class presentations, and 15% by Fall 2022
TARGET* *Indicate at least one of the following in your response: <ul style="list-style-type: none"> • Student • Employee • Service 	student	Service
Measure	Method of Assessment: Post Survey <ol style="list-style-type: none"> 1. Above Proficiency: Student will show advanced proficiency if they are able to identify 4-5 transfer options/resources available to them. 2. Proficient: Student will show proficiency if they are able to identify 2-3 transfer options/resources available to them. 3. Below Proficiency: Student knowledge did not increase proficiently if they unable to identify at least 2 transfer options/resources available to them. 	Method of Assessment: tracked unduplicated headcount of Black/African American students attending t <ol style="list-style-type: none"> 1. Above Proficiency: Current attendance will be established Summer 2020. >15% increase over cu 2. Proficient: Current attendance will be established Summer 2020. 15% increase over current atte 3. Below Proficiency: Current attendance will be established Summer 2020. <15% increase over cu
STATUS* *Please indicate a status from the following options: <ul style="list-style-type: none"> • Abandoned • In Progress • Completed • New Outcome 	In Progress	In Progress
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_4cd_edu/EdzNknBM-m9NtFgeZSrQXNwBmxP5pXLkmbRXD-CD8riYgg?e=xzwf3D https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_4cd_edu/EdzNknBM-m9NtFgeZSrQXNwBmxP5pXLkmbRXD-CD8riYgg?e=xzwf3D	https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_4cd_edu/EYZ0Ts7Nym5Bp39d1Jw6SAsBOolhbcqe=8UCMGa (https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_4cd_edu/EYZ0Ts7Nym5Bp39d1Jw6SAsBOolhbcqe=8UCMGa)
Next Steps	Changes to assessment survey and incorporation of in-workshop assessment will be added to the transfer basics workshop over the summer (2021) by the presenter, Sandra Parsons, Senior Program Coordinator of Transfer Services. The language change to the assessment tool (survey) will also be made over the summer (2021) by Sandra Parsons.	Summer 2021: The Senior Program Coordinator will be responsible for connecting with presenters who population specific workshops. They will use partnerships with LMC's Umoja program, financial aid, and representatives to bring relevant and informative presentations to our Black/African American students. Fall 2021: At least one workshop will be offered in fall 2021 and one workshop will be offered in spring 2021. Senior Program Coordinator will begin to run SQL reports at the beginning of each semester, beginning targeted emails/marketing to Black/African American students about transfer workshops & events.
Responsible Parties	Sandra Parsons	Sandra Parsons Rachel Anicetti
Aligned Student Services Guiding Principles	Student Engagement and Success	Equity & Inclusion
Aligned Program Review Year Three Goals	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.

Impact of Resource Allocation