

# LMC Comprehensive Program Review

## Student Services Units

2017-2018

### Report Name: Professional Development Summary

The following report contains the responses to question 1.3, for Student Services Units extracted directly from the submitted Comprehensive Program Reviews. The information contained has not been altered, it was extracted exactly how it was written.

Additional narrative has been added to some responses below. \*No information entered means that Section 1.3 was not completed. Some entries are images and not text due to interaction with the source document. Mary Oleson, August 29, 2018.

[https://email4cd-my.sharepoint.com/:f:/g/person/chsieh636\\_email\\_4cd\\_edu/EgFjNgV-zm5MvruZ1bwUm6AB0edv2NEBUltgIkstk9oESQ?e=6YJtou](https://email4cd-my.sharepoint.com/:f:/g/person/chsieh636_email_4cd_edu/EgFjNgV-zm5MvruZ1bwUm6AB0edv2NEBUltgIkstk9oESQ?e=6YJtou)

### Admissions and Records

#### 1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

The director has attempted to make sure employees attend conferences and workshops relating to their job duties. Below are the conferences attended in previous years.

Ellucian Live Conference. Every year the director has attended. The director has served as the chair of the student track team for the conference, which provided zero cost registration. Every year for the past 3 years, the director took one of the employees to the conference. The conference is specifically how to better utilize Colleague to do our jobs. District funds have paid for the conference in the past.

Veterans Summit. This 2-day conference goes between north and south each year. At this conference there are many sessions about how to better serve the needs of our veteran student population. It is also recommended that counselors attend. This conference is funded by A&R budget.

CACCRAO, California Association of Community College Registrars and Admissions Officers. Normally the director and the leads attend. At this conference employees keep up to date with policies and practices as they pertain to Admissions & Records. It is the professional organization for our department. This conference is funded by A&R budget.

CCCApply/E-Tran Workshop. This 2-day conference goes between north and south each year. Staff who deal with electronic transcripts attend the E-tran workshop. Staff who deal with applications attend the CCCApply workshop. These workshops are free.

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## Athletics

### PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

**All coaches on campus attend a Coaches compliance meeting at the start of the school year to update them with any new CCCAA bylaws that have been passed. All coaches, faculty, administrators and staff take a mandatory CCCAA coaches compliance exam before the school year begins. Head coaches are looking for more professional development monies to attend clinics and conferences. AD will be sending PDAC information to all coaches to request funding.**

## Career Advancement Academy (CAA)

### PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

The Workforce & Economic Development (WED) unit enjoys strong support with regard to professional development. Resources from various CTE-related initiatives (CPT1, CPT2, SWP, San Francisco Foundation, etc.) have allowed the college to braid funding by applying newly acquired skills to be used across multiple grant-funded projects.

## Cal Works

### PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

The Professional Development activities that are offered on an annual basis are the following:

1. **New Directors/Coordinators Training**, this is offered by the State Chancellor's Office
  1. During this training the State Chancellor's Office representatives are facilitating this training and they provide the new updated "Training Manual" to all of the attendees. Over the period of this one-week training they go over the programs policies and regulations to be able to give examples of what you can and cannot do with your program(s).
2. **CalWORKs Association Training Institute**, this is offered by the CalWORKs Association Executive Board Members

During this 3-day conference the CalWORKs staff/attendees are exposed to:

1. 'Program training' facilitated by the executive board members of the CalWORKs Association. Each member is from a different California Community College and they offer multiple workshops/sessions to share their expertise, knowledge and strategies. This allows the attendees to be able to gather information and new ideas to bring back to their campus and possibly implement existing protocols.
2. CalWORKs Statewide Scholarship and CalWORKs Regional Scholarships are offered annually. The CalWORKs student recipients along with their family members, are invited to attend the conference as

one of the days are devoted to them. During this time they're awarded with their scholarships and are able to share their testimonies with the audience.

## **Career Services**

### **3. PROFESSIONAL DEVELOPMENT**

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity*

*focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

Over the past 2 years, staff involved in Career Services have been given access to both district and external professional development opportunities. All employees are highly encouraged to participate in campus and district FLEX activities. All Career Services staff attend external trainings and conferences annually, through department funds and with the use of categorical funding such as PDAC and Equity. Examples of external trainings attended in the previous two years are:

- StrengthsQuest Certification
- WASEA Student Employment Training

Continued professional development is important in any higher education field, and is vital to Career Services, where services depend on rapidly changing information and industry standards. Professional development, especially in StrengthsQuest, will be instrumental in the support of new career staff coming on board in the next year.

No other information entered.

## **Student Life**

3. PROFESSIONAL DEVELOPMENT Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development. • APAHE Conference – Staff attended the Asian Pacific Americans in Higher Education (APAHE) conference to learn about how staff can address issues affecting Asian Pacific American students, staff, faculty, and administrators. Student Services Comprehensive Program Review Revision from SS 9/21/2017 Page 11 of 18 • CCCSAA Conference – Staff attended the California Community College Student Affairs Association (CCCSAA) to learn tools and resources on how to improve student activities on campus and how to address issues of inequity on college campuses. • Participant in the CCCSAA listserv that has relevant information and questions regarding student affairs • A formalized professional development plan is in process that will tie into department goals for the upcoming annual program review

Goal 5: Professional Development By fall 2019 a professional development plan will be implemented to ensure that staff are adequately prepared to meet the needs of students and engage in social justice programming as set out in goal #3

Table from Section 2.4 Professional Development Resource Request (could not copy)

Department/Unit Goal - Reference # Strategic Objective - Reference #

Goals #1, #2, and #3 #6

Department/Unit Name Resource Type

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Due to change in direction of equity focused events, staff will require foundational training and support to offer quality and appropriate activities and events to campus. \$5000.00 Justification:

New staff to the Office of Student Life requires professional development to better understand targeted student populations on campus and the needs of the community. Given the current climate, it is important to develop the skillset and identify tools and resources to better support students and the community.

In addition, annual conferences afford staff an opportunity to network and identify best practices in the area of Student Leadership, Equity, Student Affairs, etc. A formalized professional development plan is in process of creation and will be completed by the end of summer to identify small scale development opportunities during the fall semester and progress to a larger scale conference in the spring focusing on social justice and multicultural programming.

No other information Entered.

## **Counseling**

### **3. PROFESSIONAL DEVELOPMENT**

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

The Counseling department regularly participates in ongoing professional development in a number of ways. Since 2014, the Counseling department has collaborated with the Workforce and Economic Development department in partnership with Career Technical Education (CTE) departments to facilitate monthly Counseling Department Trainings (4 per semester).

The entire Counseling department, including full-time and adjunct counselors, meet to review pertinent Counseling knowledge monthly for a total of four meetings per semester. The department also collaborates with programs and services, as well as, CTE and other instructional departments across campus to receive valuable information and training related to Counseling.

The goal of the monthly department trainings is to ensure that Counseling is providing its faculty with the necessary support to best serve students. The meetings also serve to bring both part-time and full-time faculty together as a cohesive department, sharing and learning from one another.

In the fall of 2017, 3 Counselors attended the NASPA Western Regional Conference. This conference emphasized issues of student equity and how best to address these issues from a student-centered perspective. The workshops focused on research and data of student learning outcomes from various student populations, spanning from foster youth transitions to current indigenous communities being displaced.

All newly hired full-time Counseling faculty, between 2014 and 2017, have participated in the Nexus Institute. The Nexus Institute is a mandatory professional development activity during the first-year of a full-time tenure-track faculty position. Nexus meets bi-monthly during the fall and spring semester and provides faculty members with flex credit for their participation and a professional development

stipend upon graduation from the program. The Counseling Department's 2 Fall 2017 Full-Time Tenure-Track Counselor position hires are currently participating in Nexus for the 2017-2018 academic year. Los Medanos College is currently participating in a pilot for the Starfish Early Alert Retention Tool and Hobson's Education Planning Tool. A number of Counselors have been participating in the ongoing pilot program for both online tools. Regular, ongoing training for Starfish and Hobson's has been provided on a consistent basis for all Counseling faculty in preparation for the live launch of these tools. These trainings have provided valuable technological knowledge and skills to the Counseling department faculty. Counselors working closest with the software thus far have acknowledged the benefits of the online tools and have advocated for implementation of direct student, instructional, and programmatic use, in addition to Counselor utilization.

The Counseling department has consistently participated in Online Canvas Trainings. As Los Medanos College transitions fully to the Canvas Online Teaching Management portal, counselors have accessed multiple training options that have been made available. The Counseling Department has recognized the necessity of developing mastery with new online teaching technology and multiple Counselors have participated in the Canvas trainings made available through @One, as well as, those offered as Flex Workshops at Los Medanos College through the Professional Development department. The Counseling department also sends Counselors to the University of California's Ensuring Transfer Success Conference on an annual basis, which is a collaborative effort between UC and the California Community Colleges. Counselors gain valuable information geared towards preparing transfer students for admission to UC. Additionally, each year, Counselors also attend California State University's Community College Counselor Conference, which provides Counselors with pertinent and necessary information related to issues effecting college students, as well as, preparation for transfer to the CSU system.

The Counseling Department regularly sends multiple team members to California Association for Disabilities and Higher Education conference. The Counseling Department regularly sends counselors to the Veterans Summit and partners with the Veterans Center to support professional development and has sent Counselors to the CSUN (Alternative Media Conference) and CSU East Bay Regional Summit (Regional conference for community college disability counselors) regularly. Counselors also attended additional professional development opportunities such as the Pacific Rim International Conference on Disability and the US Autism Association conference, the California Community College Athletics Association Bi-Annual Conference, A2MEND Conference, EOPS Conference, Umoja Conference, Puente Institute Conference, as well as hosting an annual High School Counselor's Conference each Spring semester.

### 3. **PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)**

Suggested Description:

*Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.*

<b>Professional Development Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type

General Description	Est. Expense
<p>***Liz &amp; Sophia***</p> <p>Facilitator to develop Counseling Dept norms???</p>	
Justification:	

## DSP&S

1.3 PROFESSIONAL DEVELOPMENT Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development. DSP&S regularly sends multiple team members to CAPED, UC, CSU conferences. DSP&S also sends team members to NACADA institutes to develop additional materials and curriculum for students with disabilities. DSP&S regularly sends counselors to the Veterans Summit and partners with the Veterans Center to support professional development. DSP&S also sends team members to the High Tech Center Training Unit for training and hosted three Mental Health First Aid trainings for the LMC campus community. With restored funding, DSP&S has encouraged all team members to participate in at least one conference outside the campus each year. DSP&S has developed an annual professional development calendar to assist in prioritizing professional development options for team members each year. DSP&S regularly participates in the counselor trainings and mentoring. DSP&S has sent team members to the CSUN and CSU East Bay Regional Summit regularly. DSP&S has also begun sending team members to the additional professional development opportunities such as the Pacific Rim International Conference on Disability and the USAA conference. DSP&S hosted a district-wide retreat for all DSP&S programs.

No other information entered.

## EOP&S

### **3. PROFESSIONAL DEVELOPMENT**

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*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

**A2mend Conference** – Staff and students were able to attend the A2mend conference that focuses on improving the graduation and persistence rates of African American Males.

**ACCCA Conference** – EOPS and CARE Manager, Steven Freeman Jr. attended the ACCCA conference that focuses on providing resources, tools, and best practices that would be beneficial to College Administrators that are new to the California Higher Education system.

**EOPS Statewide Annual Conference** – EOPS and CARE staff, faculty, and administrators attend an annual conference that shares best practices and provides an opportunity for staff, faculty and administrators to network.

**EOPS Statewide Technical Assistance Training** – EOPS and CARE staff, and administrators attend this training because the Chancellor’s Office believes that it is essential to provide campus EOPS and CARE program staff with technical assistance and support as well as facilitate strategies to maximize supportive services and limited funds to ensure that low-income, educationally disadvantaged students eventually become educated, informed citizens who will contribute to California’s economic health and future. We look forward to meeting with you in March and anticipate a rich, mutual collaboration of California Community College professionals.

**EOPS and CARE New Directors Training** – EOPS and CARE manager, Steven Freeman Jr. and CARE Coordinator Melina Rodriguez attending this training to

**John Burton Foster Youth Summit** - EOPS and CARE Manager, Steven Freeman Jr. attended the conference that provided best practices, resources, and tools for colleges that have focused on improving the retention and persistence rates of Foster Youth students on their campus.

**4CD Leadership Institute** – Robert Delgado is participating in the 4CD Leadership Institute. It is open to all classified and academic regular monthly managers/supervisors, full time tenure track faculty members, full time tenured faculty members and monthly classified employees who aspire to obtain the competencies required for future leadership opportunities.

**Campus Police Emergency Response workshop** – Representatives from campus police services discussed how to remain safe on campus, evacuation procedures, and closed with a question and answer period.

**LMC Race Religion and Civil Rights Workshop.** – EOPS and CARE staff were able to attend a workshop that highlighted the role of race, religion, and civil rights on a college campus.

**Title IX Workshop** - This workshop provided EOPS and CARE staff with an overview of Title IX, with an emphasis on sexual misconduct in student-to-student and adult-to-student situations. It also covered employees’ obligations to identify and report Title IX issues that have been brought to their attention, as well as best practices for doing the same.

**No other information entered.**

## **Financial Aid and Scholarships**

### **3. PROFESSIONAL DEVELOPMENT**

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### 1.3 PROFESSIONAL DEVELOPMENT

In order to remain in compliance at the institution level, it is imperative for staff to receive training due to the ever-changing regulations. To keep abreast of current state and federal financial aid regulations, the financial aid staff attends a number of annual conferences and trainings offered by various state and federal financial aid associations. Below is a list of trainings and conferences the financial aid staff attended within the past three academic years.

Staff Member	Academic Year	Training
Deborah Baskin	2014-2015	• Jim Briggs Workshop
	2015-2016	• WASFAA training on loan limits • Joblinks
	2016-2017	• Financial Wellness Forum
	Comments	I do think the workshops I have attended have been very beneficial to my understanding of how to best assist students. I hope to attend more in the future as my personal schedule allows.
Tamara Carreon	2015-2016	• Jim Briggs Tax Training • Job Links • FSA Conference



	Comments	<ul style="list-style-type: none"> <li>• <i>Jim Briggs Tax Training</i> – This is a good training source to gain understanding of the tax requirements of students who are receiving financial aid and their parents.</li> <li>• <i>Job Links</i> – This is good for networking with our colleagues</li> <li>• <i>FSA Conference</i> – This conference was a good way to get information about regulations straight from the DOE trainers. I would definitely like to attend this conference again.</li> <li>• I would like to see more house training. Possibly bi-monthly meetings to go over new regulations from IFAP Dear Colleague letters, news from PET meetings, etc.</li> </ul>
Chunni Leung	2014-2015	<ul style="list-style-type: none"> <li>• CCCSFAAA Annual Conference</li> <li>• Joblinks</li> </ul>
	2015-2016	<ul style="list-style-type: none"> <li>• FSA Conference</li> <li>• Department of Education Return of Title IV Training</li> </ul>
	2016-2017	<ul style="list-style-type: none"> <li>• FSA Conference</li> <li>• CCCSFAAA Conference</li> </ul>
Jennifer Ma	2014-2015	<ul style="list-style-type: none"> <li>• CASFAA Conference</li> <li>• CCCCO New Financial Aid Director Training</li> <li>• CCCSFAAA Conference</li> </ul>
	2015-2016	<ul style="list-style-type: none"> <li>• National Association of Student Financial Aid Administrators (NASFAA) Conference</li> <li>• CASFAA Conference</li> <li>• FSA Conference</li> <li>• All Financial Aid Director Training</li> </ul>
	2016-2017	<ul style="list-style-type: none"> <li>• NASFAA Conference</li> <li>• IEP Training</li> </ul>
Phyllis Molina	2015-2016	<ul style="list-style-type: none"> <li>• CCCSFAAA Conference</li> </ul>
	2016-2017	<ul style="list-style-type: none"> <li>• CASFAA Conference</li> <li>• New <b>Professional</b>s Webinar: An Overview of the FASFA Process</li> <li>• Having Fun With Taxes Workshop</li> <li>• CCCSFAAA Conference</li> </ul>
	2017-2018	<ul style="list-style-type: none"> <li>• SmartSessions Webinar: Department or Independent Status : Clarifying the Confusion</li> <li>• SmartSessions Webinar: <b>Professional</b> Judgement: Unraveling the Mystery</li> <li>• FSA Conference</li> </ul>
	Comments	I feel that all of the trainings that I have attended have been beneficial and have helped me become more knowledgeable about financial aid

		and all of the processes that come with it. Topics ranged from financial aid compliance and best practices, to professional development and personal improvement. It is helpful to network and get advice from colleagues who have dealt with similar issues or circumstances. The webinars are informative, but because I do not have the latest software program on my computer, it is not interactive as it could be. I think for future trainings, it would be beneficial as an office to have more in house trainings so that we are all on the same page as far as processing procedures.
Eva Monteverde	2014-2015	<ul style="list-style-type: none"> <li>• Job Links – Awesome job shadowing and info</li> <li>• Financial Literacy for Foster Youth &amp; Care Providers – very informational for the youth as well as their Care Providers</li> <li>• CASFAA Conference – All sessions were very informative and many had updates and new changes.</li> <li>• Jim Briggs Workshop – attended the Tax Transcript – great information</li> </ul>
	2015-2016	<ul style="list-style-type: none"> <li>• WASEA Conference – Western Association of Student Employment Administrators - I learned a lot from this conference about the Federal Work-Study program.</li> <li>• Region III/IV – good training on Gainful employment &amp; identifying DACA students</li> <li>• CASFAA Conference – All sessions were very informative and many had updates and new changes.</li> <li>• Foster Youth Ed Summit – Great event for Foster Youth</li> </ul>
	2016-2017	<ul style="list-style-type: none"> <li>• JobLinks – great topics and good networking</li> <li>• CASFAA Conference – Valuable updates and change information</li> <li>• Latina Leadership Conference – this conference is an exceptional conference for me</li> <li>• Financial Literacy Workshop – WOW! Good and valuable information but how do we get Management on board? And where will the funding come from?</li> <li>• Foster Youth Ed Summit – Great event for Foster Youth</li> </ul>
Tammy Oranje	2014-2015	<ul style="list-style-type: none"> <li>• FERPA Training</li> <li>• California Community College Financial Aid Administrator Association (CCCSFAAA) Annual Conference</li> <li>• Jim Briggs Tax Workshop</li> <li>• WASFAA Summer Institute</li> </ul>
	2015-2016	<ul style="list-style-type: none"> <li>• California Community College User’s Group (4CUG) (formerly 3CDUG) Conference</li> </ul>
	2016-2017	<ul style="list-style-type: none"> <li>• California Association of Student Financial Aid Administrations Annual Conference</li> </ul>

	Comments	Overall, I would agree that the conferences I have attended have been sufficient in meeting my needs. The Jim Briggs Tax Workshop, in particular, has been helpful since the discussions often relates to verification and items on the tax transcript that the FAO's need to verify. CASFAA has been resourceful since information provided relates to many of the state regulations for grants, such as Cal Grants and loss of BOG regulations.
Faidra Rodriguez	2015-2016	<ul style="list-style-type: none"> <li>California Association of Student Financial Aid Administrations Annual Conference</li> </ul>

## Honors

### 1.3 Professional Development Summary

An Honors Program can only be as good as its curriculum, which means that recruiting, training and mentoring quality honors professors must be a major program goal. To this end, the Honors Director meets regularly with past, current and future honors teachers to discuss pedagogy and support the innovations they create to “honors-ize” their courses. The Director also organizes the annual LMC Honors Faculty Retreat and encourages LMC’s honors teachers to attend the Honors Faculty Roundtable held at Mills College every October.

The success of these initiatives is evidenced by an almost 100% re-participation rate for new honors teachers, strong student reviews of classroom experiences and continued ranks of new faculty coming into the program. In fact, over the last five **years LMC has had the highest attendance numbers at every Mills Honors Faculty Roundtable event**. Here are the faculty who have taught in the Honors Program over the last five years with a (\*) indicating a teacher whose first Honors Course fell in the 2013-18 time period covered by this report:

- Curtis Corlew
- Scott Cabral
- Jennifer Saito
- Alex Sterling
- Cindy McGrath
- Mark Lewis
- David Zimny
- Christina Goff\*
- Edward Haven\*
- Marie Arcidiacono\*
- Kasey Gardner\*
- Liana Padilla-Wilson
- Richard Livingston\*
- Shalini Lugani
- Nick Garcia\*
- Ken Alexander
- Jennifer Smith\*
- Dennis Gravert
- Brianne McCarthy\*
- Josh Bearden\*
- Jill Bouchard\*
- Jill DeStefano\*
- Rick Estrada\*
- Luis Zuniga\*
- James Noel\*

It should also be noted that dozens of faculty mentor students through independent-research projects known as “Honors Contracts.” One reason LMC’s Honors Program is a success is because of continued support from LMC faculty.

While there have been breakout sessions at the Mills Faculty Roundtable dealing with equity issues in Honors, more work can be done in this area. The November 2018 National Collegiate Honors Council conference has made Equity in Honors its theme, and we hope to send a delegation to bring back this information as evidenced in the Staff Development Request in this report.

### 3.4 Professional Development Request

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Provide staff development to Honors Faculty with an emphasis on equity and best practices in honors pedagogy	<p><b>College Strategic Direction 1.</b> Increase equitable student engagement, learning and success.</p> <p><b>Integrated Planning Goals 5 &amp; 6:</b> Equitable Success &amp; Learning Culture</p>
Department/Unit Name	Resource Type
Honors Program	<input checked="" type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
We want to send a delegation of 5 Honors faculty to the National Collegiate Honors Council’s November 2018 conferenc., Its theme is “ <b>Teaching to Transgress: Education as the Practice of Freedom</b> ” based on the groundbreaking essay of feminist scholar <b>bell hooks</b> , who is delivering the <b>keynote address</b> and whose pedagogy will deeply influence workshop options.	<p><b>\$9725</b> (Airbnb shared space)</p> <p><b>\$11,225</b> (hotel)</p> <p>This represents a <b>per attendee cost estimate of approx. \$2000-2300</b> depending on housing options.</p>
Justification:	

Given the influx of new honors faculty and the college’s increased focus on culturally inclusive practices/pedagogy, it would be transformative to send a delegation of five Honors Faculty to the 2018 NCHC Conference in Boston featuring bell hooks. Sending five faculty who can come back to become leaders in the program would have a huge impact not only on the Honors Program, but also the myriad departments they represent. hooks’ work calls on honors faculty to resist the “unjust exercise of power” in the classroom and develop learning environments that interrogate the “privileged positions from which we speak.” Ultimately, she will urge honors faculty to experiment with “progressive pedagogical practices,” identifying the classroom as “the most radical space of possibility in the academy.”

Attendees will not only be able to integrate experiences into their own classrooms, but they would presented key findings both at a **January FLEX event** for the whole college, the **Honors Faculty Retreat in 2019** and the October 2019 **Honors Faculty Roundtable at Mills College**.

## **International Student**

### **1.3 PROFESSIONAL DEVELOPMENT**

Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

- NAFA - fall 2016 conference in addition to ongoing support via the NAFA listserv and weekly e-journals
- Student Exchange Visitor Program (SEVP site) - Designated School Official Online Training (ongoing)
- Increased knowledge around best practices using the National Clearing House for data on transfer

### **PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)**

Suggested Description:

*Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.*

<b>Professional Development Resource Request</b>	
<b>Department/Unit Goal - Reference #</b>	<b>Strategic Objective - Reference #</b>
Goal 3	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.  6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating

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	empathy and compassion when working with students.	
<b>Department/Unit Name</b>	<b>Resource Type</b>	
International Students Program	[Control][Control]	
	[Control][Control]	
	[Control]	
<b>General Description</b>		<b>Est. Expense</b>
<p>International education policies and procedures are updated frequently. It will be vital to the success of the program that the Director of International Student Program or other related staff connected to the program be permitted to attend conferences to be informed of updates in the areas of VISA regulations, English Proficiency Assessments, Federal policies and procedures, and other items that may impact student success.</p> <p>In addition to becoming a member of NAFSA, it was also recommended by NAFSA to become an active member of the California Colleges for International Education Consortium which provides a wealth of information and additional resources and support to its members. Additional association and training opportunities for professional program staff will be further explored.</p>		\$6000.00
<b>Justification:</b>		
<p>NAFSA is the most recognize organization supporting International Educators in the work of International Students Programming. They host an annual conference that highlights current and outdated legislation impacting F1 students. In addition membership to the organization provides access to handbook, online training, listserv and networking, etc.</p> <p>Access to this resource will be instrumental in the continued development of the LMC International Students Program.</p> <p>Other opportunities will be explored for faculty, staff, and administration in order to increase campus wide awareness and understanding of the opportunity for engaging international students in the college experience in a meaningful way as well as the challenges that international students face to work towards culturally-appropriate interventions and support for their learning.</p>		

## **Library**

### **PROFESSIONAL DEVELOPMENT**

All library team members are encouraged to pursue professional development activities that will help support their role in the library and in the College. Examples from the last few years include:

#### Conferences

CCLC Deans and Director's Meeting  
California Conference on Library Instruction  
Association of College and Research Libraries Conference  
Foster Youth Pathways to College Conference  
California Academic & Research Libraries Conference  
Distance Librarian Conference  
D2L Fusion Annual Conference  
Northern California Innovative User Group

#### Leadership training

Leading from the Middle Academy  
Basic Skills Initiative Leadership Institute  
ZTC Grant Leadership Summit  
AVID Summer Institute

#### Workshops

EBSCO California Community College Focus Group  
The Stanford Program on International and Cross-Cultural Education (SPICE) and Stanford Global Studies' Education Partnership to Internationalize Curriculum (EPIC)  
Integrated Library System and Discovery Layer Vendor Demonstrations  
ACCJC/WASC Self Evaluation of Educational Quality and Institutional Effectiveness Workshop  
Districtwide Library Migration Training for Sierra  
Council of Chief Librarians of the California Community Colleges (CCLCCC) workshop, "Tech Tools: Power Searching and Instructional Design"  
CCLCCC workshop, "Connecting Libraries to Student Success Initiatives"

#### Presentations

Strengthening Student Success Conference  
Classified Leadership Institute Conference  
3CSN LINKS 8 Appreciative Inquiry and Threshold Concepts - Chabot College  
Northern California Student Success Lives Here Conference – Yuba College  
Introduction to Habits of Mind Workshop – College of Marin  
Community College Futures Assembly

## **MESA**

1.3 Professional Development: Summarize the past (2 - 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success  
To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development

The MESA director is required to attend multiple statewide professional development trainings per year. These help give best practices for the program, let us know what CCCC is doing and keep us on track. They are all equity focused as MESA is an equity plan. Everything is aligned with the goals and outcomes of MESA Other PD performed is MESA hosts a STEM mixer for the past 3 years that brings STEM professors and students together to mix and be introduced to help support students in school MESA also devises PD as their advisory board. The MESA director and faculty advisor attend multiple STEM diversity conferences per year

**No additional information entered.**

## **Outreach**

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development

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No additional information entered.

## **Puente**

### **PROFESSIONAL DEVELOPMENT**

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

All new Puente Counselors and English Instructors must attend a week-long Puente institute training at UC Berkeley. This training illustrates and outlines the expectations of the Puente program and trains new coordinators and instructors in the Puente model. In addition, the Puente Counselor and English



Instructor attend a Fall and a Spring training that is organized by the Statewide Puente office where coordinators discuss best practices in the classroom and for the program itself.

Unlike general conferences and workshops, Puente trainings are designed to meet the specific needs of the Puente English and Counseling courses, as well as assist individual campuses with program development.

Puente coordinators also attended UC, CSU, Student Success, CTE, and Transfer Success conferences. More specific professional development included attending the National Council Teachers of English annual conventions for the English Instructor.

Professional Development opportunities have been sufficient to support the needs of the Puente program up to this point. Aside from Northern California and statewide Puente trainings, which are specific to the Puente program, attending conferences directly addressing issues of student success and equity for underrepresented students would benefit Puente coordinators, particularly as they look towards program growth.

No additional information entered.

## **Student Success and Retention Programs**

### **1.3 PROFESSIONAL DEVELOPMENT**

Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success.

As outlined in the grid below, members of the Student Success & Retention department have participated in a variety of professional development opportunities. These opportunities have supported the development of awareness and strategies as it pertains to equity, learning how to use the data to make informed decisions and, best practices for working with our at-risk populations. Over the years, having a budget to support professional development opportunities has been the greatest barrier. At this time we are fortunate to have funding committed to professional development specifically in areas such as retention through Student Success & Support Plan, Equity, and Basic Skills funding. Future goals include identifying professional development opportunities and coordinating to send a team made up of LMC faculty, staff, and administrators. This strategy would support sharing practices among the varying college constituencies and ultimately lead to a cohesive network that supports student success at LMC.

<b>LETTA GREENE, Program Coordinator</b>	<b>DATE TAKEN</b>	<b>NAME OF CONFERENCE/ACTIVITY</b>	<b>WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS</b>
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	3/4/15 - 3/6/15	A2MEND Conference	Recognition of micro-aggression and the critical impact upon academic performance of African-American males; being able to address those situations and acknowledge the obstacles that lead to disenfranchisement of males of color in a sensitive, progressive manner designed to build a network of support. Better lines of communication with students and instructors have resulted.
	1/27/16 - 5/3/16	Appreciative Advising	Build stronger rapport with students to facilitate campus connection point; challenge self and students to do and become better
	3/14/16 - 3/16/16	Advancing Student Success: From Plan to Action	Networking and concepts highlighted at conference assured that current program interactions with student and campus are on par with many programs and colleges throughout California
	5/9/16 - 2/9/17	CCCCD Campus Probation Collaboration	Creation of online districtwide student success video to insure all CCCCCD students experiencing academic distress are provided the same academic standards information, provide information earlier to prevent further academic difficulties, offer college resources and success skills, for increased retention and academic success.
	8/8/16 - 4/21/17	Equity Core Team and Leadership training	Ensure each student is evaluated independently for support and resources to lead to better educational outcome; work with other departments to assist in providing a welcoming and inclusive environment that will lead to retention of student population.
	10/4/16 - 10/7/16	Strengthening Student Success	Renewed determination to insure the Starfish retention/early alert program came on-line and is effective through increased communication with all levels of campus community.

	12/7/2016	Mental Health First Aid Training	Closer collaboration with DSPS and provided better department lines of communication to assist in referrals and connections to campus resources; additional patience and empathy in evaluation of academic history.
	12/10/17 - 12/12/17	California Community College Starfish Users' Group Summit	Provided ideas to improve the Fall 2017 soft launch of Starfish Early Alert system for a wider Spring 2018 campus distribution.
<b>MARQUES McCOY, Program Coordinator</b>	<b>DATE TAKEN</b>	<b>NAME OF CONFERENCE/ACTIVITY</b>	<b>WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS</b>
	Dec/2017 - May/2018	4CDLI Leadership Institute	As a participant in the 4CDLI Program I am being introduced to several district wide concern areas, which include attendance, recruitment and retention rates for our student population. I am also being challenged to continue to hone my leadership skills; my skills are being enhanced by attending required monthly meetings, shadowing a CCC EOPS Manager, a mock interview and collectively presenting a group project in front of the Chancellor's Board. These experiences will continue to prove beneficial as I continue to be a resource for our student population.
	11/1/2017	Umoja Conference	This Umoja Conference was beneficial to me due to the fact that I learned more about the guidelines and regulations for the Umoja Program, and I was also introduced to techniques focused on building a sense of community at my college campus. I was able to apply this shared information towards understanding our Umoja Program here at Los Medanos College (LMC). My participation at this conference afforded me the opportunity to have in depth conversations with the Umoja Students that traveled to this conference and are actively enrolled at LMC.

	3/1/2017	A2MEND Conference	I attended the A2MEND Conference and Chaperoned a group of 18 Black Males Students as we traveled via airplane to Los Angeles. This was a unique experience for many of these students, one that I imagine they will never forget. This conference offered workshops that provided suggestions centered on building a sense of "brotherhood," at any/all college campuses.
	11/1/2016	EOPS Conference	I attended this EOPS Conference and learned more about EOPS rules & regulations, geared toward offering services to Low Income/1st Generation College Students. I attended workshops about effectively communicating w/students and was able to meet and network with other EOPS Staff Members from other counties. I also spoke with other staff members about recruitment and ways to encourage students and offer additional support services to students that are actively enrolled in EOPS.
<b>NICOLE WESTBROOK, Counselor</b>	DATE TAKEN	NAME OF CONFERENCE/ACTIVITY	WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS
	12/1/2014	CA Perkins Special Populations Conference	This conference focused specifically on factors and issues directly affecting community college students, comprising of special populations, such as Foster Youth.
	9/8/2015	Meeting of the Minds Conference	This conference emphasized innovation, technology, and the economic and career development/advancement.
	5/13/2018	UC's Ensuring Transfer Success Conference	This conference informs CCC Counselors of transfer preparation information pertinent to community college transfer students.
	11/6/2018	2017 NASPA Western Regional Conference	This conference emphasized issues of equity and how best to address these issues from a student-centered perspective.

<b>SHARLICE WRIGHT, Counselor</b>	<b>DATE TAKEN</b>	<b>NAME OF CONFERENCE/ACTIVITY</b>	<b>WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS</b>
	3/1/2016	A2MEND	Enhance outreach, retention, success, and engagement methodologies for male African-American students.
	7/1/2016	Hobsons University	Evaluate Hobsons early alert, degree planner, and connect capabilities towards increasing student retention, degree completion, and access to resources through Starfish.
	4/1/2017	Counselors Conference: Equity Minded Counseling	Analyze methodologies for engaging with students of color from historically underrepresented populations towards increasing awareness of campus resources, connections, and community.
	11/1/2017	Annual NASPA Western Regional Conference	Develop additional cultural and community resources that encourage students to take an active approach in their education by evaluating those social justice and cultural issues important to them.
<b>CARLA ROSAS, Director SSSP</b>	<b>DATE TAKEN</b>	<b>NAME OF CONFERENCE/ACTIVITY</b>	<b>WHAT WAS THE IMPACT DIRECTLY OR INDIRECTLY ON STUDENT SUCCESS</b>
	Annual Conference	Hobsons University	As a pilot college for the CCCC0 Ed Planning Initiative, attending this annual conference supported my ability to serve as a lead in the implementation of the Starfish Early Alert at LMC.
	Annual Training	SSSP Directors Training	This annual training kept me up to date in terms of legislation and best practices as it pertains to SSSP.
	Monthly Meeting	EPT-DAS Steering Committee Starfish Implementation	I have served as committee member and ultimately, the chair of the steering committee. In this role, I have had the ability to support student success through the use of technology on a statewide level.

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

## **Transfer Academy**

### **1.3 PROFESSIONAL DEVELOPMENT**

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

Transfer Academy staff and faculty have engaged in multiple forms of annual professional development, based on the program needs at the time. In the early years of the program, 2012-2015, Transfer Academy staff and faculty participated in a multi-day retreat, with the intention of familiarizing new staff and faculty with learning community objectives, and discussing best practices for Transfer Academy student success.

Beginning in Fall 2016, Transfer Academy condensed its Fall professional development to a one-day FLEX workshop, with the same objectives of familiarizing new staff and faculty with Transfer Academy objectives, and discussing best practices for student success.

In addition to professional development provided directly by Transfer Academy program directors and coordinators, Transfer Academy staff and faculty have attended outside professional development to increase knowledge of current transfer trends and practices, and information sessions relevant to the mission of the Transfer Academy. Since 2014, Transfer Academy staff have attended the annual conferences for California State University and University of California transfer counseling. In 2016, Transfer Academy faculty attended the National Conference on Race and Ethnicity.

Attending statewide and national conferences on transfer and student success ties directly into Transfer Academy student success. Because there is not a state model for the Transfer Academy learning community, Transfer Academy staff and faculty are solely responsible for assessing program goals and effectiveness. With knowledge gained in outside conferences and faculty professional development meetings, Transfer Academy staff are able to design and implement program pieces in ACS-010, workshops, and beyond, that reflect current data and best practices.

While professional development opportunities have been sufficient for Transfer Academy staff, faculty teaching in the Transfer Academy program have been limited in professional development participation. Since the culmination of the HIS Title V EXITO grant, funding has been limited for the compensation of adjunct faculty participating in meetings and trainings.

<p><i>English and Math Departments:</i> 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</p>	<p>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.</p>
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While first semester course success is beginning to improve for African American students in the Transfer Academy program, more evaluation and discussion is necessary to increase course success. Transfer Academy staff are planning for increased professional development for Transfer Academy faculty, with a focus on supporting African American students in the classroom.

### 3.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

*Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.*

<b>Professional Development Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department Goal # 1	#2
Department/Unit Name	Resource Type
Transfer & Career Services- Transfer Academy	<input checked="" type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
The Transfer Academy learning community would like to hold semesterly trainings for both full-time and adjunct faculty teaching in the program, on the topics of best practices in the classroom for working with new and first generation college students, Universal Design Learning, and teaching student populations historically underrepresented in higher education. In an effort to involve all members of the Transfer Academy faculty, the learning community would like to offer payment to adjunct members participating, if flex hours are not needed.	\$2000.00
Justification:	
In alignment with Los Medanos College’s Integrated Plan and Student Equity Plan, Transfer Academy is adapting program components to better support student groups disproportionately struggling in their first year. Previously offered in the Transfer Academy program with great success, one area of change is dedicated to faculty professional development, focusing on better supporting these students in the classroom. This professional development, discontinued at the termination of the HSI Title IV EXITO grant, was shown to be very effective, and Transfer Academy believes this work and information is vitally important to student success and the success of the program, and in turn, want to address any potential barrier a faculty member may have for participating in this work, including financial barriers.	

## Transfer Services

### 1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

Over the past 2 years staff involved in Transfer Services have been given access to both district and external professional development opportunities. All employees are highly encouraged to participate in campus and district FLEX activities. All Transfer Services staff attend external trainings and conferences annually, supported through department funds and with the use of categorical funding such as PDAC and Equity. Examples of external trainings attended in the previous two years are:

- CSU Counselor Conferences
- UC Counselor Conferences and “Ensuring Transfer Success” Conferences
- The National Institute for the Study of Transfer Students national conference
- Western Association for College Admission Counseling “Share Learn Connect” Conference
- National Association for College Admission Counseling West Coast conference
- Local college counselor trainings and updates

Continued professional development is important in any higher education field, and is vital to Transfer Services, where services depend on rapidly changing information, and where Transfer Services provides professional development and training to multiple departments, including Counseling, on the topic of transfer.

<p><i>Transfer Academy:</i> 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.</p>	<p>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.</p>
<p><i>Counselor Trainings:</i> Transfer Services provides professional development to counseling faculty and staff on application and campus updates.</p>	<p>Counselors are able to pass along transfer information and updates to students.</p>



## **Umoja**

### **PROFESSIONAL DEVELOPMENT**

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

Over the last five years members have attended the Umoja Summer Learning Institute, a week-long PD opportunity, which cover program and curriculum pedagogy, as well as the implementation of state-wide Umoja practices. Members also engage in flex workshops each semester that cover the inner-workings of the program such as course sequencing, intrusive counseling methods and processes. These activities impact student success as they guide the work being done inside (culturally relevant coursework) and outside of the classroom (support services, community building, and intrusive counseling).