

LMC Admissions & Records

2. Engagement

Student Services Units Program Review Year Five Update - Admissions & Records

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

The Admissions & Records department engage in various campus and districtwide committees, such as, Districtwide Process Expert Teams, LMC Curriculum Committee, and the LMC Distance Education Committee. Additionally, there is engagement in the following:

- Their role in supporting professional development and orientations for new and returning faculty are offered each semester and by request.
- The department presents new regulatory information, InSite self-service updates, and evaluation updates to the counseling staff at departmental meetings.
- The department engages in the Web Advisory Committee to support streamlined functions and access to web pages.
- The department has participated in design team meetings as LMC strives to implement the Guided Pathways framework and Strategic Enrollment Management (SEM). Input from the department are important in the development of recommendations and identifying practices to support collegewide priorities, which include strategic enrollment planning and implementation of Guided Pathways.
- The department presents current trends at the Nursing Advisory Committee meetings in conjunction with hospital partners within the community.
- The department presents residency and noncredit flex sessions to faculty and staff in conjunction with representatives from CTE.
- The department participates in key shared governance groups such as Classified and Academic Senate.

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

Financial Aid, Outreach, DSPS, Counseling, and Admissions & Records tend to have a high number of shared students going back and forth to address issues such as, providing requested documents, adjusting billing for CPGG recipients, and moving through the application and registration processes. As a result, processes have been streamlined with the support of a dynamic forms queue management software system, additional web based resources have been implemented, and timelines outlined in an effort to decrease the need for students to go back and forth between the each of the departments. A shared effort to support dual enrollment (CCAP) students with the use of dynamic electronic forms, queue management software, and the creation of cohorts was implemented in the fall. The Ocelot Chatbot was implemented and launched to further support collaborations in assisting students, faculty, and staff in real time.

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

During this period of transition to remote services, current leadership has been working on strengthening communication through a consistent meeting schedule and with the support of enhancements in technology. Regularly scheduled meetings occur weekly within the department to introduce newly published electronic dynamic forms, report out on current statuses and processing times, and updates to legislation from the Chancellor's Office. Additionally, email communications and updates to the Admissions & Records department are inclusive of hourly staff and Brentwood campus employees. The Director of Admissions and Records publishes updates for faculty each semester on the admissions and records faculty and staff resources page in addition to sending communication out via email.

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.

This question has not been answered yet

LMC Athletics

2. Engagement

Student Services Units Program Review Year Five Update-LMC Athletics

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

1. The athletic department puts on an "Athletic Opening Day Orientation" for all student athletes before the fall semester. All coaches and staff assist on hosting this orientation. Last fall over 185 student-athletes participated remotely due to COVID. The Athletic Director serves as Administrative Representative for Women's Basketball in the BVC and is a member of the Northern California Football Association (NCFA) Competition Committee. On campus the AD serves on the safety, travel committees and participates bi-weekly Student Services Leadership Team (SSLT) meetings. Our head volleyball coach is currently serving as the State President of the Volleyball Coaches Association

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

1. . All coaches are ambassadors of the college and the athletic program. The coaches frequently attend local high schools to recruit student-athletes for their respective teams. They will set up on-campus recruiting visits for prospective student-athletes. Coaches also collaborate with local organizations to rent out our facilities for the use of the college gym and sport fields.

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

1. All coaches will take the CCCAA “Coaches Compliance Exam” and attend a Coaches Compliance meeting mandated by the CCCAA before the Fall Semester begins. This meeting informs coaches of new legislation passed by the CCCAA and a department agenda is covered on all pertinent LMC information related to athletics and the college..

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.

No Advisory Board

LMC CalWORKS

2. Engagement

Student Services Units Program Review Year Five Update - CalWORKS Program

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

Marques McCoy - Classified Senate Vice President & Los Medanos College Caring Campus Cohort
Jeffrey Benford - Dean of Student Services

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

EOPS Student Study Hall sessions
Collaborations to promote academic success LMC Math Department (math tutors made available for students), counseling, and instructional departments
CalWORKs Townhall with Contra Costa County

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

Training sessions are devised to provide procedures that are to be executed by all of the part time/temporary employees. These sessions are offered prior to the beginning of the semester, during the semester, and prior to the completion of each semester.

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CalWORKs Program staff meets biweekly with other managers and directors that oversee programs in varied cities and counties, including-- Contra Costa County, San Francisco County, and San Mateo County

LMC CARE Program

2. Engagement

Student Services Units Program Review Year Five Update-LMC CARE Program

This section has no content

LMC Career Center

2. Engagement

Student Services Units Program Review Year Five Update - Career Center

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

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

- CTE Committee
- Strategic Enrollment Management and Guided Pathways
- Shared Governance Council

Career Services has been closely involved with analysis and planning for the implementation of Guided Pathways at Los Medanos. When Comprehensive Program Review occurs in Fall 2022, goals will be identified around pathway-based career activities and support, and student benchmark and communication planning.

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

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

<p>Employer Info-Sessions</p>	<p>Beginning in Fall 2019, Career Services began collaborating with industry partners to host and facilitate student information sessions with career education employers interested in hiring Los Medanos students. Sessions offer insight into companies, position requirements, culture and more. Career Services has partnered with the following employers to offer information sessions:</p> <ul style="list-style-type: none"> • East Bay Municipal Utility District • In Shape City • Contra County Office of Education • LinkedIn • Contra Costa Department of Juvenile Justice • Davita Healthcare Company • Brightstar Care • Tesla • Calpine • Salesforce • Amazon • Contra Costa County Animal Services • Shell
<p>Handshake Job Platform</p>	<p>In Spring 2021 the Contra Costa Community College District adopted Handshake as its districtwide job board and career platform. As a nationwide platform for community colleges and baccalaureate universities, Handshake has allowed for increased employer access to recruiting and hiring LMC students and alumni. Since March 2021, Los Medanos has approved 2,750 employers to post</p>

positions for LMC students.

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

<p>Rubicon/Opportunity Junction AJCC functions at LMC</p>	<p>When Rubicon Ventures and Opportunity Junction took on duties formally held by American Job Centers of California (AJCC) in August 2018, Los Medanos College was selected as an access point for services. Transfer & Career Services partnered with Opportunity Junction, 4CD, and Rubicon to develop a MOU, and host Opportunity Junction career counselors in our area. Rubicon career counselors meet with interested students to discuss WIOA eligibility, job search strategies, using the CalJobs website, and successfully applying for employment. AJCC functions are all conducted online at this time with referrals as needed by Career Services.</p>
<p>K-12 High School Outreach and Career Assessment</p>	<p>Career Services collaborates with LMC instructors in the K-12 classroom to conduct early career assessments and major exploration, with the goal of high school students identifying a major or career path before college enrollment.</p>
<p>Jewish Vocational Services</p>	<p>Career Services designed and held two events in the 2018-2019 academic year with Jewish Vocational Services: a mock interview for PTEC students, and an industry tour to East Bay MUD water treatment plant.</p>
<p>Salesforce Pathfinder Program</p>	<p>In September 2019, Career Services, in partnership with Workforce and Economic Development, entered as a partner in Salesforce's Pathfinder Training Program- a career development program for community college students and veterans. Students are trained on technical and business skills to earn a Salesforce Administrator or Salesforce Developer certification and pursue a career in the Salesforce ecosystem, without a bachelor's degree required. LMC is one of three community colleges in the Bay Area program.</p>

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, and introducing students to resume development and assessment work. 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 quarterly All Student Services Meetings, and take part in many of the decision making processes for the department.

Career Services also employs an adjunct Career Counselor who attends weekly career team meetings, and provides input on all goal setting, event and activity planning, and student services decisions.

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

n/a

LMC Counseling Office

2. Engagement

Student Services Units Program Review Year Five Update - Counseling Office

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

The Counseling Department is active on campus and is often asked to join committees as Counseling Department faculty often provide a unique perspective being both within instruction and student services. Counselors serve as committee members and/or leads for the following shared governance committees, programs and services, and college and statewide initiatives. This is a list of current and recent committees served.

- Academic Senate
- Curriculum Committee
- Guided Pathways monthly meetings and division meetings
- General Education Committee
- Accreditation Committee
- Student Learning Outcomes
- Teaching and Learning Committee
- Starfish Retention and Degree Planning Statewide
- Safety Committee
- United Faculty

- Distance Education and Online Education Initiative
- Learning Communities and Student Program Planning Teams and Advisory Boards (i. e. Puente, Umoja Scholars, MESA, Honors, Transfer Academy, EOPS, CalWORKs, DSPS, ESL, Veterans, CTE)
- Career Technical Education Committee
- Asian Pacific Islander Committee
- TLC
- DE Equity Taskforce
- Sabbatical Review Committee
- DSPS advisory committee
- Transfer Academy Advisory
- Early College Credit
- Safety Committee
- STEM Advisory
- MESA Program Advisory
- Induna Committee
- Articulation Committee
- Grade Appeal Committee
- Foster Youth

In recent years, counselors have also facilitated various professional development workshops during flex week and throughout the semester on campus and at conferences, helped in coordinating and facilitating campus activities, facilitated student ambassador trainings, and presented in classrooms to students on variety of topics, such as wellness resources, crisis management, retention strategies, disability awareness, universal design learning, and community issues. Members of the Counseling Department have attended conferences to increase our effectiveness in working with students in increasing student success, retention and persistence:

-Guided Pathways Retreat facilitated by The Career Ladders Project (CLP): From this retreat, the Counseling Department was able to discuss and plan for counseling projects relate to Guided Pathway, and develop monthly to continue the discussion about the planning and future implementation of these projects. The areas of focus currently are development of Meta-Majors (Clarifying the Path), First Year Experience (FYE) (Entering the Path), and building Success Teams (Staying on the Path).

- Counseling in the Era of Equity: Critical Competencies for Student Success facilitated by the Skyline College Equity Institute: From this conference we focused on creating an environment for our students within the Counseling Department that is intentional about moving from transactional counseling practices to transformative counseling practices. We also explored different counseling pedagogies to create a more centered approach towards student success.

- Ensuring Transfer Success (ETS) Conference: Counselors and the Transfer Services Team attend the annual conference to learn about updates related to transfer requirements, admissions process, and available resources at the UC system. Attendees were able to learn about the updated ASSIST website, discuss various admissions criteria for students, learn about transfer support services and financial aid available at the UC, and network with UC representatives to learn more about each of their respective universities.

- National Behavioral Intervention Team Association (NaBITA) Conference (Spring 2019): Attendance at this conference has led to the development of a more effective method for assessing student needs for mental health and wellness services. A growing number of student requests for appointments with Student Wellness Program (SWP) therapists has resulted in an expanding waitlist. (Considering Fall 2019 and Spring 2020 FTES (3,879 and 3462, respectively), with 4 SWP therapists working the equivalent of 1.1 full-time counselors, the SWP therapist-to-students is 918:1.) By employing a case management model, a designated number of counselors are released to assess students-at-risk, refer them to the appropriate

service provider, and confer weekly to ensure that all students are properly served and surveyed, and that a confidential record is made for all services provided. Where a full-time case manager would provide the most effective coordination, delegating existing counselors to serve as case managers draws on their graduate school training in crisis response, which enables the Department to identify students who are better serviced with a personal counseling appointment (non-therapeutic), than with a SWP appointment (therapeutic).

- EOPS Conference: EOPS Counselors attended a workshop that demoed the Q-Less software app. This tool helps eliminate physical lines for students. It would be extremely useful in tracking the number of students that visit our student services division. Unfortunately LMC is not capturing a full headcount of students requesting assistance. In addition, this interactive tool would allow the institution to virtually connect with students who are in-line for a service. Students would be notified of wait times for drop-in needs. Next steps have been to briefly discuss this with the Vice President of Student Services (who has experience with this tool), asking all student services managers if this is something they would be interested in. Once a discussion has taken place and a need has been presented, the next step is to locate a funding source. EOPS Counselors also attended a workshop dedicated to E-Files by using Canvas within the EOPS Program. We found this to be fascinating for our EOPS program for we could be doing so much more by embracing the digital world. Canvas is a tool that LMC is already, using however only within the Instruction Division. Educating the Students Services unit about this available tool and how this could be helpful for their programs.

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

In the recent years, LMC counseling faculty have participated in various community activities and partnerships:

- Dedicated Career Technical Education Counselors that work closely with CTE programs and departments, industry partners, and local community organizations.
- Dedicated Counselor that works directly with our local high school partners and meeting on-site with incoming high school students to assist students with education planning and navigating the overall LMC matriculation process.
- Twelve Counseling Courses (COUNS-31, COUNS-032 and COUNS-034) are offered to high school students in both Fall and Spring semesters in 2021-2022, which include educational planning workshops, Introduction to Career Exploration and College Success. Eight courses are held on-site at the local high schools and three courses are held on-campus at LMC as part of the College Connect programs with local high schools.
- Collaboration with Adult Education partners and providing information and assistance to students about LMC programs and resources
- Coordination and participation in Black History Month Elementary School Reading annual event at Foothill Elementary School
- Collaboration with counseling interns from JFK University to provide wellness services to students on campus (currently have four wellness counselors available)
- Collaboration with local graduate school counseling programs to have interns gain hands-on experience working closely with LMC Counseling Department (currently DSPS has an intern)
- Participation in the programming of the annual Cesar Chavez event
- Movies for Mental Health in collaboration with other departments including DSPS (lead on project). This has happened multiple terms before and during the pandemic period.

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

- Counseling Dept-facilitated trainings are held monthly to keep counselors stay up to date on academic programs and local community resources. Guest speakers from various campus departments, student services, and local community organizations are often invited to present about their specific programs and resources.
- Flex Workshops and topic-specific training are provided for counselors on a variety of topics related to the education planning updates and counseling operations
- All newly hired Counselors are required to attend a two-day training and orientation acclimated to the counseling position and learn about the department and overall college resources, services, processes, and protocols. New Counselors are also encouraged to shadow full-time counselors as part of their training process.
- Counselors have attended and participated in conferences, although during the COVID pandemic period opportunities have been less available.
- Counselors have assisted in coordinating, planning, and facilitating Mental Health Awareness Outreach and Workshops, developing the Crisis Manual Handbook, and training with student ambassadors and campus staff

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NA

LMC DSPS Program

2. Engagement

Student Services Units Program Review Year Five Update - DSP&S

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

Classified professionals participated in institutional efforts including:
 Lawrence -- classified senate, caring campus, high school parent nights presentation, data coach, AAPI
 Jennifer -- Tag, collaboration with faculty and testing accommodations support and training
 Frankie -- wag, flex presentations, zoom and accessibility training with faculty

Faculty participated in institutional efforts including:
 Haydee -- grade appeal, foster youth, TOPPS advisory committee, flex presentations, AAPI, DSPS Jump start presentation to high school students
 Nina -- LSO committee, TLC, Counseling Dept Chair, DSPS jump start presentation to high school students

Carrie B -- veterans region meetings, counseling trainings, DSPS jump start presentation to high school students

Jessica -- veterans region meetings, counseling trainings, DSPS jump start presentation to high school students

Shawn -- flex presentations

Management:

Ginny provided training to the counseling department chairs and regularly participates in the Safety committee, BIT, SEM, CCCAEC Steering committee

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

DSPS team members also participate in community activities:

Haydee: Movies for Mental Health

Shawn: CAPED and LD Representative Council

Nina: Palo Alto Center for Arts, ADA Lead On, British Stammering Association

Ginny: Ahead, CAPED, ACCCA, DSPS state and regional activities

Sylvia: outreach to local high schools and CBOs

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

DSPS adjunct faculty and counseling interns are expected to attend 2 monthly trainings with DSPS. At these monthly DSPS meetings/trainings, topics include guided pathways, legal training on topics like Office of Civil Rights, Title 5, AB 705, and program review.

DSPS adjunct faculty are also expected to attend monthly counseling trainings from the Counseling Department.

DSPS has weekly classified meetings including trainings and feedback for decision making.

DSPS student workers attend specific trainings from DSPS faculty and classified specific to their role as tutor, scribe, coach or clerical office. DSPS classified hourly employees receive regular updates of procedures and initiatives impacting their assignment.

Feedback from DSPS team was instrumental in decisions such as selecting file software and DSPS canvas support shell content.

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DSPS advisory board meets annually the first Monday in December. (Past meetings: Dec. 2, 2019 and Dec. 7, 2020).

DSPS Advisory Board topics include updates to degrees & certificates offered by LMC, any revisions to DSPS support offered to students, budget updates, new initiatives in DSPS such as dynamic forms and accessing accommodations remotely, service hours available in DSPS, new

student transitions from high schools and CBOs, assessment results from LSOs and course success rates from students in DSPS. New DSPS staff are also introduced at advisory committee meetings.

Advisory Board recommendations include: new curriculum. Advisory Board members working with individuals with Autism and Intellectual Disabilities have requested educational assistance classes after AB 705 to boost skills in English, Math and other basic skills for their referred students. Providing educational assistance classes to very small numbers of potential students has been challenging. While DSPS faculty are supportive of offering learning skills courses, educational assistance classes may not have a large enough audience to make them viable offerings given the smaller numbers of students in the autistic and intellectual disability populations currently at LMC. Also, required accommodations must be prioritized compared to optional supports like educational assistance classes. This challenge of services compared to accommodations is also a regular Advisory Board topic. Our Advisory Board has also been very interested in updates to remote services and support to referred students from the community navigating remote services and connecting with DSPS.

Upcoming meeting December 6, 2021 Agenda includes:

New curriculum in development update, DSPS Canvas shell demo, Brentwood Center update, Guided pathways/jump start schedule/theme

New degrees/certificates Social Justice, African American Studies, Cert in transit electrical technology, Flow cert, Drone pilot cert -- appliance repair no longer offered. (Career magazine handout with new programs). Noncredit certifications.

Ethnic studies requirement

LMC EOP&S Program

2. Engagement

Student Services Units Program Review Year Five Update - EOP&S

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

EOPS/CARE staff are actively involved in the following campus efforts:

- Strategic Enrollment Management Team
- Brentwood Enrollment Team
- Guided Pathways Committee – Co Chair is an EOPS counselor
- Student Equity & Achievement Committee
- Student Learning Outcomes Committee
- Starfish/LMC Connect – EOPS students involved in pilot
- Financial Literacy Presentation – Collaboration with District and Financial Aid department
- Senior Saturday Planning Committee
- Ed planning – all EOPS and CARE students are required to have an Ed plan updated each semester
 - EOPS management and staff have facilitated various workshops such as financial literacy, personal budgets, career exploration, starting the semester off strong, stress relief and other topics to support student success and retention.

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

- **Parents Connected** – The summer bridge program for African American Males received sponsorship from Parents Connected in the form of stipends and assistance with daily breakfast and lunch for participants.

- **Antioch Unified School District African American Male Achievement Initiative** – African American Male students from Antioch Unified School District participated in an on campus workshop. They were partnered up with LMC African American Male students for a leadership activity.

- **Book Reading at Foot Hill Elementary** – LMC students, faculty, staff, and managers volunteered to read to K-5 students for Black History Month

- **High School Outreach** – EOPS student recruitment and EOPS summer bridge recruitment

- **Antioch Youth Employment Fair** – Management presented on interview skills and resume building

- **Wells Fargo Workshop** – African American Males learned the basics on tying a tie, and received a set of their own.

- **EOPS Conference Classroom Presentation** – Staff presented to attendees on how to develop effective programs to increase retention and success rates of African American males

- **Deer Valley High School Workshop** – Presentation to African American Males on Leadership Development and De-escalation

- **Mechanic's Bank** - Provided a Financial Literacy and Budgeting workshop for African American Males

- **Federal Glover: Youth Summit** – Provided outreach by doing a Classroom Presentation on "Leadership Skills" and tabling

- **HealthRIGHT360 Contra Costa Reentry Network** – EOPS began the discussion of creating a pathway to LMC for formerly incarcerated students.

- **Latina Leadership Network** – Delivered a presentation on discovering your own leaderships style

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

Part-time/temporary employees (students, classified professionals, and adjunct faculty) are all included in departmental training, discussions, and decision-making. Input within EOPS and CARE is not based on being part time or full time.

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.

Advisory Board Dates

2019/20 April 14th 2020

Topic of Discussion:

Review of Success Rates – Continue Campus Wide Study Halls

EOPS Contract

Review of Student Surveys

2020/21 April 19th 2021

Topic of Discussion:

EOPS Grant Amounts – We will cover 100% of textbooks

EOPS Contract

Review of Success Rates

LMC Financial Aid Office

2. Engagement

Student Services Units Program Review Year Five Update - Financial Aid Office

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

- **Committee Involvement:** various financial aid staff members participate in on-campus committees such as, Strategic Enrollment Management, Planning Committee, Asian Pacific Islander Planning Committee, Foster youth Student Success Team, High School Senior Saturday Planning Committee, Annual Dreamer's Conference Planning Committee, Data Coaches, ISLO Core Group, Guided Pathway Meetings, Shared Governance Council, Classified Senate Council, Scholarship Review Committee, Umoja Advisory Board.
- **Financial Aid participation in on-campus events hosted by various Student Services & Instructional departments:** A financial aid staff attend events hosted by various departments to provide students information on how to apply for financial aid. Some of the events include EOP&S semester events, Transfer Day, Mustang Day, Undocumented Week Of Action, financial aid/financial literacy presentations in various classroom and orientation settings, such as Counseling Success and ACS courses, Athlete Orientation, Summer bridge program.

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

- **Partnership with Contra Costa County's Independent Living Skills Program (ILSP):** Independent Living Skills program provides services to foster care youth between the ages of 16 through 21. ILSP's focus is to identify all eligible youth and provide emancipation services and resources to all youth with the goal of preparing them for responsible adulthood and independence. We have a dedicated financial aid staff member who participates in various planning meetings and outreach activities to support foster youth students in 11th and 12th grade of high school. One of the goals of the partnership is to create a pathway for high school students to transition smoothly into LMC. We have participated in the retreat, senior kick-off, social events, recognition dinners, Foster Youth Executive Advisory Council Meetings, education summits, and symposiums. Additionally, we have offered financial aid workshops at the high schools and continuations schools throughout East Contra Costa County, such as Delta Vista/Byron Boys Ranch, Antioch School District, Mt. McKinley Court School.
- **California Cash for College Workshops:** In collaboration with the East Bay Consortium of Educational Institutions/California Student Aid Commission and the local high schools

throughout East Contra Costa County, we participate in Cash for College workshops for high school Junior and Senior students. To support these events, we send financial aid staff to conduct PowerPoint presentations and provide hands-on assistance in the computer labs to help students and families complete the FAFSA or CA Dream Act applications.

- Collaboration with Adult Education Transition Specialist/Workforce Department and Adult Education Sector: Each semester we partner with the Adult Education Transition Specialist at LMC and the Adult Education Sector to offer a series of Financial Aid Workshops both on-campus to current students who may not have a High School Diploma or GED, and off-campus at the Adult Education school sites throughout East Contra Costa County to students who are currently pursuing their GED. A financial aid staff conducts a presentation to inform students of the various state and federal grant opportunities once they obtain their GED and provide one-on-one assistance with completing the FAFSA or CADA.

- Collaboration with Welcome Services and Transfer and Career Services: In Spring, we partner with our Welcome Services department to offer financial aid presentations and workshops to high school seniors. We also partner with Transfer and Career Services to offer financial aid presentations to transferring LMC students.

- Scholarship Program collaborations: The Financial Aid Scholarship Specialist collaborates with the CORE services and Transfer & Career services to offer personal statement writing workshops to students during open scholarship cycles. She also conducts scholarship presentations to learning communities and various classroom settings. She collaborates with faculty and classified staff in offering students' mock interviews informational sessions and completing Scholarship Committee review work. Other collaborations include working with the Jack Kent Cooke and Kennedy King Scholarship boards in offering informational sessions for students

- Collaboration with EOPS: We partner with EOPS to host financial aid and scholarship presentations to current LMC students.

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

The part-time, classified professionals are included in our bi-weekly departmental meetings and trainings. They are given the opportunity to engage in departmental discussions regarding operational matters, policies and procedures and best practices. However, we have been unable to include them in student services division meetings due to the need for our office to be open during these times or when meetings are held on Fridays (hourly staff do not work on Fridays). In order to allow all permanent classified staff to attend these meetings we had to require part-time hourlies to remain in the office to provide services to students

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N/A

LMC International Student Svcs

2. Engagement

Student Services Units Program Review Year Five Update - International Student Services

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

The Director of Student Life have contributed to institutional efforts through participation in several shared governance and sub-committees to include:

- Equal Employment Opportunity (EEO) Committee
- Institutional Development for Equity and Access (I.D.E.A.)
- Student Services Learning Outcome Committee
- Student Services Leadership Team
- District Wide International Education Committee

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, annual membership to the organization provides access to handbook, online training, listserv and networking, etc.

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

All DSOs are encouraged to participate in the Districtwide International Students Advisory Group where the three colleges and district representatives come together once a month to discuss policy updates and strategies/best practices in supporting international students.

All DSOs at Los Medanos College are members of NAFSA and have access to the NAFSA Listserve where questions and concerns can be addressed.

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

Current Student Life Associates as well as continuing International students are invited to participate in the International Student Orientation in order to introduce incoming students to the college and have a familiar person to reach out to.

Current students and continuing International Students serve as Peer Mentors to incoming international students to address basic questions and concerns in addition to moral support during the semester.

International Students serve as officers in the International Students Club. Due to the decreased number of international students and remote learning environment, the club has not been chartered since spring 2019.

The Office of Student Life employs at least one international student each year to support programming specifically geared towards international students.

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.

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.

Districtwide International Students Advisory Group
2019-2020

March 12, 2020

- Discussion for transition to International Student CCCAPPLY for district. DVC was selected as the test for the three campuses. All three campuses are expected to convert to CCCAPPLY in spring of 2021.
- Corona virus- SEVIS and district policies regarding international students. Students were permitted to return home or remain in the country to study remotely.

May 7, 2020

- Districtwide Q&A list was developed for all to access and add to with responses

2020-2021

October 8, 2020

- Updates to English proficiency requirements so that all colleges have the same requirements of acceptance.
- Onboarding of new recruiters for the district to increase application and enrollment for all campuses
- Launch of CCCApply for all international students districtwide (fall 2021 for spring 2022 term)

LMC Retention/Support Svcs

2. Engagement

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

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

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

Expanded out-of-class support

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

How:

- Adding professional and peer tutors
- Spreading the word that Learning Support isn't only for students in trouble

- Involving more faculty members in tutoring and learning support
- Increasing access to 24/7 online resources

Setting up early alert system (Starfish LMC Connect)

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

What we are doing:

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

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

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

What we are doing:

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

Improving new student orientation

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

What we are doing:

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

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

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

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

N / A

LMC Student Activities Center

2. Engagement

Student Services Units Program Review Year Five Update - Office of Student Life

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

The Director of Student Life has contributed to institutional efforts through participation in several shared governance and sub-committees to include:

- Equal Employment Opportunity (EEO) Committee
- Institutional Development for Equity and Access (I.D.E.A.)
- Social Justice Coalition (formed out of IDEA)
- Student Services Learning Outcome Committee
- Student Services Leadership Team
- District Wide International Education Committee
- Civic Engagement on Campus Committee

In addition, Office of Student Life has conducted numerous presentations in classes, orientations, events about all aspects of the department including LMCAS, ICC, and LMC Marketplace.

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

Through the Food Bank College Collaborative, the LMC Marketplace has been able to identify ways of bringing attention to food insecurity on the LMC campus. It has also provided the opportunity to extend our community network to provide referral and support services in the areas of housing, childcare, medical care, and legal services.

Since program review 2019-2020 Program Review Update, the following partnerships have been developed and maintained
Trinity Center of Walnut Creek
NAMI

League of Women's Voters

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

The hourly program assistant for Office of Student Life is actively involved in program planning, coordinating, and improvement. Her knowledge and experience as a former LMC student are vital to the success of the program. Due to her contribution, we have been able to identify other needs aside from food that students are seeking to include school supplies, personal care products, diapers, clothing, and transportation. We have been able to secure most of these items by sharing this information with the LMC Foundation and community partners.

All student employees in the Office of Student Life and LMC Marketplace participate in a weekly scheduled meeting to discuss program effectiveness and improvements. Training is incorporated within these meetings as needed. In addition, student workers are also provided direct training through webinars and in person learning opportunities on campus.

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NA

LMC Transfer Center

2. Engagement

Student Services Units Program Review Year Five Update - Transfer Center

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:

<p>California State Transfer Directors Conference planning and presenting</p>	<p>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.</p>
<p>New University Rep Involvement</p>	<p>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.</p>
<p>Timely External Events</p>	<p>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</p>

	transfer events occurring at four-year universities
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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 UCD's 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.

2019-2020 year: October 22, 2019	Agenda: <ul style="list-style-type: none"> • LMC Over the Years • Transfer Statistics • LMC Updates • New Programs • New Buildings • New Course Numberings	Chester	Henderson
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- Life After Placement Tests: What's been happening?
 - Looking at the Future

- LMC and Guided Pathways
 - LMC and Strategic Enrollment Management

Attendees:
 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	
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
2020-2021 year: May 20, 2021	<p>Agenda:</p> <ul style="list-style-type: none"> • Updates from Los Medanos • New Degrees and Majors for 2021-2022 <ul style="list-style-type: none"> • LMC submission and approval: CSU-GE Area F • Transfer Services-reflecting on our year <ul style="list-style-type: none"> • 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</p>	Chester

Henderson

	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	
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
Next Meeting: April, 2022		

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

2020-2021 year: May 20, 2021 Agenda:

- 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

Attendees:

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

Next Meeting: April, 2022