LMC Admissions & Records

3. Vision for Success Goals Update

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

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

New initiatives and regulations while promoting a positive change for our students, also require Admissions & Records to reevaluate current practices and develop new procedures to provide a high level of service to our students.

The goals identified below are inclusive of the following:

- Recruit key vacancies within the department: 3 Senior Admissions & Records Assistants

(Pittsburg) and 1 Admissions & Records Assistant I (Brentwood).

- Evaluate and potentially restructure departmental roles and responsibilities to ensure areas needing more support, such as, transcript evaluations, residency, veteran students, concurrent enrollment, and nursing applications, are prioritized accordingly.

-Provide training and resources for professional development to increase effective and efficient communication.

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

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Accredita tion: Course Success		
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand job.		
VFS2: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim ately 87 total units (the most recent		

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Outcome s Survey.				
VFS5: Reduce equity gaps across all of the above measures through faster improve ments among traditiona lly underrep resented groups as identified by the college.				

INDICA TOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC	Streamlin ing the automate d processe s related	Student Engageme nt and Success	Departme nt Statistical Reports by semester.	In Progress	-2 Senior A&R (Pittsburg) Positions are currently in	FA2021-SP 2022	Director of A&R

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				Dynamic Form. -Review SQL reports to adhere to deadlines and establish check and balance format for degree/c ertificate awarding.		
VFS2: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim ately 87 total units (the most recent system- wide average) to 79 total units— the average among the quintile of colleges showing	Rebuild degree audit evaluatio n system in Colleague	Statistical measure using data driven resource report for degree/c ertificate attainme nt.	In Progress	 -2 Senior A&R Assistant positions recruitme nt in progress. - Developin g a coding system in degree audit to link courses to area fulfillment for GE and transfer requireme nts. -Data connectio n will include enhancem ent to student planning through self- service to 	SP2022	Director of A&R

the strongest performa nce on this measure.				support correct selection of course based on GE pathway. -Train counselor s on new degree audit system once impleme ntation is complete.		
VSF3: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim ately 87 total units (the most recent system- wide average) to 79 total units— the average among the quintile of colleges showing	Rebuild degree audit evaluatio n system in Colleague	Statistic al measure using data driven resource report for degree/c ertificate attainme nt.	In Progress	-2 Senior A&R Assistant positions recruitme nt in progress. - Developin g a coding system in degree audit to link courses to area fulfillment for GE and transfer requireme nts. -Data connectio n will include enhancem ent to student planning through self- service to support	SP 2022	Director of A&R

the strongest performa nce on this measure.			correct selection of course based on GE pathway. -Train counselor s on new degree audit system once impleme ntation is complete.		
VSF4: Increase the percent of exiting CTE students who report being employe d in their field of study, from the most recent statewid e average of 69 percent to an improved rate of 76 percent— the average among the quintile of colleges					

showing the strongest performa nce on this measure in the most recent administr ation of the CTE Outcome s Survey.							
Reduce equity gaps across all of the above measures through faster improve ments among tradition ally underrep resented groups as identified by the college.	Improve certificati on process for veterans by convertin g files to a paperless process. Support and enhance Professio nal Develop ment opportun ities for A&R staff	Improve certificati on process for veterans by convertin g files to a paperless process.	Support and enhance Professio nal Develop ment opportun ities for A&R staff	SQL data reports demonstr ate timeline of certificati on process. GROW@4 cd transcrip ts. Template to track committe e and conferen ce participa tion.	SQL data reports demonstr ate timeline of certificati on process.	GROW@4 cd transcrip ts. Template to track committe e and conferen ce participa tion.	In Progress

Improve certificati on process for veterans by convertin g files to a paperless process.				
Support and enhance Professio nal Develop ment opportun ities for A&R staff				
SQL data reports demonstr ate timeline of certificati on process.				

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	rtification process for veterans by converting files to a paperless
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Support an	d enhance Professional Development opportunities for A&R staff
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SQL data reports demonstrate timeline of certification process.

GROW@4cd transcripts.

Template to track committee and conference participation.

In Progress

-Veterans Program Coordinator completion of SCO training for student VA certification.

-Shift/enhance onboarding/certification process from A&R Evaluators to VA Program Coordinator.

-Developed VA Student Certification Semester request form & VA Student Checklist in electronic format using Dynamic Forms.

-Add certification status into VETS screen.

-Provide VA Once certification report to the State for VA Grant funding.

-Look at potential of adding VA Works software system. Connects to Dynamic Form. Has a student view component.

-Developing a template for tracking employee participation in professional development activities.

-Staff committee report out communication via email and weekly team meetings.

-Ensure staff engage in professional development activities provided regarding strategic college initiatives.

-Attend equity presentations and workshops held from the Office of Equity and Inclusion and report out to team via team meetings and/or email.

-Attend VA presentations and workshops and report out to team via team meetings and/or email.

-Conference attendance and report out to the team via weekly meetings and/or email. .FA 2021-SP 2022

VPSS & Director

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields.	In Progress	

Name	Benchmark	Benchmark Descriptor
(District #3)	In Progress	
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)

Streamlining the automated processes related to the enrollment and graduation process.

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Rebuild degree audit evaluation system in Colleague.

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

Rebuild degree audit evaluation system in Colleague.

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Improve certification process for veterans by converting files to a paperless process.

LMC Athletics

3. Vision for Success Goals Update

Student Services Units Program Review Year Five Update-LMC Athletics

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.* Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx Currently our student-athletes are having challenges meeting with a counselor remotely or in person to develop educational plans for graduation and transfer. The strategy would be to have a counselor available in the KAC complex to assist student-athletes to develop educational plans. We have had student-athletes who have experienced lack of units to matriculate causing them to spend an extra semester at LMC.

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

INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific							

skill sets that prepare them for an in- demand job.				
VFS2: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim ately 87 total units (the most recent system- wide average) to 79 total units— the average among the quintile of colleges showing the strongest performa nce on this				
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Accredita tion: Course Success	Sustain and maintain the continued excellence of the athletic departme nt.	-Equity and Inclusion -Student Engagem ent and Success	-Equity and Inclusion -Student Engagem ent and Success	Collect and analyze data regarding graduatio n and transfer rates.	In progress	Stress the importanc e of recruiting to all coaches especially the female coaches. Stress the importanc e of academics to all student athletes and coaches. Marketing strategies to showcase our new Kinesiolog y/Athletic Complex and Athletic Program to attract	Yearly assessme nt	Richard Villegas

			local student- athletes, especially females and people of color.	
-Equity and Inclusion -Student Engagem ent and Success				
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand job.				
VFS2: Decrease the average number of units accumula ted by CCC students				

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VFS5: Reduce equity gaps across all of the above measures through faster improve ments among tradition ally underrep resented groups as identified by the college.				

-Equity and Inclusion -Student Engagement and Success

Collect and analyze data regarding graduation and transfer rates. In progress Stress the importance of recruiting to all coaches especially the female coaches. Stress the importance of academics to all student athletes and coaches.

Marketing strategies to showcase our new Kinesiology/Athletic Complex and Athletic Program to attract local student-athletes,

especially females and people of color. Yearly assessment Richard Villegas VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an indemand job.

VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

VSF4:

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

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals –	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC CalWORKS

3. Vision for Success Goals Update

Student Services Units Program Review Year Five Update - CalWORKS Program

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

The past comprehensive program review goals are:

1. Develop a standardized intake process that can be utilized by the LMC CalWORKs Office and County CalWORKs Office(s)

2. Increase the number of CalWORKs students that received their textbooks on the first day of school

3. To minimize the LMC CalWORKs intake documents & to revise the forms to be completed on an annual (academic year) basis, rather than each semester.

Based on a critical review of the aforementioned goals, the program pursues the following goals for 2020-21:

1. Increase program consistency and services to students by hiring new permanent staffing

2. Increase engagement by CalWORKs students with counselors to complete comprehensive education plan

3. Increase career support activities offered by CalWORKs including career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others.

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

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INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand							

job.						
VFS2:						
Decrease						
the						
average						
number						
of units						
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ted by						
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VSF3:						
Decrease						
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VSF4:								
Increase								
the								
percent								
of exiting								
CTE								
students								
who								
report								
being								
employed								
in their								
field of								
study,								
from the								
most								
recent								
statewide								
average								
of 69								
percent								

to an improved rate of 76 percent— the average among the quintile of colleges showing the strongest performa nce on this measure in the most recent adion of the CTE Outcome s Survey. VFS5: Reduce equity gaps across all of the above measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve measures through faster improve the the the the the the the th						
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VFS1:	Increase	Equity &	Permanent		Complete	Job	Jeffrey
Increase	program	inclusion	hiring of	1.	hiring	developer	Benford
by 20	consistenc		job	Abandone	process	hiring to	
percent	y and		developer	d	for job	be	

the number of LMC students annually who acquire associate degrees, credential s, certificate s, or specific skill sets that prepare them for an in- demand job.	services to students by hiring new permanen t staffing	in CalWORKs	X In Progress 1. Completed 2. New Goal	developer	completed in spring 2022; Training for job developer during spring 2022	
VFS2: Decrease the average number of units accumulat ed by LMC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average) to 79	Increase engageme nt by CalWORKs students with counselors to complete comprehe nsive education plan	Increased percentag e of CalWORKs students will have at least 3 semester education plan by the end of the first semester	1. Abandone d 2. In Progress X Completed 1. New Goal	Created outreach plan for current and new CalWORKs students	Fall 2019 – Spring 2020	Jeffrey Benford

total	CalWORKs	Collaborat	Fall 2019 –
units—the	students	edwith	Spring
average	will	County to	2020
among the	complete	revise	
quintile of	Career	intake	
colleges	inventory	processes	

showing the strongest performan ce on this measure.		during a workshop in their first semester		to incorporat e paperless authorizati on and submissio ns of required document s from students.	
VSF3: Decrease the average number of units accumulat ed by LMC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average) to 79 total units—the average among the quintile of			1. Abandone d 2. In Progress 3. Completed 4. New Goal		

colleges showing the strongest performan				
ce on this				
measure.				

VSF4: Increase the percent of exiting CTE students	Increased career supp ort activities offered by CalWORKs	Student engageme nt & success	Created schedules of workshops each term. Each workshop	1. Abandone d 2. In Progress 3.	In collaborati on with the Career Center, County CalWORKs	Fall 2019 – Spring 2020	Jeffrey Benford
who report being employed in their field of study, from the	including: career inventory workshops , dress for success, mock		included assessme nt of skills presented.	Completed 4. New Goal	and LMC CalWORKs staff, created schedules of workshops		
most recent statewide average of 69 percent to an	interviews and resume trainings, job search skills,				to fit student availability and needs. Created a		
improved rate of 76 percent— the average among the	among others.				series of workshops offered each term, with additional		
quintile of colleges showing the strongest performan					sessions for student requested topics.		
ce on this measure in the most recent					Identify leaders to host workshops each term.		
administra tion of the CTE Outcomes Survey.							

VFS5: Reduce equity gaps across all	1. Abandone d 2. In	
of the above	Progress 3.	
measures through	Completed 4. New	

faster improvem ents among traditionall y underrepr esented groups as identified by the college.				Goal			
	Previous CPR goal: Developed a standardiz ed intake process that can be utilized by the LMC CalWORKs Office & County CalWORKs Office	Strengthe n communit y engageme nt & partnershi ps	In collaborati on with County, new intake procedure s has been completed	1. Completed	Fall 2019 – Spring 2020	Jeffrey Benford	
	Previous CPR goal: Increased the number of CalWORKs students that received their textbooks on the first day of school	Student engageme nt & success	Goal has been revised to CPR 1: Increase program consistenc y and services to students by hiring new permanen t staffing	1. Abandone d and re- envisioned	Fall 2019 – Spring 2020	Jeffrey Benford	

document	completed		
s & to	2019		
revise the			
forms to			
be			
completed			
n an			
annual			
(academic			
year)			
basis,			
rather			
than each			
semester			

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC CARE Program

3. Vision for Success Goals Update

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

This section has no content

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Career Center

3. Vision for Success Goals Update

Student Services Units Program Review Year Five Update - Career Center

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

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

1. Data Informed Services: beginning in the Fall 2019 term, Career Services began collecting all student contact (drop-in, workshops, class presentations, and tours) through SARS so that rosters can be generated and run through Tableau. This allows the unit to disaggregate contact by populations in LMC's Equity Plan, complete gaps analysis, and identify areas to increase marketing or services.

1. Strategic Planning through Equity Lenses: goals developed through the department's strategic planning process, comprehensive program review, or Learning Support Outcomes have individualized goals for populations identified in LMC's Student Equity Plan.

1. Partnership with Key Campus Organizations: Career Services partners with college departments and organizations to engage with students each semester. These groups include EOPS, student clubs, DSPS (including the Department of Rehab), and learning communities. While Career Services began implementing strategies above in Fall 2019, the campus closure and pivot to remote services disrupted some of its progress. Engagement tracking methods did not initially transfer smoothly to an online-only format, and we had to re-start these efforts in Fall 2021. Career activity participation has remained stable for Black/African-American students in the last two years, especially in CWEE and we are developing strategies to increase participation numbers (see goals below).

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

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

INDIC	PROGRA	ALIGNED	MEASU	ST	ACTIO	TIMELI	RESPON
ATOR	M R	STUDENT	RE	ATUS	N	NE	SIBLE
	EVIEW	SERVICES		(Please	STEPS		PARTIES
	YEAR	GUI		enter			
	THREE	DING		Abandon			
	GOALS	PRINCIPL		ed, In			
		ES		Progress,			
				Complete			
				d or New			
				Goal to			
				indicate			
				the			

		status for each goal)		
Accredita tion: Course Success		<u> </u>		
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand job.				
VFS2: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim ately 87 total units (the most				

recent							
system-							
wide							
average)							
to 79							
total							
units—							
the							
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colleges							
showing							
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nce on							
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measure.							
VSF3:							
Decrease							
the							
average							
number							
of units							
accumula							
ted by							
ccc							
students							
earning							
associate							
degrees,							
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ately 87							
total							
units (the							
most							
recent							
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average)							
to 79							
total							
units—							
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average							
among							
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quintile							
of	l	l				l	

colleges	1	1	1	1	1
showing					
the					
strongest					
performa					
nce on					
this					
measure.					
VSF4:					
Increase					
the					
percent					
of exiting					
CTE					
students					
who					
report					
being					
employed					
in their					
field of					
study,					
from the					
most					
recent					
statewide					
average					
of 69					
percent					
to an					
improved					
rate of 76					
percent—					
the					
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the					

ation of the CTE Outcome s Survey.			
VFS5: Reduce equity gaps across all of the above measures through faster improve ments among traditiona lly underrep resented groups as identified by the college.			

Indicator	Program Review Year Three Goal s	Aligned St udent Serv ices Guiding Principles	Measure	Status	Action Steps	Timeline	Responsibl e Parties
Accreditati on: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credential s,	Increase student access to career exploratio n activities through implement ation of annual campus- wide career events. Initial	Student Engageme nt and Success	Develop and host two campus events annually by June 2022. – Hold two job-site field trips annually by June 2022.	Completed	While COVID-19 travel restriction s and transition to remote support has impacted implement ation of this goal, prior to March		Reginald Turner Cynthia Perez Nicholas Rachel Ani cetti

certificate s, or specific skill sets that prepare them for an in- demand job.	milestones : - Develop and host two campus events annually by June 2022 Hold two job-site field trips annually by June 2022.				2020 Career Services began offering industry tours, and plan to reignite those in Spring 2022. Campus events like the Opportunit y Fair, and Mock Interviews for Advanced Manufactu ring, have continued to be offered virtually in the remote environme nt.		
VFS2: Decrease the average number of units accumulat ed by CCC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average)	Broaden student access to career exploratio n tools through integratin g Career Exploratio n resources into classroom and counseling sessions: initial milestone is to increase	Student Engageme nt and Success	Increase classroom presentati ons to 400 student contacts annually by June 2022.	In Progress	Transition to remote and asynchron ous instruction significantl y impacted progress on this goal. In the Fall 2021 term, Transfer & Career services contacted the	November 2021: presentati ons to all face-to- face and synchrono us sections of ENGL100, MATH 110, and MATH 150. January 2022- August 2022: developm ent of class	Reginald Turner Rachel Ani cetti

to 79 total units—the average among the quintile of colleges showing the strongest performan ce on this measure.	classroom presentati ons to 400 student contacts annually by June 2022		English and Math departme nts and began collaborati on to present to all face-to- face and online synchrono us sections in the Fall 2021 term. A video is in the planning stages and will be developed for use in asynchron ous sections	presentati on to asynchr onous sect ions for use in Fall 2022	
			during Fall 2022. Beginning Fall 2021, Transfer & Career Services contacts every F2F and online- synchrono us English 100 and Math 110 and 140 instru ctor at the beginning of term to schedule a live classroom presentati		

VSF3: Decrease the average number of units accumulat ed by CCC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average) to 79 total units—the average among the quintile of colleges showing the strongest performan ce on this measure.					on. Transf er & Career presented to 200 students in Fall 2021, and are on track to present to a minimum of 300 additional students in Spring 2022		
VSF4: Increase By 2022, Completed Even with Goals will Cynthia	Decrease the average number of units accumulat ed by CCC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average) to 79 total units—the average among the quintile of colleges showing the strongest performan ce on this measure.		Βυ 2022	Completed		Coole will	Cunthia

Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent— the average among the quintile of colleges showing the strongest performan ce on this measure in the most recent administra tion of the CTE Outcomes Survey.	the number of students engaging and participati ng in Work Based Learning activities		CWEE enrollment increased by 100 students from 2018-2019 unduplicat ed headcount of 179 students.		reduced enrollment in CWEE internship courses due to the COVID-19 pandemic and working restriction s, CWEE enrollment met its enrollment goals in the 19-20 and 20-21 academic years: 2019- 2020: 280 unduplicat ed headco unt 2020- 2021: 249 unduplicat ed headco unt	be identified in the next Comprehe nsive Program Review cycle around increased unduplicat ed headcount enrollment in 180 internship courses.	Perez Nicholas, Rachel Ani cetti, Bill Bankhead, Melina Rodriguez
VFS5: Reduce equity gaps across all of the above measures through faster improvem ents	Increase the number of students trained in 21st centu ry (employab ility) skills, through a specific focus on	Equity and Inclusion	by 2021, 20% increase in number of Black/Afric an American students accessing Career Services resume	In Progress	Transition to remote student support impacted our tracking methods for resume and interview preparatio	1/2022: generate first student contact report, conduct planning session with students on	Cynthia Perez Nicholas

among traditionall y underrepr esented groups as identified by the college.	increasing the number of African students accessing career support.	and interview preparatio n	n. A modified action plan follows: 1. Develop in ternal stud ent contact tracking system that allows disaggreg ation by demograp hics 1. Identify baseline representa tion in activities, and gaps in representa tion 1. Develop marketing strategy and activity implement ation plan 1. Increase the number of Black/Afric an American students participati	campus 3/2022: develop marketing plan for 22-23 academic year	
			American students		

			support an increase in the number of Black/Afric an American Students completin g resumes before graduation	
Develop three-year strategic plan for Career Services, with goals related to programs, services, and organizati onal needs by January 2019	Commitm ent to Innovation and Creativity	Completed	Outcome and Impact: Over the course of the 2018- 2019 academic year, the Career Services team embarked on a strategic planning process that including: an internal SWOT analysis, gaps analysis, team planning retreat, and consultati on with internal and external stakeholde rs. This resulted in a document that outlines	

		five major		
		program		
		goals,		
		quantitativ		
		е		
		milestones		
		, and		
		targeted		
		activities		
		through		
		the 2021-		
		2022		
		academic		
		year.		
		Program		
		goals align		
		with		
		Guided		
		Pathways,		
		Strong		
		Workforce		
		metrics,		
		and Vision		
		for		
		Success		
		goals. The		
		Career		
		Services		
		Strategic		
		Plan has		
		been used		
		to guide		
		program		
		review		
		planning,		
		Guided		
		Pathways		
		implement		
		ation, and		
		partnershi		
		p with		
		Workforce		
		&		
		Economic		
		Developm		
		ent. It can		
		be found		
		in the		
		college's		
		L drive at		
		www.		
		losmedano		
		S.		

		edu/career	

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and livingwage occupational fields. (District #3)

Increase student access to career exploration activities through implementation of annual campus-wide career events. Initial milestones: - Develop and host two campus events annually by June 2022. - Hold two job-site field trips annually by June 2022.

Increase the number of students engaging and participating in Work Based Learning activities. Initial milestone: By 2022, CWEE enrollment increased by 100 students from 2018-2019 unduplicated headcount of 179 students.

Increase the number of students trained in 21st century (employability) skills, through a specific focus on increasing the number of African American students accessing career support. Initial milestone: by 2021, 20% increase in number of Black/African American students accessing Career Services resume and interview preparation

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Broaden student access to career exploration tools through integrating Career Exploration resources into classroom and counseling sessions: initial milestone is to increase classroom presentations to 400 student contacts annually by June 2022

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Develop three-year strategic plan for Career Services, with goals related to programs, services, and organizational needs by January 2019

LMC Counseling Office

3. Vision for Success Goals Update

Student Services Units Program Review Year Five Update - Counseling Office

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

The following is an outline of data inquiries to explore for next year's year one cycle. As the college moves toward Guided Pathways (GP), the Counseling Dept. will consider data that informs possible interventions to address the needs of three groups; this will include both instructional and counseling services. Special attention will look at how many students are in particular pathways in order to see what academic interventions and what programs will have maximum impact.

Data questions to ask:

- What is the course success rate for the four equity populations in:
 - Each counseling class offered (take out HS pop)
 - Counseling classes overall as a department

• What is the overall (all classes) for all pops, on the measures of (does taking a counseling class make you more likely to complete the following?):

- Course success
- AA/AS/AST/ADT completion
- Certificate of completion
- Transfer (AAT/ADT)
- Number of units accumulated by AA/AS earners
- What is the overall (all classes) for each of the 4 pops, on the measures of (does taking a counseling class make you more likely to complete the following?):
 - Course success
 - AA/AS/AST/ADT completion
 - Certificate of completion

- Transfer (AAT/ADT)
- Number of units accumulated by AA/AS earners

• What are the top 5 majors that have the lowest success rate for the 4 pops (do for each one)? How might pathways counselors assist here?

From this data there will be further assessment, focus on areas of improvement and interventions.

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

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

INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat							

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them for					
an in-					
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VFS2:					
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CCC					
students					
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CTE							
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from the							
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of 69							
percent							
to an							
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rate of 76							
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INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand job.	Goal #1: Students will be able to clarify their education al goal and develop an education plan	Empoweri ng Student Services Profession als, Student Engageme nt & Success, Equity & Inclusion	Examine 2019-202I 2020- 2021, 2021-2022 student data sample for: 1.How many students have an education al goal? 2. How many students have an abbreviate d education plan? 3. How many students develop a comprehe nsive ed	In Progress	Collect data at end of the academic year.	Yearly assessme nt completed at the end of the academic year.	All Counselor s

			plan.				
VFS2: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim ately 87 total units (the most recent system- wide average) to 79 total units— the average among the quintile of colleges showing the strongest performa nce on this measure.	Goal #1: Students will be able to clarify their educatio nal goal and develop an educatio n plan	see above	see above	see above	see above	see above	see above
VFS3 is same as VFS2							
VSF4: Increase the percent of exiting CTE students who	Goal #1: Students will be able to clarify their education	Empoweri ng Student Services Profession als, Student Engageme	Examine CTE 2019- 2021 2020- 2021, 2021-2022 student data sample	In progress	Collect data at end of the academic year.	Yearly assessme nt completed at the end of the academic year.	All counselors

report being employe d in their field of study, from the most recent statewid e average of 69 percent to an improved rate of 76 percent— the average among the quintile of colleges showing the strongest performa nce on this measure in the most recent administr ation of the CTE Outcome s Survey.	al goal and develop an education plan after meeting with a counselor.	nt & Success, Equity & Inclusion	for: 1. How many students have an abbreviate d education plan? 2. How many students develop a comprehe nsive ed plan.				
VFS5: Reduce equity gaps across all of the above measures through faster improve	Goal #2: Develop and implement Counselin g initiatives related to Guided	Equity & Inclusion, Student Engageme nt & Success, Commitm ent to Innovation &	Form task groups that will focus on specific Counselin g projects related to	Monthly meetings were scheduled throughou t 2020- 2021 that were primarily focused	Ongoing.	Counselor s will consult with departme nts, deans, and other administra tors as needed to	All Counselor s

Humanitie

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	In Progress	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC DSPS Program

3. Vision for Success Goals Update

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

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

DSPS has partnered with the Center for Academic Support to increase training for all campus tutors about strategies for working with students with disabilities. DSPS has also provided additional tutoring in English, Sciences and Math courses in the past. During 20-21, some of those supports were suspended due to remote services. Students had access to nettutor and remote tutoring offered through the Center for Academic Support and other campus offices. DSPS was not able to offer the in person tutoring due to remote services. During the fall 2021 semester, DSPS is again offering some limited tutoring support in Math; however, funds are not sufficient to offer English and/or Science tutoring in DSPS at this time. It is likely that funding will not be available in DSPS to support the same level of tutoring support to increase course success as in the past. DSPS will need to develop additional strategies to support students in their goals of course completion.

DSPS has provided training in canvas, additional counseling, and learning strategies support during the past year to support course success. DSPS also implemented a canvas support shell during 2021. Students have reported positive feedback about the canvas trainings and DSPS canvas shell in learning about accommodations and how to more effectively utilize canvas for their classes.

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

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

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INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand							

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VFS2:						
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Accredita tion:	YEAR THREE GOALS	GUI DING PRINCIPL ES		enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)		
Course Success						
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand job.	CPR goal 1: Quality services offered to students and campus communit y DSPS counseling and accommo dations support students completin g their courses successfull y to reduce units	Equity and Inclusion	Annual counseling requireme nt for DSPS eligibility. DSPS also offers workshops on canvas support, advocacy with faculty supporting accommo dations. D SPS faculty participate in counseling trainings for effective ed plan advising. DSPS will also be designatin g counselors aligned with guided pathways	in progress		

			to increase ed plan advising effectiven ess for students.					
VFS2: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim ately 87 total units (the most recent system- wide average) to 79 total units— the average among the quintile of colleges showing the strongest performa nce on this measure.								
VSF3: Decrease the average number of units	CPR Goal 3: Stude nts will complete courses,	CPR Goal 3: Stude nts will complete courses, degrees,	Student engagem ent and success	DSPS assesses a cohort of new students to	Ongoing annually	Students continuin g at LMC are required to meet	Annual assessme nt in Fall semester s	DSPS faculty

CPR Goal 3: Stude nts will complete courses, degrees, certificat es and transfer at rates similar to their non- disabled peers	accumula ted by CCC students earning associate degrees, from approxim ately 87 total units (the most recent system- wide average) to 79 total units— the average among the quintile of colleges showing the strongest performa nce on this measure.	degrees, certificat es and transfer at rates similar to their non- disabled peers	certificat es and transfer at rates similar to their non- disabled peers	measure progress towards their individua l educatio nal goal. W are in year 3 of this cohort model. O f the students continuin g, the majority are making progress towards their educatio nal goal.	e	annually with a DSPS counselor to maintain their DSPS eligibility	
3: Stude nts will complete courses, degrees, certificat es and transfer at rates similar to their non- disabled peers	measure.						
	3: Stude nts will complete courses, degrees, certificat es and transfer at rates similar to their non- disabled						

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CPR Goal 3: Students will complete courses, degrees, certificates and transfer at rates similar to their non-disabled peers

Student engagement and success DSPS assesses a cohort of new students to measure progress towards their individual educational goal. We are in year 3 of this cohort model. Of the students continuing, the majority are making progress towards their educational goal. Ongoing annually Students continuing at LMC are required to meet annually with a DSPS counselor to maintain their DSPS eligibility. Annual assessment in Fall semesters DSPS faculty VSF4:

Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college. Develop new learning skills curriculum. Student engagement and success Completion of COOR approval process and offering learning skills courses abandoned DSPS faculty have developed proposed coor, consulted with related departments and curriculum committee; however; with AB 705, smaller population of DSPS students and lack of campus support for educational assistance courses, the learning skills courses don't seem to meet a demand large enough to sustain the classes long term. Alternative is create workshops/canvas learning opportunities to support skill development 2021-22 DSPS faculty: Lindgren, Ghiselli and Usha primarily

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC EOP&S Program

3. Vision for Success Goals Update

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

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

• Increasing the number of African American Males that participate in Summer Bridge and the Brothers of Excellence Program (BOEP) will assist with the early completion of 3SP requirements, persistence and completion. It also contributes to improving the retention and success rates that are outlined in the Equity plan.

• Foster Youth/BRAVO - Increasing the percentage of Foster Youth that are admitted and retained into the EOPS program contributes to improving the retention and success rates that are also outlined in the Equity plan.

• LMC Connect Increasing the number of LMC faculty that utilize the Starfish Early Alert retention tool will result in a larger percentage of students receiving early academic intervention.

• 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

• **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.

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

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

INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand							

job.						
VFS2:						
Decrease						
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to an improved rate of 76 percent— the average among the quintile of colleges showing the strongest performa nce on this measure in the most recent administr ation of the CTE Outcome s Survey.				
VFS5: Reduce equity gaps across all of the above measures through faster improve ments among traditiona lly underrep resented groups as identified by the college.				

COMPREHE NSIVE PROGRAM REVIEW GOALS					
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Accreditati on: Course Success	1. Abandone d 2. In Progress 3. Completed 4. New Goal
VFS1: Increase by 20 percent the number of CCC students annually	1. Abandone d 2. In Progress 3. Completed 4. New Goal
who acquire	
associate degrees,	
credential s,	
certificate s, or	
specific skill sets	
that prepare them	
for an in- demand	
job.	

VFS2: Decrease the average number of units accumulat ed by CCC students	Decrease the average number of units accumulat ed by	Student Engageme nt and Success	Review the number of units accumulat ed	1. Abandone d 2. In Progress 3. Completed 4. New Goal	Review what happens during the current	Review the number of units accumulat ed	Elizabeth Costanza, Rudolf Rose, Steven
earning associate	incoming EOPS		at the end of		education al	at the end of	Freeman
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VFS5: Reduce equity gaps across all of the above measures through faster improvem ents among traditionall y underrepr esented groups as identified by the college.	Increase number of African American Males that participate in EOPS summer bridge and the Brothers of Excellence Program (BOEP).	Student Engageme nt and Success	A semester roster will be reviewed each semester to measure growth.	1. Abandone d 2. In Progress 3. Completed 4. New Goal	Continue working with communit y partners to increase awareness of both programs. Improve on campus marketing.	A semester roster will be reviewed each semester to measure growth.	Marques McCoy, Sirreck Brown, Steven Freeman Jr.

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Financial Aid Office

3. Vision for Success Goals Update

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

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos.

edu/equity/plan.aspx

The financial aid department have a financial aid foster youth liaison who participates in the college's Foster Youth Success Team Meetings to assist in the planning of activities for foster youth students in the BRAVO program. The Bravo program refer students to the liaison to receive assistance in completing the financial aid application. The liaison has participated in a variety of activities to support the success of foster youth students, such as BRAVO's foster

youth student orientation, EOP&S Study Hall, and Foster Youth Finals Social event. Additionally, the liaison collaborates with the county's Independent Living Skills Program to create a pathway for high school seniors to transition to community college seamlessly. We partnered with Disabled Student Programs & Services (DSPS) to receive staff training on their program and services. Specifically, we learned how to use the Zoom software so that we can better assist students in our financial aid lab who are visually impaired. As a result of the training, the staff have a better understanding of the program's eligibility requirements and when to refer students to their program for services. We offer a variety of services to increase the success of low-income students, such as weekly financial aid lab hours to help students complete the FAFSA or CA Dream Act Application successfully, weekly scholarship drop-in hours, and individual appointments with a designated financial aid advisor based on student's last name. Our department's alpha string structure allow students to work with the same financial aid advisor who is familiar with their circumstances from the start of the application process to completion.

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

complete	e accordii	ngly					
INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC							

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

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VSF4: Increase the percent of exiting				

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	Accredita tion: Course Success								
	VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare	Students who attend the Financial Aid Lab will be able to complete and submit a Free Applicatio n for Federal Student Aid (FAFSA).	Students who attend the Financial Aid Lab will be able to complete and submit a Free Applicatio n for Federal Student Aid (FAFSA).	Equity and Inclusion Student Engageme nt and Success	Will utilize SARS to track students who used the in- person FA lab with the intent of completin g a financial aid applicatio n. We will export data from SARS to track students	In Progress	1. Create excel worksheet 2. Create calling and email script 3. Determine the time line for following up with student	1. Create excel worksheet 2. Create calling and email script 3. Determine the time line for following up with student	Spring 2022

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Students who attend the Financial Aid Lab will be able to complete and submit a Free Applicatio n for Federal Student Aid (FAFSA).							
1. Create excel worksheet 2. Create calling and email script 3. Determine the time line for following up with student							
VFS2: Decrease the average number of units accumulat ed by CCC students earning associate degrees, from approxima tely 87total units (the most recent	Implement loan default prevention strategies to decrease the institution' s cohort default rate.	Student Engageme nt and Success	Note: Previous outreach efforts were paused due to the suspensio n of loan payments by the Departme nt of Education due to COVID-19 in spring 2020. The suspensio	In Progress	1. Post informatio n on social media accounts 2. Update webpage with Student Connectio n informatio n and informatio n about resources and repayment options	Spring 2022	

			Borrower					
			Connect will initially work with all students, but as we further into spring will only work with students past 60					
			days delinquent					
			1. We will track the data to identify where					
			students were when communic ations were					
			made and if outreach efforts changed a student's					
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific	As a result of participati ng in the Scholarshi ps - Free Money for College presentati on, students will demonstra te how to submit a complete LMC	As a result of participati ng in the Scholarshi ps - Free Money for College presentati on, students will demonstra te how to submit a complete LMC Foundatio	status. Student Engageme nt and Success	Student Engageme nt and Success	The previous survey indicated students had difficulty obtaining references from an LMC staff member; the 2022 scholarshi p no longer requires a	The previous survey indicated students had difficulty obtaining references from an LMC staff member; the 2022 scholarshi p no longer requires a student to	In Progress	1. Update reference requireme nt 2. Provide a a handout with tips on how to ask for a letter of recommen dation. 2. Assess the success rate after 2022
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to an improved rate of 76 percent— the average among the quintile of								
colleges showing the strongest performa nce on this measure in the most recent administr ation of the CTE Outcome s Survey.								
VFS5: Reduce equity gaps across all of the above measures through faster improve ments among tradition ally underrep resented groups as identified by the college.	As a result of receiving Colleague system training, staff will be able to apply new Colleague financial aid processing procedure s	As a result of receiving Colleague system training, staff will be able to apply new Colleague financial aid processing procedure s	Empoweri ng Student Services Profession als Commitm ent to Innovation and Creativity	• Employee feedback: evaluating employee knowledge of the Colleague system prior to in- house training and after (e.g. did staff find training relevant, did training streamline current processes) Meeting Agendas:	In progress	1. Schedule in-house trainings on Colleague financial aid screens. 2. Look in to the feasibility of hiring a trainer/con sultant from Ellucian to provide in- house training on Colleague.	Spring 2022	Financial Aid Director

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Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA).

Equity and Inclusion

Student Engagement and Success Will utilize SARS to track students who used the in-person FA lab with the intent of completing a financial aid application. We will export data from SARS to track students on an excel worksheet. We will identify student records in Colleague to determine if the student successfully submitted a FAFSA. For students who did not successfully submit a FAFSA, FA staff will follow up with the student via phone/email to determine how we can assist the student with completing the process (1) return to FA lab (2) make an appointment with an FA Coordinator. We will work to identify stopping points on the worksheet. In Progress

- 1. Create excel worksheet
- 2. Create calling and email script

3. Determine the time line for following up with student

Spring 2022 Office of Financial Aid VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. Implement loan default prevention strategies to decrease the institution's cohort default rate. Student Engagement and Success Note: Previous outreach efforts were paused due to the suspension of loan payments by the Department of Education due to COVID-19 in spring 2020. The suspension ends January 31, 2022, and all students will reenter into repayment in February 2022.

As borrowers reenter into payment, our primary focus is to inform and advise borrowers of repayment options and resources.

We will collect data through Borrower Connect to identify:

1. the past due dates of student borrowers and if the student is :

- 1. In grace
- 2. 1-30 days delinquent
- 3. 31-60 days delinquent

Borrower Connect will initially work with all students, but as we further into spring will only work with students past 60 days delinquent.

1. We will track the data to identify where students were when communications were made and if outreach efforts changed a student's status.

In Progress 1. Post information on social media accounts

2. Update webpage with Student Connection information and information about resources and repayment options

3. Calling and email campaign to students in grace - 60 days delinquent.

Spring 2022 VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

As a result of participating in the Scholarships - Free Money for College presentation, students will demonstrate how to submit a complete LMC Foundation General Application through Academic Works (Blackbaud).

Student Engagement and Success

The previous survey indicated students had difficulty obtaining references from an LMC staff member; the 2022 scholarship no longer requires a student to submit a reference from an LMC staff member. The requirement for 2022 is two references from a reputable source. Scholarship coordinator will assess if changing the reference requirement impacted a student's success rate in obtaining two references and successfully submitting their application. Review sign-in sheets and compare data from 2021 scholarship to 2022 cycle.

In Progress 1. Update reference requirement

2. Provide a a handout with tips on how to ask for a letter of recommendation.

2. Assess the success rate after 2022 scholarship cycle ends. Spring 2022 Tammy Oranje **VSF4**:

Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved

rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

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

As a result of receiving Colleague system training, staff will be able to apply new Colleague financial aid processing procedures

Empowering Student Services Professionals

Commitment to Innovation and Creativity

• Employee feedback: evaluating employee knowledge of the Colleague system prior to inhouse training and after (e.g. did staff find training relevant, did training streamline current processes)

Meeting Agendas: Identify areas of the Colleague system staff want/need additional training and how we can streamline existing processes. Review the progress and workflow of newly implemented In progress

1. Schedule in-house trainings on Colleague financial aid screens.

2. Look in to the feasibility of hiring a trainer/consultant from Ellucian to provide in-house training on Colleague.

Spring 2022 Financial Aid Director

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational,	Modified	

Name	Benchmark	Benchmark Descriptor
workforce, and community partnerships. (District #3)	Modified	
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	In Progress	

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)

Increase the number of successful applications submissions for current students submitting an LMC Foundation Scholarship Application.

Timeline: Fall 2020 - Spring 2022

Responsible Parties: Tammy Oranje

Anticipated Outcome: Increase student success rate

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Increase the Free Application for Federal Student Aid (FAFSA) filing and application completion rate for currently enrolled students, with a targeted focus on foster youth students.

Timeline: Start: Fall 2019

End: Spring 2022

Responsible Parties: Office of Financial Aid Anticipated Outcome: Increase FAFSA completion rate

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Implement loan default prevention strategies to decrease the institution's cohort default rate.

Timeline: Spring 2020 - Fall 2022

Responsible Parties: Deborah Baskin

Anticipated Outcome: Decrease institution's cohort default rate

Goal: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Provide staff development training to learn new solutions and strategies offered by Colleague system to streamline the management of student financial aid accounts.

Timeline: Spring 2020 - Summer 2022

Responsible Parties: Financial Aid Director

Anticipated Outcome: Streamline the management of student financial aid accounts.

LMC InternationI Student Svcs

3. Vision for Success Goals Update

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

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

Because of the unique nature of the International Students Program at LMC the support and services offered through the program do not directly influence or impact the student populations identified in LMC's Equity Plan (African American students, foster/former foster youth, or low-income students. However, as part of the Student Services division, the Office of Student Life has made referrals as well as collaborated on projects supporting all students that may need accommodations through DSPS.

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

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

INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
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Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-

Name	Benchmark	Benchmark Descriptor
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)

Creation and implementation of a robust international student orientation to be assessed fall 2020

LMC Outreach Office

3. Vision for Success Goals Update

Student Services Units Program Review Year Five Update - Outreach

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

tudent Outreach strives to think about the strategies and activities supported by the department using an equity centered framework. A large percentage of the students we serve are low-income, first-generation and underrepresented students. Special attention is placed on the need to provide additional enrollment supports in the form of one-on-one and small group workshops to walk African American students, low-income, foster youth, and DSPS students through the enrollment process. We try to provide additional supports in the form of tabling, office hours, informational workshops, and application workshops at high school feeder schools with higher percentages of identified populations, and specifically Title I schools. As of fall 2021, Robert Delgado, the Data & Communications Coordinator has begun to connect with high school counselors about facilitating first-generation circles specifically for first-generation and underrepresented males of color. These circles are meant to reinstate the workshops that Elizabeth Ramirez, the department's former High School Outreach program

coordinator, used to facilitate at local high schools prior to the pandemic. Additionally, there are discussions in place to support the development of affinity groups focused supports for African American males, first-generation males of color, English Language Learners, including small group career exploration workshops, hands-on support through the enrollment process, and formal conversations about pursuing higher education.

As of fall 2021, Outreach has collaborated with the interim Student Success and Retention Programs coordinator and Foster Student Liaison to schedule office hours at partner high schools through the high school counselors. The purpose of the office hours would be to ensure that incoming students who qualify under the definition of foster youth could learn more about the unique support and services they could receive when attending Los Medanos College. To support the unique and diverse needs of our DSPS students at the high schools, the outreach team will be working closely with the office of Disabled Students Programs and Services to identify strategies to connect with and onboard DSPS students from the local high schools into the college. We currently include information about DSPS in the All about LMC and Paying for College workshop that is presented at both high schools and in the greater community.

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

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

INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC							

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INDICATO R	PROGRA M REVIE W YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDIN G PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accreditati on: Course Success							
VFS5: Reduce equity gaps across all of the above measures through faster improvem ents among traditionall y underrepr esented groups as identified by the	By spring 2019, Develop a robust online support system for student applicants that will provide live phone and chat support and automatic 24 - 7 continuous support via instructional videos and Zoom presentations	Commitment to innovation and creativity.	The unit wants to increase the level of service it provides to students online. The service should be live and real time.	Abandoned In Progress <u>Completed</u> New Goal	After we researched and tested several free chat services, we decided on a chat service recommende d by Marketing and used by the library. We decided to drop the 24/7 automatic chat service. The automatic continuous chat service is expensive (currently used by	The chat service has been incorporated on our enrollment webpages, but it has not been utilized as much as we expected. W e are working with marketing to promote the visibility and usage of the chat service. Will be testing it out during spring '20 registration.	Jorge Cea Reggie Turner

college.					Financial Aid) and does not provide the level of personalizati on needed at the Welcome Center. A "call/text" center can be utilized to provide enrollment follow-up services to student		
VFS2: Decrease the average number of units accumulat ed by CCC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average) to 79 total units—the average among the quintile of colleges showing the strongest performan ce on this measure.	Increase the number of first-time students that complete English and math first year of enrollment	Student engagement and success	Using SQL reports, we will be determining the number of new freshmen that completed the assessment during their senior year of high school, who enrolled in math and English their first year and the number that of students that completed math and English their first year of enrollment.	Abandoned In Progress Completed New Goal	applicants. The unit created Assessment & Early Registration workshops for high school seniors. At the A&E Workshops students will: complete assessment, understand placement, confirm major and register for courses, including math and English and 1 st semester course on Ed Planning tool. With the realignment of Assessment from Outreach to Counseling, the Outreach department and Assessment will be meeting with Counseling to discuss how to integrate the Assessment workshops at the high schools for spring 2022.	This Assessment & Early Registration workshop initiative was piloted during fall 2019 for spring 2020 semester. It was then implemented during the spring 2020 for summer and fall 2020 semesters and in the spring 2021 semester for summer and fall 2021. As of fall 2021 the workshop is no longer facilitated by the Outreach department, however, the Outreach department continues to provide collaborative support in the area of staffing, messaging, and scheduling.	Fall 2021- Maryam Portillo Robert Delgado Prior to Fall 2021 Jorge Cea Nicole Almassey Ninnette Alfaro Elizabeth Ramirez

			-	
			-	
			To support	
			incoming students who	
			did not	
			receive	
			support with	
			the Guided	
			self-	
			placement while in high	
			school, the	
			Outreach	
			department	
			has been	
			sending	
			targeted communicati	
			ons through	
			email	
			campaigns	
			around early	
			registration	
			steps, and a	
			campaign around	
			AB705	
			specifically	
			targeted	
			towards	
			encouraging	
			students who did not enroll	
			in English or	
			math their	
			first	
			semester to	
			complete the	
			placement	
			and register for one or	
			both	
			courses.	
			Student	
			ambassadors	
			in the	
			Welcome Center have	
			also been	
			tasked with	
			calling all	
			new students	
			and emphasizing	
			that by	
			completing	
			the guided	
			self-	
			placement,	
			students will	
			not only know which	
			English and	
			math course	
			to complete,	

					but also be	
					one step	
					closer to	
					receiving	
					early	
					registration	
					steps.	
					۱. اند میرونا	
					An email	
					campaign is	
					further being	
					planned in	
					spring 2022	
					to notify	
					current	
					students who	
					have not yet	
					completed	
					the early	
					registration	
					steps that	
					doing so will	
					provide them	
					with an	
					earlier date	
					to register	
					for summer	
					and fall	
					classes. We	
					are	
					anticipating	
					that this	
					campaign	
					will	
					encourage	
					students who	
					have not	
					already	
					registered for	
					English and	
					math to do	
					so, and will	
					be collecting	
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VSE3	Create a self-	Student	Outreach	Abandone	was successful.	
VSF3:	Create a self-	Student engagement	Outreach wanted to	Abandone	was successful. With the	
Decrease	sustaining	engagement	wanted to	<u>d</u>	was successful. With the onset of	
Decrease	sustaining outreach		wanted to bring	<u>d</u>	was successful. With the onset of State	
Decrease the	sustaining outreach infrastructure	engagement	wanted to bring multiple units	<u>d</u> In Progress	was successful. With the onset of State mandates	
Decrease the average	sustaining outreach infrastructure to handle the	engagement	wanted to bring multiple units under one	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB	
Decrease the average number of	sustaining outreach infrastructure to handle the ever-	engagement	wanted to bring multiple units under one general	<u>d</u> In Progress	was successful. With the onset of State mandates such as AB 705 and	
Decrease the average	sustaining outreach infrastructure to handle the ever- changing	engagement	wanted to bring multiple units under one general outreach	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB 705 and Guided	
Decrease the average number of units	sustaining outreach infrastructure to handle the ever- changing demands in	engagement	wanted to bring multiple units under one general outreach effort to	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB 705 and Guided Pathways the	
Decrease the average number of units accumulat	sustaining outreach infrastructure to handle the ever- changing demands in student	engagement	wanted to bring multiple units under one general outreach effort to address the	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB 705 and Guided Pathways the focus of the	
Decrease the average number of units accumulat ed by CCC	sustaining outreach infrastructure to handle the ever- changing demands in student outreach by	engagement	wanted to bring multiple units under one general outreach effort to address the multiple	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB 705 and Guided Pathways the	
Decrease the average number of units accumulat	sustaining outreach infrastructure to handle the ever- changing demands in student	engagement	wanted to bring multiple units under one general outreach effort to address the multiple outreach	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB 705 and Guided Pathways the focus of the	
Decrease the average number of units accumulat ed by CCC students	sustaining outreach infrastructure to handle the ever- changing demands in student outreach by	engagement	wanted to bring multiple units under one general outreach effort to address the multiple outreach needs: early	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB 705 and Guided Pathways the focus of the college has	
Decrease the average number of units accumulat ed by CCC students earning	sustaining outreach infrastructure to handle the ever- changing demands in student outreach by spring	engagement	wanted to bring multiple units under one general outreach effort to address the multiple outreach needs: early outreach	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB 705 and Guided Pathways the focus of the college has shifted. The Outreach	
Decrease the average number of units accumulat ed by CCC students	sustaining outreach infrastructure to handle the ever- changing demands in student outreach by spring	engagement	wanted to bring multiple units under one general outreach effort to address the multiple outreach needs: early	<u>d</u> In Progress Completed	was successful. With the onset of State mandates such as AB 705 and Guided Pathways the focus of the college has shifted. The	

from approxima tely 87 total units (the most recent system- wide average) to 79 total units—the average among the quintile of colleges showing the strongest performan ce on this measure.	be comprised of staff from multiple Student Services and instructional areas.		community outreach (churches, adults, cultural events) and general outreach (HS, Ed centers). Having multiple offices working together could streamline the outreach efforts.		community to address the college- wide efforts to address these larger efforts required by the State mandates.		
VSF1: Incr ease by 20 percent the number of CCC students annually who acquire associates degrees, credential s, certificate s, or specific skill sets that prepare them for an in- demand job.	By fall 2018, Student Outreach will identify a student tracking and communicati on software for the college dual enrollment and articulation work. The system will be programed to track students through their high school tenure and send grade appropriate communicati ons to students. The tracking system will identify those students that have engaged the college during their high school years vis-à- vis Dual	Commitment to innovation and creativity.	Outreach wants to utilize integrated software to use in outreach activities with the capabilities to track student's progress from recruitment to enrollment. We would like to know the number of students that are recruited as a result of outreach efforts, that then enroll at the college. The software could be shared with all units that conduct outreach activities.	Abandoned In Progress Completed New Goal	At the start of Program Review, research was being conducted (by the three colleges) to identify a viable software that would be used at the college. The software identified was expensive and the District Research Office would not support. On- going cost, maintenance and data sharing issues were identified as obstacles to acquiring software. In the fall 2019, the DO created a software for	The district contract with Interact and SIG is a three-year contract beginning fall 2021 with a goal of identifying a CRM within year two of the contract and focusing on implementati on during year three. The Director of Outreach is one of the representativ es from the college that will be meeting with Interact to provide information about the college's identified needs that will inform the recommenda tion of a	Jorge Cea (2017 – 2019) Maryam Portillo (2021-)

	Enrollment, Career Focus Fridays, campus tours, etc.				the colleges to use for recruitment and tracking. Out reach was going to use the software in the outreach cycle for fall 2020 however these efforts were delayed due to COVID. As of fall 2021, the DO has hired Interact and SIG to support a district-wide enrollment recovery campaign and identify a CRM that will support outreach & marketing efforts at the three colleges.	CRM.	
VFS5: Reduce equity gaps across all of the above measures through faster improvem ents among traditionall y underrepr esented groups as identified by the college.	By September 2018, put forth the structure for an on-going professional development training series for outreach staff in the area of student communicati on and interactions, student equity facilitation, and student support technologies	Empowering Student Services Professionals	The plan is to continuously provide professional development to staff. The specific areas covered will be on college programs & services, student equity, and technology.	Abandoned In Progress Completed New Goal	Staff have participated in several professional development activities starting in fall 2018 through fall 2019. Workshops have concentrated in the area of work duties. Starting in the fall 2021 with a new Director of Outreach, professional development monthly meetings were instituted organically to support the team on	Technology: the team will be collectively scheduling time to develop project management skills and competencie s using Asana during the fall 2021 semester. Student Services: over the course of spring 2022, the Outreach department would like to have representativ es from A&R, Financial Aid, DSPS, EOPS, Care, CalWORKs,	Maryam Portillo

					topics collectively identified during Outreach team meetings (e. g. how to pull SQL reports, who are candidates for non-credit courses). Th e purpose of the professional development workshops is to provide the department with information on how Outreach can best support other Student Services and Academic departments, in addition to excellent customer service to students. A new goal for the department beginning spring 2022 will be to collectively participate in on-campus events hosted by the office of student equity.	the office of student retention, Center for Academic Excellence, Library, Math Lab, Workforce Development , and Early College Credit join the Outreach team meetings to present on topics that can enhance personal knowledge of practices and policies that are essential to supporting the general student population at the Welcome Center and Desk, outreach activities and events, and workshops.	
VFS2: Decrease the average number of units accumulat ed by CCC students earning associate degrees,	In partnership with Counseling evolve the Outreach registration workshop into an Educational Planning & Registration workshop in which both Counseling	Student engagement and success	We are collecting information as to how many students attend, and how many students register while in the workshop. Students that are unable to attend	Abandoned In Progress Completed <u>New Goal</u>	In fall 2021 a collaboration between Outreach and Counseling took place over the course of several weeks during which an Educational Planning & Registration workshop	The implementati on of the Educational Planning & Registration workshops started 12/01/21 and workshops were scheduled on a weekly basis through the second	Counseling department chairs and Dean of Counseling Maryam Portillo Robert Delgado

1							
from	and Outreach		receive		was	week in	
approxima	collaborate		follow-up		designed.	February.	
tely 87	to provide		registration		Outreach		
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	the		an Outreach ambassador		workshops on the		
(the most	opportunity to receive		or Outreach		website and		
recent	support				set-up SARS		
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wide	their first		coordinator.		to be able to		
average)	semester of				register for		
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units—the	by spring				Outreach		
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					students for		
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					workshops.		
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					workshop, an		
					attendance		
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					maintained		
					to ensure		
					that students who did not		
					attend will		
					receive a		
					follow-up		
					phone call		
					from a		
					student		
					ambassador		
					or program		
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		coordinator to check-in and see if the student still would like support registering for classes.	
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Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	(No Benchmark Assigned)	-
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	(No Benchmark Assigned)	-
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

LMC Retention/Support Svcs

3. Vision for Success Goals Update

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

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

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

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

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

INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the							

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of CCC					
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VFS2:	 -				ť
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VFS5:			
Reduce			
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gaps			
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of the			
above			
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through faster improve ments among traditiona lly underrep resented groups as identified by the college.							
INDICATO R	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success	Develop a collegewid e retention plan.	2. Student Engageme nt & Success	See LSO table	In Progress	 Identify the gaps, problem areas, etc. Begin engaging the college in identifying the goals. Develop strategies to achieve the identified goals. 	Fall 2020- Spring 2022	AII
VFS1: Increase by 20 percent the number of CCC							

students						
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(the most						
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to 79						
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the strongest performa nce on this measure.				
measure.VSF3:Decreasetheaveragenumberof unitsaccumulated byCCCstudentsearningassociatedegrees,fromapproximately 87totalunits(the mostrecentsystem-wideaverage)to 79totalunitstheaverageamongthequintileofcollegesshowingthestrongestperformance on				
this measure.				
VSF4: Increase the percent of exiting				

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VFS5:						1
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Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Develop a collegewide retention plan.

LMC Student Activities Center

3. Vision for Success Goals Update

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

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

The LMC Marketplace serves all students of LMC but focuses on low-income, African Americans, Veterans, and former foster youth. We do target our outreach and marketing strategies to these student populations and participate each semester in recruitment orientations for various programs on campus to bring awareness of the LMC Marketplace to both students and employees of the college. Below is data over the course of the past two years that demonstrate access and impact to some of the student populations identified in the LMC Equity Plan.

Fall reporting: July 1- January 2 Spring reporting: January 3- June 30

*Individuals served includes family members *Unduplicated Usage are individual students *Total Number of visits is duplicated

<u>Data Reports used for the information below:</u> SQL (Quick Facts, Pantry Partaker, and Learning Community Partaker) www.foodpantrymanager.org

WUFOO

LMC Food Pantry Utilization Report (Spring 2021)

Total # of Individuals Served:687 Total # of Unduplicated Usage:330 Total # of Visits: 1000

Of the 300 of the students that accessed the LMC Marketplace spring 2021, 38 identified as African American (13%) There were 891 students that identified as African American in the spring 2021 term (14% of the student body)

112 were participants in EOPS/CARE

There were 508 students in EOPS spring 2021 and 22% of their students accessed the LMC Marketplace at least once during the spring 2021 term.

14 identified as former foster youth

There were 258 students that identified as former foster youth in spring 2021 and 5% of the students accessed the LMC Marketplace at least once during the semester.

LMC Food Pantry Utilization Report (Fall 2020)

Total # of Individuals Served:991 Total # of Unduplicated Usage:331 Total # of Visits:1,665

47 of the students that accessed the LMC Marketplace fall 2020 identified as African American (14% of the users) There were 1041 students that identified as African American in the fall 2020 term (12% of the student body)

119 were participants in EOPS/CARE

There were 484 students in EOPS fall of 2020 and 25% of their students accessed the LMC Marketplace at least once during the fall 2020 term.

16 identified as former foster youth

There were 290 students that identified as former foster youth in fall 2020 and 6% of the students accessed the LMC Marketplace at least once during the semester.

LMC Food Pantry Utilization Report (Spring 2020)

Total # of Individuals Served:814 Total # of Unduplicated Usage:355 Total # of Visits: 1,412

62 of the students that accessed the LMC Marketplace spring 2020 identified as African American (17% of the users) There were 1,148 students that identified as African American in the spring 2020 term (13% of the student body)

99 participants that accessed the LMC Marketplace were in EOPS/CARE

There were 539 students enrolled in EOPS spring of 2020 and 18% of their students accessed the LMC Marketplace at least once during the spring 2020 term.

26 identified as former foster youth that accessed the LMC Marketplace in spring of 2020 (7% of the users) There were 300 students that identified as former foster youth in the spring of 2020 and 9% of the students used the service at least once during the semester.

LMC Food Pantry Utilization Report (Fall 2019)

Total # of Individuals Served:482 Total # of Unduplicated Usage:261 Total # of Visits: 1,561

56 of the students identified as African American who accessed the LMC Marketplace (21% of the users) There were 1,247 students who identified as African American in the fall of 2019 (13%) 68 were participants in EOPS/CARE

There were 570 students enrolled in EOPS in the fall of 2019 and 12\$ of the students accessed the LMC Marketplace at least once during the fall 2019 term.

21 identified as former foster youth

There were 363 students that identified as former foster youth in the fall 2019 term and 6% of the students used the service at least once during the semester.

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

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

INDIC ATOR	PROGRA M R EVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUI DING PRINCIPL ES	MEASU RE	ST ATUS (Please enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)	ACTIO N STEPS	TIMELI NE	RESPON SIBLE PARTIES
Accredita tion: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who							

acquire associate degrees, credentia ls, certificat es, or specific skill sets that prepare them for an in- demand				
job.				
VFS2: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim				
ately 87 total				
units (the				
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total units—				
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Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize	In Progress	

Name	Benchmark	Benchmark Descriptor
equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)

Goal 2: Increase high involvement in student clubs. By 2023, we would like to increase and maintain chartered clubs/organizations to 40 active clubs/organizations

Goal 3: Expand current offering of student activities and leadership programs that focus on social justice that lead to high engagement on campus including the continuation of annual Impact Leadership Conference

Goal 4: Increase the utilization of the LMC Marketplace by the student body. By spring 2023, we would like to increase and maintain the student utilization to 100 unduplicated students per month each semester (fall/spring).

Goal 5: A Professional development plan will be developed summer 2020 to be implemented fall 2020 to ensure that all Student Life staff and Student Leaders are adequately prepared to meet the needs of students and engage with social justice programming as set out in goal #3.

Goal 1: Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15

LMC Transfer Center

3. Vision for Success Goals Update

Student Services Units Program Review Year Five Update - Transfer

Center

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: https://www.losmedanos. edu/equity/plan.aspx

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

1. Data Informed Services: beginning in the Fall 2019 term, Transfer Services began collecting all student contact (drop-in, workshops, class presentations, and tours) through SARS so that rosters can be generated and run through Tableau. This allows the unit to disaggregate contact by populations in LMC's Equity Plan, complete gaps analysis, and identify areas to increase marketing or services.

1. Strategic Planning through Equity Lenses: goals developed through the department's strategic planning process, comprehensive program review, or Learning Support Outcomes have individualized goals for populations identified in LMC's Student Equity Plan.

1. Partnership with Key Campus Organizations: Transfer Services partners with college departments and organizations to engage with students each semester. These groups include EOPS, student clubs, DSPS, the Foster Youth taskforce, SRSS, and learning communities. While Transfer Services began implementing strategies above in Fall 2019, the campus closure and pivot to remote services disrupted some of its progress. Engagement tracking methods did not initially transfer smoothly to an online-only format, and we had to re-start these efforts in Fall 2021. Transfer outcomes have decreased for Black/African-American students in the last two application cycles, and we are developing strategies to increase application numbers (see goals below).

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

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

INDIC	PROGRA	ALIGNED	MEASU	ST	ACTIO	TIMELI	RESPON
ATOR	M R EVIEW	STUDENT SERVICES	RE	ATUS (Please	N STEPS	NE	SIBLE PARTIES
	YEAR	GUI		enter	SIEFS		FARTIES
	THREE	DING		Abandon			
	GOALS	PRINCIPL		ed, In			
		ES		Progress,			
				Complete			
				d or New			
				Goal to			

		indicate the status for each goal)		
Accredita tion: Course Success				
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentia Is, certificat es, or specific skill sets that prepare them for an in- demand job.				
VFS2: Decrease the average number of units accumula ted by CCC students earning associate degrees, from approxim ately 87 total				

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VSF3:						
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VSF4:						
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percent to an						
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recent administr ation of the CTE Outcome s Survey.				
VFS5: Reduce equity gaps across all of the above measures through faster improve ments among traditiona lly underrep resented groups as identified by the college.				

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome result.

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

1. Additional content regarding transfer timelines (roadmaps from first semester to transfer) has been incorporated into a "Transfer Basics" workshop

1. Additional content regarding transfer information to in-state private institutions has been incorporated into a "Transfer Basics" workshop

1. Transfer Services is now host to the HBCU Caravan, a transfer fair dedicated to the exploration of Historically Black Colleges and Universities. The HBCU transfer Fair includes transfer alumni panels and transfer workshops for HBCUs.

Indicator	Program Review Year Three Goals	Aligned Student Services Guiding Principles	Measure	Status	Action Steps	Timeline	Responsibl e Parties
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Accreditati on: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credential s, certificate s, or specific skill sets that prepare them for an in- demand job.	In partnershi p with academic departme nts, the Office of Instruction , and Counselin g, incorporat e additional courses into existing LMC ADTs to increase degree completio n	Student Engageme nt & Success	By Fall 2020, identify 4 existing LMC courses eligible for incorporati on into existing LMC ADTs.	Abandone d	While this project and goal is continuing at the college, it has been adopted by the office of instruction as part of the college's all-degree audit, and Transfer Services is no longer involved in template developm ent or degree review.		Rachel Ani cetti Eileen Valenzuela David Reyes
VFS2: Decrease the average number of units accumulat ed by CCC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average) to 79 total units—the average	Increase transfer activities and discussion s in classroom settings, engaging students, faculty, and staff- hold transfer presentati ons in every English 100 and 100/100S section, every semester, by June	Student Engageme nt & Success	Increase classroom presentati ons to 400 student contacts annually by June 2022.	In Progress	Goal Summary: Beginning Fall 2021, Transfer & Career Services contacts every F2F and online- synchrono us English 100 and Math 110 and 140 instru ctor at the beginning of term to schedule a live classroom presentati	January 2021: contact English and Math departme nts to schedule class presentati ons. Continuou s Spring 2022: facilitate presentati ons	Reginald Turner Rachel Ani cetti

among the quintile of colleges showing the strongest performan ce on this measure.	2020.			on. Transf er & Career presented to 200 students in Fall 2021, and are on track to present to a minimum of 300 additional students in Spring 2022		
VSF3: Decrease the average number of units accumulat ed by CCC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average) to 79 total units—the average among the quintile of colleges showing the strongest performan ce on this measure.	Build National Student Clearingho use reports to capture transfer informatio n for student groups identified in Student Equity Plan- Transfer Services staff will receive training in NSCH and create transfer reports for LMC learning communiti es and other programs by August 2019.	Commitm ent to Innovation & Creativity	Abandone d		Rationale: When Transfer Services attempted to build NSCH reports for learning communiti es, we ran into a number of obstacle s. Reports require hours of manual formatting when submitting and after results are received, and it is necessary to analyze each student's transfer destinatio n to determine whether that was	

						their terminal institution. Transfer Services does not currently have the capacity to accommo date a project of this size, and will explore again at a later date.	
VSF3: Decrease the average number of units accumulat ed by CCC students earning associate degrees, from approxima tely 87 total units (the most recent system- wide average) to 79 total units—the average among the quintile of colleges showing the strongest performan ce on this measure.	Partner with the Office of Instruction and Counselin g to develop Articulatio n Work Group and increase the number of current LMC courses articulated directly to major prep requireme nts at universitie s.	Commitm ent to Innovation & Creativity	Call Articulatio n work group together by April 2020, submit 20 courses for articulatio n by August 2020.	Complete	While this goal was delayed with the onset of the COVID-19 pandemic, the Office of Instruction , Counselin g, and Transfer Services has moved forward with developin g an Articulatio n workgroup , identifying , and meeting articulatio n goals for the 2021- 2022 academic		Rachel Ani cetti Eileen Valenzuela David Reyes

					year.		
VSF4:							
Increase							
the							
percent of							
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CTE							
students							
who report							
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VFS5:	Increase	Equity &	Initial	In	Transition		Sandra
Reduce	transfer	Inclusion	goal:	Progress	to remote	1/2022:	Parsons
	rates		Increase	1 1091033	student		Rachel Ani
equity						generate first	
gaps	among		the		support		cetti
across all	Black/Afric		number		impacted	student	
of the	an		of		our	contact	
above	American		Black/Afric		tracking	report,	
measures	students		an		methods	conduct	
through	by 15% in		American		for resume	planning	
faster	5 years.		students		and	session	

improvem ents among traditionall y underrepr esented groups as identified by the college.		transferrin g to the University of California and California State University system by 28 students by December 2024.		interview preparatio n. A modified action plan follows: 1. Develop in ternal stud ent contact tracking system that allows disaggreg ation by demograp hics 1. Identify baseline representa tion in activities, and gaps in representa tion 1. Develop marketing strategy and activity implement ation plan 1. Increase the number of Black/Afric an American students participati ng in Transfer	with students on campus 3/2022: develop marketing plan for 22-23 academic year	
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	activities	
	at LMC to	
	support an	
	increase in	
	the	
	number of	
	Black/Afric	
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	Students	
	applying	
	to CSU	
	and UC	
	campus	

Goals

Name	Benchmark	Benchmark Descriptor
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)	In Progress	
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)	In Progress	
Goal 3. Increase opportunities that will prepare students to enter high- demand and living-wage occupational fields. (District #3)	(No Benchmark Assigned)	-
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program- level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)	(No Benchmark Assigned)	-
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)	(No Benchmark Assigned)	-

Recommended Actions

Goal: Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)

Increase transfer rates among Black/African American students by 15% in 5 years. Initial goal: Increase the number of

Black/African American students

transferring to the University of

California and California State University system by 28 students by December 2024.

Goal: Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Partner with the Office of Instruction and Counseling to develop Articulation Work Group and increase the number of current LMC courses articulated directly to major prep requirements at universities.

In partnership with academic departments, the Office of Instruction, and Counseling, incorporate additional courses into existing LMC ADTs to increase degree completion. By Fall 2020, identify 4 existing LMC courses eligible for incorporation into existing LMC ADTs.

Goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Increase transfer activities and discussions in classroom settings, engaging students, faculty, and staffhold transfer presentations in every English 100 and 100/100S section, every semester, by June 2020.