



---

## LMC Admissions & Records

---

### 1. Overview

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

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

The Admissions & Records Office staff strive to provide quality and efficient services to students, faculty, and community members. By focusing on student learning and success, we aim to help students build their abilities and competencies as lifelong learners.

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

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 CCPG recipients, and moving through the application and registration processes. As a result, processes have been streamlined with the support of the dynamic forms queue management software system, additional web based resources have been implemented and published, and timelines outlined in an effort to decrease the need for students to go back and forth between the each of the departments. In addition, the Ocelot Chatbot was launched to further support student needs in real time for direction in assistance.

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

State mandates and the change in the state funding formula continue to have an ongoing effect on the Admissions and Records Office. Additionally, the passage of SB1440 which essentially calls for better accountability and success at all community colleges. At its foundation, student success is measured by degree completion, certificate, and/or transfer. It is imperative that we continue to evaluate the current roles, practices, and identify gaps in the process for processing and evaluating critical documents in a timely manner and use resource technology when available.

The department performs at a level relative to its current staffing structure. The department works together to ensure that work is completed timely, operating with a high level of customer service while working with management to solve problems. An understanding of the critical need for an evaluation and improvement plan for current and future office processes is

underway with the use of a queue management software system to support staff in streamlining requests pertinent to this process.

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

Currently Admissions & Records has the following staff:

##### Pittsburg Campus

1 Director of Admissions and Records  
1 FTE Lead Admissions & Records Assistant  
1 Transcript and Degree Audit Specialist  
3 Senior Admissions & Records Assistant (3 vacancies)  
1 Admissions & Records Assistant I

##### Brentwood Campus

1 Senior Admissions & Records Assistant  
1 Admissions & Records Assistant II  
1 Admissions & Records Assistant I (vacancy)

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

The Admissions & Records website continues to be the central resource location for student/faculty/staff. It has recently been updated to include resourceful information to assist students. A live chat option was added in the spring as an additional method of communication for student, faculty, and staff inquiries. The department is aware that a more concentrated effort can be made to inform students of learning support outcomes. For this reason, the department is evaluating its materials to enhance and support awareness of Admissions & Records Learning Support Outcomes.

## **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

---

### 1. Overview

#### Student Services Units Program Review Year Five Update-LMC Athletics

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

1. Los Medanos College is an open-door institution dedicated to meeting the educational needs of East Contra Costa County residents. The athletic program at LMC is designed to supplement and enhance the total educational experience of student athletes. The program is governed by the California Community College Athletic Association (CCCAA) and the Constitution of the Bay Valley Conference (BVC). LMC has 7 intercollegiate teams: Baseball, Men's Basketball, Women's Basketball, Women's Soccer, Softball, and Women's Volleyball which are hosted in the BVC. Football is hosted in the Northern California Football Association - American/ Pacific 7 Division. Our philosophy is to: Provide for the safety and welfare of the student as a primary concern; Assist the student athlete in attaining his/her educational goal; Be recognized as part of the college's total educational program; Be characterized by the highest levels of professional instruction and supervision; Provide opportunities for individual growth and development; Ensure an opportunity for student athletes to achieve excellence; Provide equal opportunity to all members of the college community; Maximize opportunities for participation by the maximum number of students; Aspire to achieve and maintain high levels of athletic performance within a moral and ethical framework; Maintain the goal of cooperation within and among the various intercollegiate sport offerings; Provide the best possible equipment and facilities; Involve community, parents, faculty, friends and other students, as well as the coaches and athletes themselves; and strive to make each student athlete's experience a positive, healthful and enjoyable part of his/her college life.

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

1. Athletics has collaborated with the Admissions and Records office to complete a CCCAA Student Eligibility Report (Form 1)) for student athletes for the past 10 years. Collaboration with the Student Success and Support Program (3SP) for the past 6 years for our "Athletic Student-Athlete Opening Day Orientation". It takes 3 months of planning for the orientation to be successful. The 3SP program has been a tremendous help with the planning and organizing of the opening day event. The Athletic Director (AD) works with the Business Office daily to order and pay for supplies and equipment for the athletic program. Athletics collaborates with the Building and Ground Department for athletic field maintenance, community field use

and rentals.

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

1. LMC is a member of the California Community College Athletic Association (CCCAA). The athletic program must be compliant with the CCCAA Constitution & Bylaws which is updated each year. All coaches, staff, and administrators who deal with student-athletes must take a "Compliance Exam" annually. The Athletic Director(AD) attends the CCCAA Fall Conference and Spring Convention where new legislation is voted on for the Constitution & Bylaws. LMC is a member of the Bay Valley Conference (BVC). The AD must attend the BVC Assembly meetings in the Fall and Spring. Our Football and Volleyball coaches serve as the men's and women's representatives for the BVC assembly. All head coaches must attend a pre-post meeting for their respective sports. The AD must complete an annual Equity in Athletics Disclosure (EADA) Survey and Form R-4 Statement of Compliance of Title IX Gender Equity for the CCCAA.

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

1. . Currently we have 7 athletic teams here at LMC. The level of success over the last couple of years has been amazing. It is a testament to the athletic program and the hard work of all the coaches and supporting staff which consists of 2 full-time head coaches, 5 part-time headcoaches, athletic trainer and equipment manager to bring in top level student-athletes from our local recruiting area. and ensure they improve athletically, stay eligible and succeed academically.

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

1. Our learning support outcomes (LSO) will be covered in our new Student-Athlete Handbook which will cover the California Community College Athletic Association (CCCAA) Student-Eligibility Report (Form 1) at the beginning of each sport season. The Athletic Director informs all student-athletes of the CCCAA eligibility requirements to be able to participate for their respective season and the CCCAA state decorum policy that they will have to follow in order to participate.

## **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

---

### 1. Overview

#### Student Services Units Program Review Year Five Update - CalWORKS Program

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

The core functions of CalWORKs are:

- Priority Registration
- Enrollment retention support
- Financial assistance for purchasing textbooks, transportation and course supplies
- Individualized educational & career counseling
- Employment knowledge and skills development
- Academic progress monitoring and intervention
- Work-Study (on-campus employment)
- Subsidized childcare services (on/off-campus)

CalWORKs is a State-funded equity initiative, established to promote job-readiness of parents who receive TANF (cash-aid) and attend LMC as part of their Welfare-to-Work Activity (WTW) Plan. CalWORKs students are committed to define and achieve educational and career goals, find meaningful employment, and successfully transition into the workforce.

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

- To promote student retention, the program formed relationships to increase student access to support services offered in a centralized location, e. g., subsidized on-campus childcare reduces the amount of time required to transport a child to and from a childcare provider, allowing students to devote more time to classwork:
  - Contra Costa County Employment & Human Services-- streamlined attendance reporting process
  - LMC Child Study Center-- established contracts to provide on-campus



childcare

- LMC Employment Center, Bookstore, Child Study Center, Police Services, Student Success and Retention Program-- established student job placements and internships

- Los Medanos College Bookstore *and* CCCEHSD – implemented a payment for books by voucher process underwritten by the CCCEHSD

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

With regard to internal factors, the transfer of the program's sole staff person, a full-time coordinator and a complete re-staffing of the College's business services office, temporarily strained the partnership with the Dept of Employment and Human Services (EHSD), shifted resources to student retention that had be otherwise devoted to designing and implementing innovating services, e.g., video-recorded mock job interviews previously offered in collaboration with LMC Electrical & Instrumentation Technology faculty as part of a week-long job readiness workshop. Where the two sister colleges have experienced a reduction in their student enrollment, due to a significant number of CalWORKs students moving from West Contra Costa County to East Contra Costa County, the program's service area, EHSD has increased its student referrals to the program. Based on population forecasts, this trend is likely to continue. An on-going challenge for CalWORKs students is the number of physical contact points required for service; for example, in addition to 2 contacts with EHSD to start and complete an EHSD CalWORKs application and 2 contacts with the LMC CalWORKs program apply and certify eligibility for services, new CalWORKs students must apply to LMC, submit a financial aid application, meet with an LMC counselor to develop a comprehensive educational plan, and then visit both the LMC Bookstore and Cashiers Office to obtain books, supplies and a parking permit. Although CalWORKs does not have an advisory board, it is represented at regularly scheduled, regional meetings convened by the Contra Costa County EHSD (CCCEHSD) and also by the California Community Colleges Chancellor's Office (R34CO).

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

The program is staffed by 1 full-time Program Coordinator, 1 40% full-time Counselor with a split assignment (40% CalWORKs, 60% EOPS), and all are supervised by the College's Dean of Counseling and Student Support, who manages the program along with 5 other student service units and the Counseling Dept.

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

The college publishes learning support outcomes in the LMC Catalog.

**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.

**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.**

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

### 1. Overview

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

This section has no content

### 2. Engagement

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

This section has no content

## LMC Career Center

### 1. Overview

#### Student Services Units Program Review Year Five Update - Career Center

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

The mission of LMC Career Services is to provide comprehensive career planning and preparation services and resources to students, enhancing their ability to successfully identify and pursue their academic and career goals. Our core function is to meet students wherever they are in the career development continuum, and facilitate guided career awareness, exploration, preparation, and training. Our goal is to support LMC students in defining a career and educational vision and plan as they enter the college, and leave with a tool box of strategies, resources and skills.

The unit coordinates a number of programs designed to support students across the career

development continuum:

### **Career Exploration and Career Preparation Activities**

Workshops: helping students explore majors through interest and strengths assessments, and exploration activities, and career preparation through resume development and interview preparation activities.

- 429 students reached in 2019-2020
- 284 students reached in 2020-2021

Class Presentations

- 656 students reached in 2019-2020
- 100 students reached in 2020-2021

Career Exploration and Preparation Events: in addition to partnering with the office of Workforce & Economic Development to host two CTE job fairs, Career Services designed and held LMC's first, "Opportunity Fair" in Spring 2019, an annual event for exploring career and majors with informational interviews, volunteer, and internship opportunities

- 1319 students reached in 46 events in 2019-2020
- 522 students reached in 58 events in 2020-2021

Individual career advising to explore careers and define major and educational pathway

- 756 students reached in 2019-2020
- 737 students reached in 2020-2021

• \*Note: Individual counseling appointments reduced in 2020-2021 as career counseling support was shifted to an increased number of workshops and class instruction.

Industry Tours

- 32 students reached in 2019-2020
- 0 students reached in 2020-2021

Mock Interview events

- 15 students reached in 2019-2020
- 0 students reached in 2020-2021

### **Cooperative Work Experience Education Program (CWEE)**

Career Services coordinates the outreach for CWEE courses at LMC, schedules COOP-160 and COOP-170 courses each term, and partners with CTE disciplines to schedule and staff discipline-specific COOP-170 and COOP-180 courses.

- CWEE section enrollment increased to 338 in 2019-2020.
- CWEE section enrollment decreased to 294 in 2020-2021 (this was tied to COVID-related reduction in 180 internship courses).

See *COOP Instructional Program Review Update* for more information.

### **On Campus Student Employment hiring paperwork**

Career Services advertises job openings to current students, and facilitates the completion of employer and student hiring paperwork for the business office and district.

- Student Employment processed paperwork for 434 student employee positions in 2019-2020.

- Student Employment processed paperwork for 305 student employee positions in 2020-2021.

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

Career exploration and preparation is woven into every academic and student support component of the college, and with that, Career Services works closely and partners with almost every department on campus.

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

|                        |  |
|------------------------|--|
| Outreach and Marketing | Increased integration of Career Coach assessment tool in prospective student marketing and onboarding.   |
| Advanced Manufacturing | The career services coordinator partners closely with CTE faculty to bring WBL activities to their programs. In the 2020-2021 academic year, Career Services has organized one mock interview event and 10 guest speakers for CTE disciplines (including Business, Child Development, PTEC, ETEC, and Kinesiology) |

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

|                                    |   |
|------------------------------------|---|
| Workforce and Economic Development | Together WED and Career Services develops unique LMC internships, co-ordinate annual events like Shell’s Energize Your Destiny and spring job fairs, and collaborate to increase the number of Work Based Learning opportunities available to LMC students. |
| K-12 Programs and Pathways         | Career Services partners with K12 programs in providing career exploration activities at Career Focus Fridays, and assessments and presentations in dual-enrollment classrooms.   |
| Learning Communities               | Every Transfer Academy, Umoja, and Puente student in the Fall 2019 term met with the Career Exploration coordinator to complete a major interest and strengths assessment.  |
| Don’t Cancel Classes               | Career Services partners with instructors to provide career-related workshops and presentations in during class meetings.   |
| Student Retention and Success      | Career Services partners with Student Retention and Success to provide career-  |

|                      |  |
|----------------------|--|
|                      | related workshops as part of the probation process.  |
| CWEE Faculty Support | Career Services partners with CTE instructional departments to recruit and train faculty for sections of discipline-specific occupational work experience courses. |

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

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

- Zero industry tours were held
  - Very few class presentations were scheduled for face-to-face or synchronous sections
  - Transfer & Career Services was unable to hire student employees for Summer 2020, and could only employ one fifth of normal student ambassador team for 2020-2021
- Additionally, Career Services pivoted in multiple ways to adapt support systems, and areas of focus, to the needs, priorities, and modalities of students during the last two years.
- All programming (workshops, application support, employer campus visits and meetings, and career events) were pivoted to an online-only format.
  - Career counseling time was used to phone bank with students struggling in classes or preparing to graduate
  - Additional workshops were created with a focus on navigating job markets in an uncertain environment
  - Career Services professionals met with students to navigate unemployment paperwork and other employment issues related to the pandemic
- In department analysis of the last two years, and in specifically asking ourselves how adapting to a forced-remote environment has impacted our support services, Career Services has identified the following areas for further exploration:
- Building bridges and access between industry professionals and students became much easier and more successful with increased virtual employer information sessions and increased familiarity with Zoom and other virtual platforms. Workshop attendance increased when held virtually, and more employers were able to participate in information sessions and skill building workshops (primarily due to the ability to participate without travel).
  - Creative student communication and connection is more important than ever, when students are inundated with Canvas announcements and Outlook emails. Communication methods like phone calls, video tutorials, and social media engagement may be more time intensive, but have a higher rate of connection. The loss of intrusive connections like classroom presentations and on-campus tabling reduced college-wide familiarity with Career Services and support available.

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

- Zero industry tours were held
  - Very few class presentations were scheduled for face-to-face or synchronous sections
  - Transfer & Career Services was unable to hire student employees for Summer 2020, and could only employ one fifth of normal student ambassador team for 2020-2021
- Additionally, Career Services pivoted in multiple ways to adapt support systems, and areas of focus, to the needs, priorities, and modalities of students during the last two years.
- All programming (workshops, application support, employer campus visits and meetings, and career events) were pivoted to an online-only format.
  - Career counseling time was used to phone bank with students struggling in classes or preparing to graduate
  - Additional workshops were created with a focus on navigating job markets in an uncertain environment
  - Career Services professionals met with students to navigate unemployment paperwork and other employment issues related to the pandemic
- In department analysis of the last two years, and in specifically asking ourselves how adapting to a forced-remote environment has impacted our support services, Career Services has identified the following areas for further exploration:

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

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

In addition to the Organization Chart below, Transfer & Career Services employs an average of eight student workers to act as "Student Ambassadors"- staffing the front desk, performing minor administrative duties, and introducing students to resume development and career assessment work.

- Academic/Student Services Manager: Rachel Anicetti
  - Program Coordinator: Reginald Turner (SEA-funded, focus on major identification and career exploration)
  - Program Coordinator: Cynthia Perez Nicholas (SWF-funded, focus on career preparation for continuing and exiting students, and coordination of Cooperative Work Experience Education)

- Adjunct Career Counselor: Markel Isham
- Vacant and currently unfunded: .Program Coordinator with .5 time dedicated to facilitating on campus student employment

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

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

**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"> <li>• East Bay Municipal Utility District</li> <li>• In Shape City</li> <li>• Contra County Office of Education</li> <li>• LinkedIn</li> <li>• Contra Costa Department of Juvenile Justice</li> <li>• Davita Healthcare Company</li> <li>• Brightstar Care</li> </ul> |
|-------------------------------|---|



|                        |  |
|------------------------|--|
|                        | <ul style="list-style-type: none"> <li>• Tesla</li> <li>• Calpine</li> <li>• Salesforce</li> <li>• Amazon</li> <li>• Contra Costa County Animal Services</li> <li>• Shell</li> </ul>   |
| Handshake Job Platform | 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 positions for LMC students. |

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

|  |   |
|--|---|
| Rubicon/Opportunity Junction AJCC functions at LMC | 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. |
| K-12 High School Outreach and Career Assessment    | 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.  |
| Jewish Vocational Services                         | 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.  |
| Salesforce Pathfinder Program                      | In September 2019, Career Services, in partnership with Workforce and Economic Development, entered as a partner in   |

|  |  |
|--|--|
|  | <p>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

### 1. Overview

**Student Services Units Program Review Year Five Update - Counseling Office**

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

The Counseling/Student Services Department embodies a comprehensive, student-centered approach. We believe in fostering the strengths of our diverse student population and working collaboratively with all student services to empower students in their educational process. We

believe in cultivating shared responsibility in navigating the educational system that results in positive student outcomes and personal growth. We provide the following services for our students:

- Educational planning and advising
- Transfer/Graduation planning and advising
- Career exploration and assessment
- K-12 Outreach and Pathways planning
- Instruction of Counseling Courses (LMC and High School Partner sites)
- Wellness/Crisis Counseling

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

The Counseling Department has established partnerships campus-wide to improve our students success in their educational and personal pursuits while at LMC:

- Crisis Team – has developed a training manual that is used campus-wide when dealing with a student experiencing a crisis while on campus
- John F. Kennedy University – developed an on-campus program for students experiencing mental health issues to receive support services at no cost to them throughout the academic year. Currently exploring new ways to meet the well-being of our students to increase access and availability.
- Leadership Guided Pathways – Counseling faculty have taken leadership roles in the implementation of the Guided Pathways Initiative; FT Counselors have been assigned to each Pillar and have begun to attend division meetings with faculty and deans of their assigned area. Counselors have explored possible outreach activities and implementation to best serve the students in their pathways.
- Collaboration with Arts and Humanities for Pathways pilot
- Full-time counselors met on a monthly basis about Pathways to explore the structure and implementation of the paradigm specific to the department and within the broader LMC community.
- Online and Face to Face counseling offered on Pittsburg and Brentwood campuses for 2021-2022
- Online (synchronous and nonsynchronous) and Face to Face counseling classes are offered on Pittsburg and Brentwood campuses in addition to local high schools for 2021-2022
- K-12 Outreach – Full-time Counselor designated to outreach to strengthen pipeline between K-12 and LMC community college transition
- On-boarding of High School seniors into LMC via Counseling 31 workshops and more recent partnership with Outreach for registration and education planning workshops -
- Counseling Instruction – provide counseling courses to assist incoming freshmen in their transition into the Community College system
- Non-Credit – developing a skills certificate for students (ESL, CTE) to allow students to take courses to build foundational skills without attributing cost to students (COUNS 30, 32, 34)
- Dual Enrollment (PHS, AHS Connect) – providing exposure to graduating High School seniors in local community to earn early college credit while in High School; part of the “Get Focused Stay Focused” Curriculum (GFSF)
- DSPS /Veterans – DSPS qualified counselors offer general counseling appointments for Veterans in the Veterans Resource Center
- Transfer & Career Center – work closely with the department to create and develop workshops for students geared towards transfer and career exploration as well as teaching ACS courses
- New collaboration with Outreach on Ed Planning and Registration workshops. Counselors will

be joining Outreach for a two-hour workshop, many focused on meta-majors.

- Collaborating with Outreach on the High School Counselors conference and ongoing discussion with Outreach for high school Ed Planning and Registration workshops.

Need for further Collaboration:

- Collaborating with outreach to better connect and serve new students through new and revised Education Planning and Registration workshops.

- Collaborating with outreach for the High School Counselor conference.

- K-12 Partners counselor serves 13 feeder high schools, early college credit team, outreach department, career and transfer center, CTE department, and the Academic Deans regularly.

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

- From March 2020 to the time that this report was submitted, the COVID pandemic and subsequent quarantine have presented challenges to effective service delivery. Upon orders to quarantine, all teaching and student support services pivoted to online platforms. This mode of instruction worked better for some students than others. With the academic and overall life challenges that the epidemic offered, there was a decrease in student enrollment. Throughout the pandemic, counselors have been able to offer high-quality counseling and instruction, using hybrid service delivery modes, i.e., online and by phone. With California "opening up" in-person counseling was offered on Pittsburg and Brentwood campuses on a safe and limited basis. The availability of counselors on campus for face-to-face counseling will increase in Spring 2022.

- AB705 – Assessment English/Math: the college has begun to accelerate Math and English allowing students to move through pathways in a timely manner. Support services offered by Counseling to assist students with this transition who may not be adequately prepared for college-level Math and English courses. Counselors offer referrals to students to other college resources to acquire academic assistance (CORE), disability access (DSPS) as well as counseling classes that can improve their overall study skills. (Counseling 34 and 35).

- Guided Pathways: Counseling Dept. has engaged in collaborative leadership to create "meta majors" that will provide clear and concrete pathways towards specified academic and career goals

- Vision for Success: this model will provide a foundation to create intentional and intrusive counseling models for all students to achieve academic and career goals; ensuring that the VFS goals are accomplished

- Student-Centered Funding Formula (SCFF): with the updated funding formula, we will need to ensure that student educational plans and career paths are fully articulated and aligned. The college's management team has implemented the practice of assessing educational plan development with respect to student course-taking patterns to reduce determine the number of courses that students take that do not contribute to their attainment of educational goals; this analysis is also used to devise a strategic enrollment management approach for 2-year (and potentially a 3-year) course schedule.

- Mental Health: LMC is innovative in its partnership with JFK University by offering Wellness appointments to students. The CCCSMHP advises that each CCC provides 1 MHC to every 500 students. On average, we have at least 4 Wellness Counselors year-round (including summer and winter months)-- 3 assigned to the Pittsburg campus and 1 assigned to the Brentwood campus.

- With the challenges offered by COVID, the need to reach students online has become more apparent. In addition to the general student services CANVAS page, counselors in the DSPS department have helped to establish a shell to address the needs of their students.

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

**For the 2021-2022 academic year, Counseling has a total of 17 full-time counselors with 23 adjunct counselors, many of which are dedicated to specific program areas:**

- EOPS 1.6 (FT), 2 Adjunct Counselors
- CalWorks 0.4 (FT)
- DSPS 1.5 (FT): 2 Adjunct Counselors, 1 Learning Specialist
- Student Success and Retention: 2 Counselors: 2 Adjunct Counselors
- Learning Communities: 1 Uomja, 1 Puente, 1 Transfer Academy, 1 Honors, 1 MESA, 1 Athletics, .5 ESL
- CTE/Workforce Development: 1 Counselor (FT): 1 Adjunct Counselor
- K-12 Pathways: 1 Counselor (FT)
- Counselors teaching High School specific Counseling classes: 5 (2 FT/3 PT)
- Generalist: 3 Counselors (FT): 5 Adjunct Counselors
- Career: 1 Adjunct Counselor
- Veterans: 2 adjunct counselors

#### **Needs:**

There is a need for more general counseling. Currently, Counselors are available to meet with students for academic counseling Monday – Thursday from 8:30 am until 7:00 pm and Friday 8:30 am – 1:00p; they also serve students by teaching dual-enrollment classes offered at feeder high schools and on the LMC campus. Students have the opportunity to meet with Counselors by appointment and on a walk-in/drop-in basis. A larger pool of Counselors is needed as some counselors may be inactive some semesters due to personal or other professional obligations. Additionally, there is a shortage of counselors during flex week (the week before classes start), as full-time Counselors are engaged in a variety of professional development activities. A larger pool of counselors would help to ensure greater access to students.

During the Fall 2019 and Spring 2020 semesters, First Steps Counseling (FSC) is offered in the Student Services Building (SSB) to serve students with questions/needs that can be addressed in 15 minutes or less, e.g., completing required forms and class recommendations; FSC counselors work in tandem, with one designed to address less complex questions who can refer students with emergent needs can get support on-the-spot. Counselors are also conducting out-of-office appointments at designated areas beyond the SSB, e.g., Kinesiology Athletic Complex, MESA Center, Umoja Village, Honors Center, K-12 High School campuses, adult educational centers, CTE classrooms, and ESL classrooms.

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

Our Student Learning Outcomes are listed on our Counseling webpage, as well as the LMC College Catalog. In addition, the outcomes are also listed in our syllabi for our Counseling courses.

## 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 DSPPS has an intern)
- Participation in the programming of the annual Cesar Chavez event
- Movies for Mental Health in collaboration with other departments including DSPPS (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



**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.**

NA

## LMC DSPS Program

### 1. Overview

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

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

DSPS provides academic accommodations to allow students with disabilities a fair and equal chance to demonstrate their knowledge and skills in the educational environment. Essential functions include: assisting students with disabilities (SWD) to navigate college processes, counseling support specific to the disability impact on individuals, alternate media production, accessible furniture, testing accommodations, campus liaison with college programs and faculty, classroom accommodations (scribe, captioning, ASL interpreting, note taking, etc.) and outreach to feeder high school special education programs and community based organizations (CBOs) serving adults with disabilities. Additional support offered to students include individual tutoring support (when funding permits) in English, Math, and some science subjects to assist students in successful course completion and AB 705 mandates; coach support for students with autism; and learning disabilities assessments to students. During 20-21, only math tutoring was available and limited learning disability assessment due to remote services.

One of the trends in DSPS has been implementing completely remote services to support students in the online environment. DSPS created and implemented dynamic forms for all accommodation requests during 20-21. DSPS has also been providing remote counseling appointments, scribe accommodations and limited tutoring. Some accommodations have been delivered in hybrid formats to meet student need including testing accommodations, captioning and ASL interpreting, scribe accommodations and note taking support. During the Fall 2021 semester, limited coaching support for students with autism was resumed for in person classes as well as limited counseling support. Students have continued to request on campus testing accommodations in increasing numbers compared to fall 2020. Students are also utilizing in person services to assist with zoom and canvas support as well as assistance updating their applications to the college.

DSPS has implemented Ocelot for chat questions on the DSPS website. DSPS is continuing to offer a canvas support shell for students to reference how to access accommodations and connect with DSPS faculty. DSPS is also re-envisioning support workshops to better meet the flexibility of remote services. Currently DSPS faculty are designing asynchronous canvas supports to be short term workshops and skill building sessions for students during 2022. DSPS continues to offer training sessions as needed for canvas general questions and supporting students who need assistance updating their LMC application to be able to enroll.

Overall, total students served in DSPS has decreased compared to pre-pandemic levels. Less total

unduplicated students are participating in DSPS and less overall contacts with the students enrolled. In 2019, DSPS served 1,086 students. In 2020, DSPS served 992 students. In 2021, DSPS served 740 students. We have observed summer students staying constant at approximately 250 students in DSPS. DSPS also observed decreases in the percentages of Intellectual Disabled students and students with Other Health disabilities. DSPS observed small percentage increases in students with Acquired Brain Injuries and Autism.

We are finding that students who need technical assistance do require lengthy support to resolve issues like updating the college application and understanding canvas. LD assessment requests have decreased significantly. Testing accommodations requests are increasing compared to 2020 with on campus regular service hours. During fall 2021, regular on campus counseling appointments resumed on Tuesdays at Pittsburg and Mondays at Brentwood. Students have provided positive feedback to return to campus support services from DSPS.

DSPS established a new relationship with CSU Sacramento as an option for rehabilitation counseling faculty interns beginning fall 2021. The first DSPS counseling internship from CSU Sacramento is in progress for 2021-22.

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

Internal collaborations:

DSP&S regularly collaborates with student services areas and instruction to support students with disabilities. DSP&S provides training for faculty members both at a department level and an individual consultation level about accommodations, working with students with disabilities, and supporting student success. DSP&S collaborates with the Center for Academic Support for tutor training and hiring of tutors to work in DSP&S. DSP&S has collaborated for in person events with EOP&S/CARE/CalWORKs, serving shared students more effectively, sharing resources such as training, supplies for shared events, and counseling support for students receiving both services. DSP&S collaborates with the Veterans Center to share resources, training for counselors and ensuring student veterans have access to counseling appointments at critical times such as priority registration and immediately before the semester start. DSP&S collaborates with the foster youth committee and formerly incarcerated students committee to support students with disability. DSP&S is also working with other student services to align with guided pathways support for students.

DSP&S provides training to effectively work with students with disabilities and universal design strategies to instructional departments regularly during flex and department meetings as well as collaborations with Distance Education at LMC and at the District level. DSPS also provides classroom presentations as requested to increase student awareness of services for students with disabilities. DSP&S regularly collaborates with SEAP for shared initiatives and presenters that have included movies for mental health events and universal design.

DSPS faculty also present trainings to counselors for referrals and best practices for education planning for students with disabilities. Additional collaboration with Veterans services is continuing. DSPS is developing video tutorials for regularly requested topics including strategies for success in online learning, universal design, and 508 compliance.

External collaborations:

DSP&S regularly collaborates with Department of Rehabilitation, Regional Center of the East Bay, Mt. Diablo TOPS program, and other local programs supporting students with disabilities for training and connecting students with support at LMC. DSPS also established district-wide forms for DSPS/DSS programs to make student transition among the colleges less cumbersome for students as well as establishing district standards for several accommodations for consistency. DSPS classified professionals have been experts in training other DSPS/DSS professionals on topics such as MIS and Sars

exports and dynamic form development.

DSP&S has maintained increased outreach to feeder schools and now includes adult education sites. DSP&S regularly participates in Mustang Day, Going to College Conference, CAPED, Regional Center of the East Bay transition fairs, and other outreach events. DSP&S regularly participates in the High School Counselor Conference to provide workshops for the high school counselors to assist students with disabilities transfer to LMC more effectively.

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

With implementation of AB 705, student needs connected to taking English and Math courses changed dramatically. When funds allow, DSPS offers additional tutoring in Math and English to support student success. However, as funds are not consistently available to support tutoring, DSPS cannot always offer this support. During fall 2021, DSPS has limited math tutoring available but no English tutoring available at this time.

DSPS regularly includes training from disability organizations such as CAPED and AHEAD related to legal requirements of Section 504 and 508 of the Rehabilitation Act, ADA, and Title 5 disability requirements. DSPS hosted a Title 5 regulations refresh during fall 2021 for all team members.

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

Current level of staffing: currently fully staffed.

Manager of Disability Support Services: Ginny Richards

Faculty – 2 full time faculty (Haydee Lindgren & Nina Ghiselli DSPS assignment 50%), 3 adjunct faculty (2 counselors at 6 hours weekly, 1 LD Specialist 14 hours weekly), and one DSPS counseling intern (15 hours weekly)

Classified – 5 permanent classified: Jennifer Garcia, Instructional Assistant – lead for testing accommodations at Pittsburg campus/online testing accommodations; Sylvia Benzler, Administrative Assistant III – lead for MIS contact uploads, Sars grid, tutoring, and colleague for DSPS; Lawrence Punsalang, DSPS Program Assistant at Brentwood – lead for Brentwood testing accommodations and information at Brentwood Center; Eden Olsen (50% assignment) – lead for note taking, scribe and coach support for students, and Frankie Chavez, Alternative Media Specialist, lead for creating alternate instructional materials for students including texts, exams, and handouts as needed for students and accessible furniture. DSPS also employs student workers as tutors, coaches, scribes and when funds available, additional clerical office support. DSPS also uses classified hourly when student workers are not available at the times needed for scribe, coach and office support.

Challenges include finding student employees to fill vacancies like scribe, coach and tutor jobs. Increased demand for coach support in in person classes; however, demand exceeds available coach employees and applicants. With remote services and on campus services at 2 locations, covering all student requests can be challenging. Priorities for some services depend on staffing like coach and tutor. Required accommodations like scribe and testing accommodations are staffed first.

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

LSOs are posted in the Catalog, DSPS Website and DSPS Canvas shell.

## **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.

**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.**

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

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

### 1. Overview

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

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

EOPS (Extended Opportunity Programs and Services) is a state-funded, student support service program established to promote the enrollment, retention, persistence, and success (i.e., transfer, degrees, certificates) of students from low-income, underrepresented backgrounds in higher education by offering services that are *above*, *beyond*, and *in addition to* services available to all *Los Medanos College students*. Eligible students receive supplemental educational support services, such as assistance developing educational plans, personal counseling, peer support, academic progress support, and guidance in developing effective

academic networks. In addition, grants and allowances for transportation, books, and supplies are provided to enhance the retention, persistence, graduation and transfer rates of EOPS students. EOPS and CARE both align with the College's mission to focus on student learning and success through the mandated student completion of academic counseling appointments, study halls, and academic enrichment and leaderships workshops.

The CARE (Cooperative Agencies Resources for Education) Program at Los Medanos College consists of single parents who want to break the welfare dependency cycle by successfully completing college-level educational and training programs, and therefore, become more employable and economically self-sufficient. CARE students receive all of the resources that are provided to EOPS students in addition to child care assistance, and a CARE grant.

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

EOPS and CARE have established several partnerships on campus:

- **Collaborated with the Center for Academic Support also known as the CORE for the Fall 2019 Study Slam** – 480 students attended. This resulted in a 100% increase in student attendance.
  
- **EOPS/CARE/CalWORKs/BOEP Monthly Study Halls** – Study halls are open to all LMC students where an average of 200 plus students attend.
- **Collaboration with Math lab** – 2-5 math tutors provided math assistance at the EOPS study halls
- **StarFish/LMC Connect Early Alert software** - 710 EOPS and CARE students participated in the Pilot of the StarFish Early Alert retention tool. This retention tool replaced the previous practice of utilizing paper progress reports. EOPS works closely with the Retention department to conduct intrusive advising.
- **Beginning of the Semester Kick-off Event** – CARE, CalWORKs, DSPS, Veterans, Foster Youth, the CORE, the Library, Financial Aid, Student Life, and the Transfer Center were invited by EOPS to join the one stop shop format to assist students on the first day of class.
- **Priority Registration Event** – EOPS, CARE, CalWORKs, DSPS, Foster Youth, and Veterans held a campus wide promotion and event that focused on increasing the number of students that utilize priority registration.
- **Partnership with Umoja** – We have made a coordinated effort to increase the number of Umoja students accepted into the EOPS program. Umoja students are also encouraged to attend EOPS sponsored workshops and events.
- **Outreach Department** – We have made a coordinated effort to work with the Outreach department, and other programs on campus that conduct high school and community visits to increase LMC student attendance.
- **CalWORKs** – There has been a coordinated effort to combine resources, and retention efforts through workshops for CalWORKs, EOPS, and CARE students. This has resulted in a 100% increase in attendance at events and allowed for more fiscally responsible spending.
- **Senior Saturdays** – We have had an active presence at Senior Saturdays. Students are encouraged to enroll in 12 units to apply for EOPS. We have tabled and provided EOPS informational workshops on a yearly basis.
- **ESL Program** – We have conducted several workshops geared towards the needs of ESL

students. Textbooks that were needed by ESL students were also added to the EOPS lending Library. ESL students have also assisted with targeted outreach.

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

EOPS and CARE are both Categorically funded programs. As such, we are bound by specific rules and regulations set by the State of California Chancellor's Office. These rules and regulations are not optional and must be followed in order to continue receiving the allocation. Our allocations are typically based on the numbers of students served the prior semester. The allocations were protected for 20/21 and 21/22. We are also required to have an advisory board meeting each year.

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

- Dean Counseling and Student Support
- EOPS/CARE Manager
- EOPS 0.5/BOEP 0.5 Coordinator
- EOPS 0.5/CARE 0.5 Coordinator – Vacant
- EOPS Program Assistant
  
- EOPS Program Assistant – Part time/Hourly
- EOPS 1.4 (FT) : 2 Adjunct Counselors

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

Learning support outcomes are posted at the EOPS front counter, on the EOPS Website, and they are reviewed during the EOPS orientation.

## 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 of 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 14<sup>th</sup> 2020

Topic of Discussion:

Review of Success Rates – Continue Campus Wide Study Halls

EOPS Contract

Review of Student Surveys

2020/21 April 19<sup>th</sup> 2021

Topic of Discussion:

EOPS Grant Amounts – We will cover 100% of textbooks

EOPS Contract

Review of Success Rates

## LMC Financial Aid Office

### 1. Overview

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

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

The Office of Financial Aid continues to provide quality financial assistance to the maximum pool of eligible students through state and federal funding coordination. We strive to provide fast and courteous customer service to all financial aid recipients and the LMC community and aid our students in completing their educational goals. The department is responsible for disseminating financial aid information to students and the community, processing financial aid applications and forms, determining student eligibility, and awarding various state and federal grants and loans.

In spring 2020, the department made several changes to support the transition of providing remote services to students. Our traditional in-person financial lab transitioned to a virtual zoom lab to assist students in completing the Free Application for Federal Student Aid (FAFSA) or California Dream Act application (CADA). We transitioned our financial aid paper forms to Dynamic Forms. Dynamic Forms provided our students with a secure platform to complete required financial documents electronically and upload documents via our secure document uploader. This also streamlined our internal processes of managing and processing forms

more efficiently. As we transitioned to a hybrid approach in summer 2021, we expanded our financial aid lab to support in-person and virtual zoom labs. Students can receive real-time status updates on student applications at the front desk, via email, phone, virtually, and InSite. Students are assigned to a designated Financial Aid Advisor according to alpha string. They can schedule appointments with the advisor to discuss their financial aid file (e.g., review award package, discuss award eligibility-related matters, receive advising on how to complete required documents).

In spring 2021, we partnered with Global Core solutions. Global core solutions is an online platform that collects documents and verification information from students and parents. Students and parents can submit documents electronically on their mobile phones and other electronic devices. This process reduces staff time spent collecting, evaluating, and scanning documents from students. Global Core solutions is equipped with smart logic that moves students and parents through the verification process and auto-populates student information to reduce the incorrect or conflicting submission of documents.

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

- 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 11<sup>th</sup> and 12<sup>th</sup> 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 EOPS students.

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

The financial aid office implemented several new grant programs due to state and federal mandates without additional funding for administrative support. This created an administrative burden for the financial aid department, as the staff had to absorb the additional responsibilities. Without additional administrative allowance from the state, we were unable to hire additional staff to administer the new programs.

- Higher Education Emergency Relief Fund: In 2019-2020 and 2020-2021, the CARES Act, which establishes and funds the Higher Education Emergency Relief Fund (HEERF), was implemented. The CARES Act requires institutions to provide direct emergency aid to students. Since the initial passing of the CARES Act in Spring 2020, the institution has received two additional allocations. The financial aid office has been responsible for administering over 11.5 million dollars in emergency aid to students. This includes managing student communications, processing applications, awarding and disbursing emergency grants, and meeting mandatory reporting requirements.

- State Emergency Grant Application (Immediate Action Emergency FA Grant-SB85): In 2020-2021, the Chancellor's Office amended the Budget Act of 2020 by adding one-time local assistance funding to support California community colleges, including emergency financial assistance grants to students. LMC received \$567,759 in state emergency aid for students. The financial aid office has been responsible for managing student communications, processing applications, and awarding and disbursing emergency grants to students.

- Senate Bill 116: In 2020-2021, SB116 -Disaster Relief Emergency Financial Aid was made available to provide disaster relief emergency student financial aid to California community college students. The financial aid office was responsible for managing student communications and administering over \$88k in student emergency grants.

- Flexibilities Related to COVID-19: The CARES Act provided several regulatory flexibilities to institutions due to COVID-19, impacting calculation of Satisfactory Academic Progress (SAP), Return of Title IV Funding, and Verification. These flexibilities resulted in changes to our current processes, system setups, and student-facing communications.

- 4CD Internal Audit Recommendation: Internal Audit Services performed a review of the District's Financial Aid programs and practices resulting in several recommendations to improve our processes. Recommendations included: Built-in controls/rules to identify students with fraudulent trends, safeguarding information, reassessing current financial aid payment processes, cross-training of staff, and updating and reviewing policies. The FAO has implemented some of the recommendations and is in the process of reviewing and

implementing the recommended process.

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

The financial aid department’s current staffing structure is as follows. We currently have two vacant positions due to permanent staff members servicing in OOCA positions.

|   |   |
|---|---|
| <b>Pittsburg Campus</b>                                       |   |
| 1 Financial Aid Supervisor-Tammy Oranje (Interim)             | 3 Financial Aid Assistant II – Faidra Lopez, Deborah Baskin, vacant (due to OOCA)                               |
| 1 Lead, Financial Aid Specialist- Eva Monteverde              | 2 Financial Aid Assistant I (hourly – part-time) Ivan Urruita (32 hours a week) Kelsey Dodson (18 hours a week) |
| 1 Financial Aid Specialist- Tamara Carreon                    |   |
| 1 Financial Aid Scholarship Specialist- Beverly Bui (Interim) |   |
| <b>Brentwood Campus</b>                                       |   |
| 1 Financial Aid Assistant I – Vacant (due to OOCA)            |   |

We currently have two vacant positions due to staff members serving in an Out of Class Assignment (OOCA). We have two Pittsburg staff members, Deborah Baskin and Eva Monteverde, supporting our drop-in hours at our Brentwood campus due to the incumbent serving in an OOCA at another college. This impacts their ability to support services at the Pittsburg campus and takes time away from their current job responsibilities. The department will need a FAA I to perform a variety of routine activities involving the dissemination of financial aid information to students and families at the front counter and over the phone; and perform less complex technical and clerical tasks in the maintenance and documentation of financial aid information. Primary duties include answering student questions, checking student statuses in Colleague, reviewing and preparing student files for processing, filing, processing CA Promise Grant applications, agency verifications, and supporting outreach efforts. Without the level of an FAAl support, FAAl staff would be required to rotate working the front desk and supporting our Outreach efforts, which would take away valuable time they could be spending to process student financial aid documents and disbursements. With the two staff members serving in OOCA positions, job responsibilities have been divided between staff, resulting in a delay in processing student files and staff having to take on additional job responsibilities. There is a need to have a designated Financial Aid Assistant I to serve as an Outreach coordinator within our community to assist us with supporting the FAFSA requirement for high school seniors in 2022 and increase our FAFSA and Pell grant numbers.

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

Our learning support outcomes (LSO) are advertised on our financial aid website at [www.losmedanos.edu/financialaid](http://www.losmedanos.edu/financialaid). When students check in at the front desk for Financial Aid Lab, we inform students of the importance of completing an LSO assessment questionnaire. For the scholarship survey, the Scholarship Coordinator explains to students the reason for the survey. We inform students that their feedback helps the department assess the quality of our services and plans for future improvement.

## **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 11<sup>th</sup> and 12<sup>th</sup> 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

**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 International Student Svcs

---

### 1. Overview

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

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

The International Students Program at LMC serves F1 and M visa status students. It is the responsibility of the Designated School Officials within Admissions and Records and Student Life to ensure that the college and its international students are in compliance with federal law. International students come with unique challenges that domestic students do not have including compliance standards to meet their F1 Visa status. Furthermore, international students face stringent immigration requirements related to enrollment and academic success.

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

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

Director of Admissions: Primary Designated School Official



**Director of Student Life: Designated School Official  
Admissions and Records Lead (Pittsburg Campus) Designated  
School Official  
Admissions and Records Lead (Brentwood) Designated School  
Official**

The primary responsibility of determining eligibility as an F1/M Visa student as well as the processing of I-20 documents for prospective students is carried out by the Admissions and Records Office. Upon the hire of the new Director of Admissions and Admissions and Records Lead for Brentwood, it was decided in the fall of 2021 that the Admissions and Records would also be responsible for monitoring the unit loads of current students, validation of health insurance payments, placing holds on student records to ensure compliance of unit loads, as well as the processing of CPT and OPT requests.

The Office of Student Life continues to perform marketing and outreach to prospective and current students to address any questions or concerns they may have regarding Los Medanos College, application, or issues that may arise once they begin their studies at the college. In addition, the Office of Student Life also hosts the mandatory International Student Orientation which includes important information needed to maintain visa compliance, introduction to important departments and staff at the college, as well as campus tours, and making connections with student mentors to support incoming students in their first semester at LMC.

Ongoing communication exists with the Director of Student Life, designated Admissions and Records Staff, Dean of International Education at the District office regarding timelines and administrative guidelines for serving F1 Visa students. The Dean of International Education provides ongoing best practices training and resources while continuing to serve as a liaison between campuses and prospective international partners.

A collaborative relationship exists with Transfer & Career Services to support incoming and current International Students to increase opportunities for transfer in a timely manner and expose students to transfer opportunities they may not be aware of via campus tours, workshops, and college representative on-campus visits.

We also work with our athletics department to ensure that our international athletes meet the milestones towards graduation or transfer as they balance coursework, training, and adjusting to the United States.

The week prior to the start of the semester orientation is held for incoming international students facilitated by: Office of Student

Life, Designated School Officials within Admissions and Records, Relations Health Insurance, and the LMC Counseling Department

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

The International Students Program has barriers that have presented challenges to growing the program. As with most colleges across the United States, the LMC International Students Program has experienced a decline in international student enrollment. The most significant factor in the F-1 population decline across the U.S. is the current Nationalist climate in the United States. The previous federal administration started its tenure in office by invoking a travel ban against people from several Muslim majority countries as well as travelers from North Korea and Venezuela. In addition, the pandemic affected current international students as well as accepted prospective students having to either return to their home country or defer enrollment due to shelter in place and travel restrictions around the world. Lastly, the vast majority of recruitment for international students comes from the Contra Costa Community College District main office with only a handful of prospective students reaching out to LMC directly.

The inclusion of the International Students Program within the umbrella of Office of Student Life has presented challenges in applying to fund towards specific activities and events allocated for this student population. International Students Program currently does not have an allocated budget therefore funds have been redistributed using Student Life funding. As a result, the development of Student Life programming and activities has been impacted. In addition, programming and engagement of activities for International Students have been limited. Creating a budget allocation for the International Student Program will support the needs of the program and offer International Students opportunities to discover all the campus and Bay Area has to offer our visiting students.

The Office of Student Life also acknowledges that our domestic students also need exposure and experiences beyond East Contra Costa County. Additional funding allocations to the program would allow for field trips in addition to specialized programming that can work towards expanding world views and increase opportunities for dialogue.

**International Students Enrollment Data**

| Term        | #  |
|-------------|----|
| Fall 2019   | 26 |
| Spring 2020 | 27 |
| Fall 2020   | 21 |
| Spring 2021 | 19 |
| Fall 2021   | 20 |

The decrease in the number of students from spring 2020 to present is associated with the pandemic, remote learning, travel restrictions, vaccination status, embassy closures or delays, and financial barriers. These factors have made it difficult for international students to remain in the United States to complete their studies or prevents prospective students from applying to our college.

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

- Director of Admissions & Records (PDSO)
- Admissions & Records Staff - 1 (DSO)
- Director of Student Life (DSO)
- Dean of International Students Education (District Office)

The Director of Admissions is new in their role at Los Medanos College. We were going through recertification at the time they came into their role. There were some delays in designating them as a PDSO. In addition there were two DSO's who retired during the 2020-2021 academic year which left a shortage in staffing and delay in processing I-20s for prospective students.

In the Fall 2021 semester, LMC received recertification status and two new Admissions and Records Leads were hired to fill the

Designated School Official roles.

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

The identified learning support outcomes for the International Students Program are displayed on the Office of Student Life website, and in the college catalog.

## 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 Outreach Office

---

### 1. Overview

**Student Services Units Program Review Year Five Update - Outreach**

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

*From March 2020 through August 2021 the college provided fully online support services due to COVID-19. In January 2021 the Assessment Center formerly under the department of Outreach, was realigned to the Counseling department.*

The Outreach department provides prospective students with opportunities to connect and ask questions of the Outreach & Welcome Services team by offering in-person services at the Welcome Center, answering incoming questions via the LMCQuestions inbox, responding to general student inquiries via the Welcome Desk phone line, and hosting informational workshops at local high schools and community-based organizations including partner Adult Education Schools. In addition to these services, the department provides both in-person and remote support for students who are applying and/or registering for classes via Application, and Registration workshops. Due to the outbreak of COVID-19, the shelter-in-place beginning March 2020 led to fully remote support services and workshops via Zoom through the end of July 2021. To support prospective and current students with general questions about enrollment or college, the department also hosted zoom drop-in hours throughout the week to provide real-time hands-on support.

As of August 2021, the college re-opened for in-person services and students have had the option to attend in-person workshops and receive support in-person at the Pittsburg Campus Welcome Center. With the transition to fully remote services, workshops that had historically been held off-campus and in-person at high school and community-based organizations were also transitioned online and offered via Zoom. This included events such as the Senior Saturdays and Summer Bridge programs that support high school seniors through the college matriculation process.

In the summer of 2021, a call center was developed under the supervision of the Director of Transfer & Career Services to support enrollment boost efforts. With the onboarding of a new Director of Outreach July 2021, the Outreach department absorbed the call center and informally renamed it a communication center. The role of the center is to have Outreach student ambassadors support the college's enrollment efforts in the following ways: call new students who have applied but not enrolled and walk them through next steps, support calling campaigns that provide specific information to students such as calls made to encourage students to pledge for FT3, and to check-in with students who have not enrolled in one or more semesters and see if they need support re-enrolling at the college. The center was named a communication center because the work of the ambassadors currently encompasses sending follow-up emails to students with information regarding next steps, information on how to update personal information if a wrong phone number is on record and answering questions that come in via LMCQuestions. Moving forward, ambassadors will be trained to support the monitoring of the department's LiveChat page.

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

One of the initiatives that has been proposed and adopted fall 2021 is the collaboration between the Outreach and Counseling departments to offer Educational Planning and Registration workshops to support new and returning students register for spring 2022 classes. Historically, Counseling has offered two-hour Educational Planning workshops for new and returning students to learn about the college's programs, majors, career certificates. During these two-hour workshops, students were also supported to identify courses for the semester they were registering for.

Having identified a need to help students register for classes, the Outreach department had developed workshops in partnership with Assessment that walked students through the Insite Portal, helped students through the guided self-placement process, and walked students through the registration process of adding classes to the registration cart and confirming registration status. After two cycles of registration workshops (summer 2021 and fall 2021), the Outreach team identified a need to have a counselor present at the workshops to answer questions around course selection for students who were unsure of which courses to register for.

After several discussions and working meetings, Counseling and Outreach outlined a structure to merge the two workshops into a two-hour registration support workshop for new and returning students in which attendees would not only learn about the various programs and majors at the college, but also identify the semester courses they should enroll in and receive support with the registration process. The first iteration of these workshops were held in November and workshops will be hosted weekly through January except for holiday weeks. The intention will be to have general Educational Planning & Registration workshops offered on a weekly basis with Career Education, ESL, and Nursing workshops added to the schedule.

In addition to the partnership with Counseling, the Outreach department has intentionally been supporting recruitment and onboarding of prospective ESL students. During the fall 2021 semester, student ambassadors called 150 ESL students who had stopped out for more than one semester inviting students to make an appointment with the ESL counselor Eva Padilla. The departments are also looking to offer "Introduction to ESL" workshops at the local High Schools and expand the Educational Planning & Registration workshops to extend to high school ESL students during their senior year.

With the impact of COVID-19 on several Career Education programs, Outreach has been working closely with several Career Education programs including PTEC and FLOW, the Career Education counselor Camille Santana, the Workforce Development manager Bill Bankhead, and the Dean of Career Education Dennis Franco to brainstorm and plan intentional Career Education outreach at the high schools and in the greater community. One of the initiatives that have stemmed from these discussions is the training of Outreach program coordinators in the various Career Education certificate and degree programs at the college. The objective is for program



coordinators to be able to speak to prospective students about the various Career Education opportunities at the college, including the types of careers students may pursue upon completion.

As regular participants in the college's AB705 Lunch & Learn meetings, the Outreach department has supported initiatives related to encouraging prospective students to register for transfer level English and math courses. One such initiative has been an email campaign to students who have not yet registered for English or math courses encouraging them to complete the Guided self-placement and register for the appropriate course. A second initiative has been the inclusion of language in a new student calling campaign facilitated by Welcome Center student ambassadors. As part of the calling campaign, all new students receive a welcome call from a student ambassador, who in their conversation with new applicants, encourage applicants to complete the Guided self-placement as part of the steps to receive early registration.

Recognizing the crucial role that Guided self-placement plays in student success, Outreach has identified a need to collaborate closely with Assessment over the coming year to identify how to create a seamless onboarding student experience.

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

Due to COVID-19, Outreach services and student support were offered completely remotely from spring 2020 through the end of summer 2021. As a result, high school outreach workshops and events were also offered online. Super Saturday, an event that historically took place over the course of four Saturdays in April, was instead offered Wednesday afternoons via Zoom to help students matriculate into the college via small group advising and workshops. Summer Bridge a program to support the transition from high school to college was also offered fully online.

As a result of the lack of infrastructure to provide online services and instruction, the three partner Adult Education Schools in the college's service area did not have the capacity to maintain their student populations and the Adult Transition Specialist Coordinator was unable to coordinate zoom workshops through the Adult Education Schools to connect with prospective students. As of October 2021, the Adult Schools have been working to rebuild their student population, and college informational and application workshops are starting to be scheduled to support prospective students as early as November 2021. The Adult Transition Specialist has also observed extensive personnel changes and transitions among the various community-based organizations (CBOs) that the college has partnered with. These transitions have made it challenging to connect and stay connected with the populations the CBOs serve, resulting in a decrease in the number of workshops held for prospective students hosted at community-based organization sites.

Student Outreach is actively participating in Guided Pathways vis-a-vis the Strategic

Enrollment Management committee. The department is also responding to AB705 by sending out emails each semester to encourage students who have not completed the guided self-placement to follow the steps on the webpage and enroll in English/math upon receiving their placement scores. When student ambassadors from the college's communication call new students who have applied and not yet enrolled into the college, they encourage students to complete the guided self-placement as part of a process to receive an earlier registration date.

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

The Outreach department has undergone numerous structural and personnel changes between the fall of 2019 and the fall of 2021.

Positions under Outreach prior to January 2021: Director of Outreach, Data & Communications Program Coordinator, High School Outreach Program Coordinator, Welcome Services Program Coordinator, and Assessment Center Coordinator

Positions under Outreach January 2021 – December 2021: Director of Outreach (interim January – July 2021), Data & Communications Program Coordinator, High School Outreach Program Coordinator (out-of-class assignment), Welcome Services Program Coordinator (January - November 2021), Adult Transition Specialist Senior Program Coordinator (January - November 2021)

In January 2021, the Assessment Center which had previously operated under the Outreach department was moved to Counseling. During January 2021 the Adult Transition Specialist, Senior Program Coordinator joined the Outreach team having transferred from Workforce Development.

The Outreach department underwent numerous personnel changes between fall 2019 through fall 2021. In the summer of 2019, the department had a vacancy for the Data & Communications program coordinator and this role was not filled until March 2020. In the fall of 2020, there was a second vacancy in the Outreach department- the High School Outreach Program Coordinator- and the role was filled as of April 2021 via two out of class assignments filled by two different classified professionals. The role of Director of Outreach became vacant December 2020 and was filled by an interim from January 2021- June 2021. A new Director was onboarded July 2021. As of November 2021, there were two new vacancies in the outreach department for the roles of the Welcome Center Program Coordinator and the Adult Transition Specialist Senior Program Coordinator.

Due to dramatic changes in course offerings from in-person to online and hybrid modalities resulting from COVID-19, recruitment of students to work on campus as Student Ambassadors has been tremendously challenging. Prior to the shelter-in-place in March 2020, the Welcome Center and Welcome Desk were largely staffed by Outreach & Welcome Services Student Ambassadors. However, with the re-opening of the college campus for in-person services, recruitment of ambassadors has been challenging.

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

The department LSOs can be found on the college website and in the college catalog

## **2. Engagement**

### **Student Services Units Program Review Year Five Update - Outreach**

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

As of fall 2021, Outreach has been collaborating with Counseling as a department to support the development and implementation of Educational Planning and Registration workshops. During planning meetings, members of Outreach, the department chairs, and the Dean of Student Success and Dean of Counseling have identified the impetus for cross-collaborative efforts and coordinated the flow of content and delivery method of the workshops. There are also discussions taking place regarding what the spring high school Educational Planning and Educational workshops could look like for incoming students.

The AB705 lunch and learn meetings have been a monthly space for Outreach to hear from English, math, and ESL faculty and to gain insights into areas where student services can best support instruction. From these meetings, Outreach has been invited to meet with a small group of English faculty to discuss the idea of a joint Summer Bridge and English bootcamp for the summer of 2022.

With COVID-19 limiting the number and frequency of students who can tour campus, we will be hosting Career Focus "lite" Fridays in the spring semester, as opposed to the historically scheduled fall Fridays. In the planning of these events, Outreach, Early College Credit, and the Career Technical Education faculty have been collaborating to brainstorm possibilities for interactive and meaningful on-campus tours, with a focus on inviting students from local high schools who are juniors and seniors in articulated courses that could lead into a given college CE program.

In an effort to support the centralization of the college's messaging efforts to prospective, new, current, and returning students, the Director of Outreach and the Data & Communication Program Coordinator have played a core role in the work of the Student Facing Communications work group. The goals of fall and spring 2021 have included bringing together into a comprehensive format all students facing communications that are messaged to students during a given year. This will allow us as a college to see the layers of messaging students receive throughout the year, identify the efficacy through data collection & analysis, and determine whether students would benefit from additional strategic messaging. The Student Facing Communications group is composed of members of Student Services as well as Academic Affairs to ensure we collect insight and perspective on the essential communications students would benefit from receiving as students choose, enter, and stay on their learning path.

The Director of Outreach is also present at the Strategic Enrollment Management Committee, Learning Community Coordinators meetings, and Honors Advisory board meetings. In these spaces, the Director of Outreach can identify ways in which the department can best support the needs of the college's current and incoming students by hearing insights, learnings, and observations faculty share. Outreach staff are also actively involved with the college's governance and have leadership roles in SGC and Classified Senate.

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

In the fall of 2021, faculty and staff attended three community events to connect with prospective students out in the community. The college tabled at Beat the Streets- an employment, resource, health & wellness fair- the Brentwood Hometown Halloween Event in which 2000 community members attended to learn more about community resources and programs for families, and the City of Pittsburg Holiday parade in which faculty from nursing, math, and ESL attended alongside classified professionals from Student Services, and student ambassadors.

In preparation for spring 2022 events and activities, the Director of Outreach has been reaching out to local city and community partners to learn more about opportunities to table and participate in events. As a schedule of outreach opportunities is developed, these will be shared with the greater college community with an invitation to participate.

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

With the development of a communication center and the hiring of a new cohort of student ambassadors to support the college's Welcome Center, Welcome Desk, and outreach events, the department has scheduled ambassador meetings twice a month. The purpose of these meetings is to provide updates and training presentations to ambassadors, but also to hear their feedback about processes and practices they engage in. The topics of the trainings include customer service, communication style coaching, and task management. There is a question sent out to ambassadors before each meeting that is intended for them to be able to anonymously respond to questions about their tasks and duties, morale, questions about the department and college, and general questions pertaining to their roles. During the team meetings, the Outreach program coordinators can then share out their collective understanding of what they read and facilitate conversations to support and guide ambassadors as needed.

**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 Retention/Support Svcs

### 1. Overview

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

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

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

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

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

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

- **Adjunct - Counselor Orientation** Support cross-training/professional development by informing new adjunct counselors of guidelines and procedures associated with the levels of academic probation. The concepts included: Level I Alert (formerly Probation), Level II Alert (formerly Probation), and Academic Dismissal. We discussed the academic services our

department offers students in academic distress and the proactive efforts we are engaging in to prevent students from getting to the point of dismissal.

- **Extended Opportunity Program & Services (EOPS)** Collaborative efforts with the LMC EOPS Program involve the delivery of presentations informing students of the Student Success and Retention Programs Department and the support services that our campus provides to enrolled students that attend LMC.
- **LMC Athlete Orientation** This collaboration included working with coaches and the LMC Athletic Director from our LMC Athletic Department as they assisted new and continuing athletes with class enrollment. Additionally, we supported the coordination, workshops, and activities for the orientation.
- **Art/Humanities and Music Pilots.** Working with several department, we created student cohorts based upon declared majors. Workshops were designed to address student needs and educational answers based upon their academic level (i.e., 30-45 units completed, 45-60 units completed, 60+ units completed), directed counseling support was provided, and Success Teams were trained in Starfish usage and Early Alert response. This collaboration effort was a project to address questions about streamlining a student's journey through college and the plausibility of upscaling efforts. Moving forward in the development of Strategic Enrollment Management (SEM) and identified guided pathways momentum points, designed to increase the number and percentage of students who:

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

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

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

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

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

Current staffing includes the following:

|   |           |
|---|-----------|
| Program Coordinator, FT                       | L. Greene |
| Program Coordinator, FT (Special Populations) | T. Gage   |

|                       |              |
|-----------------------|--------------|
| Program Assistant     | VACANT       |
| Counselor, FT         | S. Wright    |
| Counselor, FT         | N. Westbrook |
| Counselor, PT/Adjunct | Varies       |

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

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

**2. Engagement**

**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**

### **1. Overview**

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



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

The mission of the Office of Student Life is to provide leadership development opportunities that support students in becoming agents of positive social change and responsible members of a diverse and global society.

The Office of Student Life oversees the following student organizations and activities on campus: Los Medanos College Associated Students (LMCAS), Interclub Council (ICC), Leadership Programming and Development, LMC Marketplace, oversight of the Student Lounge and second floor of the Student Union, and the International Students Program.

The Office of Student Life strives to provide programming that focuses on engagement of the entire campus community. Our work presents opportunity to expose students to information and resources that contribute to their development both inside and outside of the classroom. In addition, the Office of Student Life works towards developing activities and events that are in line with Los Medanos College’s mission and values with a focus on social justice, cultural awareness, and leadership development of students.

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

The Office of Student Life engages in strong partnerships with LMC campus programs and community groups to achieve the mission of the department. Some highlights of collaborative efforts include:

|                         |   |
|-------------------------|---|
| Welcome Week Activities | Campus Administration, Student Services, Learning Communities, Los Medanos College Associated Students (L.M.C.A.S) and Inter- |
|-------------------------|---|

|  |  |
|--|--|
|  | <p>Club Council, Community partners come together to support students in the first week of the semester</p>  |
| <p>LMC Marketplace (formally LMC Food Pantry)</p>      | <p>The Office of Student Life strives to reach marginalized student populations and advance student equity measures by working with Equity and Inclusion, L.M.C.A.S., EOPS, LMC faculty and staff, the LMC Foundation and community partners to serve LMC students through the LMC Marketplace. Through charitable donations, the LMC Marketplace has been able to serve more than 900 students since its opening in 2017.</p> |
| <p>Los Medanos College Associated Students (LMCAS)</p> | <p>Office of Student Life staff (acting in role of Advisor to L.M.C.A.S.) communicate frequently with chairs of Shared Governance Committees as well as departments and programs seeking support or input by students for move their programs or projects forward with student support.</p>  |
| <p>Interclub Council (ICC)</p>                         | <p>Office of Student Life (acting as advisor to ICC) communicates frequently with club advisors. In addition, the ICC advisor often</p>  |

|   |  |
|---|--|
|   | conducts outreach to faculty and staff to seek opportunities to serve as advisor to clubs that meet their interests.   |
| Cultural Awareness Activities                       | Throughout the year, the Office of Student Life is host to a variety of events on campus that brings awareness to the community. Collaborations with programs and departments on campus include:<br>Puente, Umoja, Equity and Inclusion, Honors, Interclub Council members, World Languages faculty, Counseling, and various instructional areas |
| Courageous Conversations (Formally A Place to Talk) | Partnership with the LMC Counseling Department and Equity and Inclusion has a consistent following and participation ranges from 5-10 individuals depending on topic being discussed   |

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

The LMC Marketplace does not currently have stable funding to operate and relies heavily upon external donations and grants to purchase food and provide staffing. As part of the sustainability plan, a focus has been made to enroll as many students as possible onto the CalFresh (formally known as the Supplemental Nutrition Assistance Program or S.N.A.P). The Food Bank of Contra Costa & Solano provides a \$40.00 credit to the LMC Marketplace for every student who obtains the CalFresh benefit. Students who are food

insecure are more likely to drop out of school because of financial barriers. Assembly Bill 612 provides that the CalFresh benefit can be used on campus to purchase food from vendors who are part of the "Restaurant Meals Program (RMP) though this will require further exploration once a food service provider is identified in the new Student Union.

The pandemic and campus closure also resulted in bringing to light the lack of access students have to technology. As a result, the LMC Marketplace in partnership with Equity & Inclusion and LMCAS distributed Chrome Books, laptops, and hot spots for students to participate in classes in remote environment.

The pandemic which resulted in campus closure negatively impacted the Office of Student Life, as the remote environment presented a challenge in marketing and outreach to promote events as programming was limited to a virtual environment. Attendance in virtual events was reduced and it was assumed that the reason for the reduction in attendance was due to the virtual fatigue experienced by students.

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

The Office of Student Life currently has the following positions:

1) Director of Student life, International Students Program, LMC Marketplace (1.0 FTE)

**2. Sr. Program Coordinator (VACANT)**

3) Hourly Program Assistant for LMC Marketplace (up to 20 hours per week)

4) 4 Student Workers for LMC Marketplace (up to 10 hours per week)

5) 8 Student Workers for Office of Student Life and Student Lounge (up to 15 hours per week)

The Office of Student Life has been without a Sr. Program Coordinator since fall of 2019. We were in the midst of interviewing candidates when the pandemic began and the administration made

a decision to postpone hiring of this position. Due to the lack of staffing in the Office of Student Life, programming has been reduced.

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

The identified learning support outcomes for the Office of Student Life (including the International Students Program and LMC Marketplace) are displayed on the Office of Student Life website, and in the college catalog.

## **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.

**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.**

NA

## LMC Transfer Center

### 1. Overview

#### Student Services Units Program Review Year Five Update - Transfer Center

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

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

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

- Workshops with a focus on transfer education, exploration, and preparation
  - 350 students reached in this activity in 2019-2020
  - 567 students reached in this activity in 2020-2021
- Class Presentations with a focus on transfer education, exploration, and preparation
  - 264 students reached in this activity in 2019-2020
  - 25 students reached in this activity in 2020-2021
- Transfer Fairs: all-campus events to promote transfer. Over 55 universities are hosted in the Fall fair, and beginning 18-19, spring fairs are tailored to major groups
  - 600 students reached in this activity in 2019-2020
  - 583 students reached in this activity in 2020-2021
- Individual transfer counseling to explore transfer and define major and educational pathways
  - 1535 students reached in this activity in 2019-2020
  - 970 students reached in this activity in 2020-2021

- University Tours: 8-10 tours planned and run annually to four-year institutions, including a five day southern California tour and five day HBCU tour.
- 181 students reached in 7 tours in 2019-2020
- 0 students reached in this activity in 2020-2021
- Hosted University Representatives at LMC: coordinating and promoting representatives from four-year institutions at LMC, with the goal of providing college information and admissions advising to students.
- 242 students reached in this activity in 2019-2020
- 286 students reached in this activity in 2020-2021
- Transfer Application assistance and coaching: specialized assistance for students in transfer application and Personal Insight Question completion
- 350 students reached in this activity in 2019-2020
- 288 students reached in this activity in 2020-2021

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

Transfer exploration and preparation is woven into every academic and student support component of the college, and with that, Transfer Services works closely and partners with almost every department on campus. While collaborations with other units on campus have led to great success at the college, there are also internal factors that are currently having a significant impact on our department’s ability to effectively support transfer success. Since the 2018-2019 Comprehensive Program Review, the following new internal partnerships and collaborations have developed:

|                                |   |
|--------------------------------|---|
| <p>Articulation Work Group</p> | <p>In Spring 2021, Transfer Services and the Office of Instruction began convening an Articulation Work Group for the College, with the goal of developing comprehensive policies and procedures for the identification and articulation of course-to-course major prep classes with UC and CSU campuses. The ultimate goal is to increase the number of individual course articulation alignments. The group has met 5 times, and has developed:</p> <ul style="list-style-type: none"> <li>• A college project plan for articulation, including goals to improve course identification, submission, and follow up processes, faculty and counselor training, and policies and procedures.</li> <li>• An additional document for college operations that includes an annual articulation workflow, roles and responsibilities across the institution, and detailed directions for articulation process and steps by area.</li> </ul> |
|--------------------------------|---|



|   |  |
|---|--|
| Curriculum Committee Tech Review: Transfer Representative | In Spring 2021, a representative from Transfer Services was added as a member of the Tech Review team for LMC’s Curriculum Committee, with the goal of identifying transfer needs in course development. |
|---|--|

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

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

|                                  |  |
|----------------------------------|--|
| for students' transfer questions |  |
|----------------------------------|--|

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

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

- Zero university tours were held
  - Very few class presentations were scheduled for face-to-face or synchronous sections
  - Transfer Services was unable to hire student employees for Summer 2020, and could only employ one fifth of normal student ambassador team for 2020-2021
  - All other programming (workshops, application support, university representative campus visits and meetings, and transfer events) were pivoted to an online-only format.
- Additionally, Transfer Services pivoted in multiple ways to adapt support systems, and areas of focus, to the needs, priorities, and modalities of students during the last two years.

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

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

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

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

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

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

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

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

**2. Engagement**

**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:

|  |  |
|--|--|
| California State Transfer Directors Conference planning and presenting | Los Medanos College Transfer Directors assist in the planning and training of new transfer directors across the state. All new California Community College Transfer Directors are trained on transfer data reporting and collection by Los Medanos College. |
| New University Rep Involvement   | Our department hosts workshops throughout  |

|                               |  |
|-------------------------------|--|
|                               | <p>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 transfer events occurring at four-year universities</p>  |

|  |   |
|--|---|
| <p>UC Davis Transfer Opportunity Program</p> | <p>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.</p> |
|--|---|

These partnerships build upon existing and growing collaborations that began before the 2017 academic year:

| External Stakeholder Partnerships  | Impact on Student Success  |
|--|--|
| <p>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</p> | <p>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.</p> |
| <p>Saint Mary's HSI STEM: Transfer Services partnered with Saint Mary's College and MESA to offer a STEM-focused college tour of SMC.</p>  | <p>LMC STEM students are exposed to alternate pathways to UC and CSU transfer.</p>   |

|  |  |
|--|--|
| <p>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.</p>         | <p>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.</p>          |
| <p>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.</p>                                      | <p>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.</p> |
| <p>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.</p> | <p>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.</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, introducing students to transfer exploration, and guiding students through transfer applications themselves. The students also collaborate with coordinators to develop promotional material for events and activities, and post to the department's social media accounts. Student ambassadors attend weekly meetings with the staff team, as well as monthly All Student Services Meetings, and take part in many of the decision making processes for the department.

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

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

Major Outcomes of 19-20 and 20-21 Advisory meetings: major topics of discussion during the last series of advisory meetings have revolved around tailoring partnership with universities to provide more unique information to students based on their pathway. We have seen a benefit in student engagement with smaller institutions: as a result of advisory meetings, small institutions like University of the Pacific, Palo Alto University, and UMass Global (formally Brandman University), have partnered to provide joint presentations on transferring to a

psychology program, or private institutions and education. Interested students are able to learn about multiple smaller institutions at one time, and the information is delivered with their major in mind. The 2020-2021 advisory meeting included a planning session for university representatives on strategies and ideas for adapting university engagement in a pathway model. This has led to pathway-based exploration and application sessions hosted by universities.

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

|   |  |                |                  |
|---|--|----------------|------------------|
| <p>2019-2020 year: October 22, 2019</p> | <p>Agenda:</p> <ul style="list-style-type: none"> <li>• LMC Over the Years</li> <li>• Transfer Statistics</li> <li>• LMC Updates</li> <li>• New Programs</li> <li>• New Buildings</li> <li>• New Course</li> </ul> <p>Numberings</p> <ul style="list-style-type: none"> <li>• Life After Placement Tests: What's been happening?</li> <li>• Looking at the Future</li> <li>• LMC and Guided Pathways</li> <li>• LMC and Strategic Enrollment Management</li> </ul> <p>Attendees:</p> <p>Chester<br/>Henderson<br/>Arizona State University<br/>Kim<br/>Hundley<br/>Brandman University<br/>Bridie<br/>Carinci<br/>CSU Sacramento<br/>Taylor<br/>Stark<br/>Fresno Pacific University<br/>Ken<br/>Bowman<br/>Menlo College<br/>Lucia<br/>Morrow<br/>National University<br/>Rey<br/>Penate</p> | <p>Chester</p> | <p>Henderson</p> |
|---|--|----------------|------------------|

|         |   |                           |
|---------|---|---------------------------|
|         | Notre Dame de Namur<br>University<br>David<br>Allen<br>Orbis Education<br>Nick<br>Lapido<br>Palo Alto University<br>Duane<br>Horton<br>San Francisco Academy of Art<br>University<br>Kyle<br>Rockwell<br>Sierra Nevada - College of<br>Entrepreneurial Leadership<br>Renelle<br>Johnson<br>UC Davis<br>Norma<br>Peniche<br>UC Irvine<br>Azizi<br>James<br>UC San Diego<br>Adra<br>Bowman<br>UC Santa Barbara<br>Schaller<br>DeSart<br>University of Nevada, Reno<br>Maricris<br>Mlyniec<br>University of San Francisco<br>Maureen<br>Laird<br>University of the Pacific<br>Rachel<br>Anicetti<br>Los Medanos College<br>Sandra<br>Parsons<br>Los Medanos College<br>David<br>Reyes<br>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"> <li>• Updates from Los Medanos</li> <li>• New Degrees and Majors for 2021-2022                             <ul style="list-style-type: none"> <li>• LMC submission and approval: CSU-GE Area F</li> </ul> </li> <li>• Transfer Services-reflecting on our year                             <ul style="list-style-type: none"> <li>• Guided Pathways at LMC:</li> </ul> </li> <li>• Introducing Learning, Major, &amp; Career (LMC) Pathways!</li> <li>• Virtual Brainstorm:</li> </ul> | Chester   | Henderson |



## 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<br>Holy Names University<br>Loretta<br>Klosterman<br>University of Oregon<br>Stacie<br>Fontinell<br>UC Santa Cruz<br>Rachel<br>Anicetti<br>Los Medanos College<br>Sandra<br>Parsons<br>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