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.

Please copy the table below into your response and complete accordingly

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES

				goal)			
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-							

wide average) to 79 total units— the average among the quintile of colleges showing the strongest performa nce on this measure.							
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							

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

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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC	Streamlining the automated processes related	Student Engagement and Success	Department Statistical Reports by semester.	In Progress	-2 Senior A&R (Pittsburg) Positions are currently in	FA2021-SP 2022	Director of A&R

students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	to the enrollment and graduation process.				recruitment. -Roles and responsibilities are being evaluated and reassigned as needed. -Petitions for Degree/Certificate have been converted to electronic submission and SQL report updated for better tracking. -Skills Certificates and Noncredit Certificates of Competency and Completion have been converted to dynamic forms. -Early graduation application for priority registration converted to		

					Dynamic Form. -Review SQL reports to adhere to deadlines and establish check and balance format for degree/certificate awarding.		
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	Rebuild degree audit evaluation system in Colleague.		Statistical measure using data driven resource report for degree/certificate attainment.	In Progress	-2 Senior A&R Assistant positions recruitment in progress. -Developing a coding system in degree audit to link courses to area fulfillment for GE and transfer requirements. -Data connection will include enhancement to student planning through self-service to	SP2022	Director of A&R

					support correct selection of course based on GE pathway. -Train counselors on new degree audit system once implementation is complete.		
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	Rebuild degree audit evaluation system in Colleague.		Statistical measure using data driven resource report for degree/certificate attainment.	*In Progress*	-2 Senior A&R Assistant positions recruitment in progress. -Developing a coding system in degree audit to link courses to area fulfillment for GE and transfer requirements. -Data connection will include enhancement to student planning through self-service to support	*SP 2022*	Director of A&R

the strongest performance on this measure.					correct selection of course based on GE pathway. -Train counselors on new degree audit system once implementation is complete.		
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.	**Improve certification process for veterans by converting files to a paperless process.** **Support and enhance Professional Development opportunities for A&R staff.-**	**Improve certification process for veterans by converting files to a paperless process.**	**Support and enhance Professional Development opportunities for A&R staff.-**		**SQL data reports demonstrate timeline of certification process.** **GROW@4cd transcripts.** **Template to track committee and conference participation.**	**SQL data reports demonstrate timeline of certification process.**	**GROW@4cd transcripts.** **Template to track committee and conference participation.**	In Progress	

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

GROW@4 cd transcripts. **Template to track committe e and conferen ce participa tion.**	
-Veterans Program Coordina tor completi on of SCO training for student VA certificati on. **- Shift/enh ance onboardi ng/certifi cation process from A&R Evaluator s to VA Program Coordina tor.** **- Develope d VA Student Certificat ion**	

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.**	

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

Support and enhance Professional Development opportunities for A&R staff.-

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.

Please copy the table below into your response and complete accordingly

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific							

skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
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: 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 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.								‖

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

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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES	
Accreditation: Course Success	Sustain and maintain the continued excellence of the athletic department.	**-Equity and Inclusion -Student Engagement and Success**	**-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	Yearly assessment	Richard Villegas

						local student-athletes, especially females and people of color.		
-Equity and Inclusion -Student Engagement and Success								
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.								
VFS2: Decrease the average number of units accumulated by CCC students								

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

-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 in-
demand job.***

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

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.

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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand							

job.								
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.								
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: 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.							
VFS1: Increase by 20 percent	Increase program consistency and	Equity & inclusion	Permanent hiring of job developer	1. Abandoned	Complete hiring process for job	Job developer hiring to be	Jeffrey Benford

the number of LMC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	services to students by hiring new permanent 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 accumulated by LMC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79	Increase engagement by CalWORKs students with counselors to complete comprehensive education plan		Increased percentage of CalWORKs students will have at least 3 semester education plan by the end of the first semester	1. Abandoned 2. In Progress X Completed 1. New Goal	Created outreach plan for current and new CalWORKs students	Fall 2019 – Spring 2020	Jeffrey Benford
total units—the average among the quintile of colleges			CalWORKs students will complete Career inventory		Collaborated with County to revise intake processes	Fall 2019 – Spring 2020	

showing the strongest performance on this measure.			during a workshop in their first semester		to incorporate paperless authorization and submissions of required documents from students.		
VSF3: Decrease the average number of units accumulated by LMC 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				1. Abandoned 2. In Progress 3. Completed 4. New Goal			

colleges showing the strongest performance on this measure.							

VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.	Increased career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interviews and resume trainings, job search skills, among others.	Student engagement & success	Created schedules of workshops each term. Each workshop included assessment of skills presented.	1. Abandoned 2. In Progress 3. Completed 4. New Goal	In collaboration with the Career Center, County CalWORKs and LMC CalWORKs staff, created schedules of workshops to fit student availability and needs. Created a series of workshops offered each term, with additional sessions for student requested topics.\n\nIdentify leaders to host workshops each term.	Fall 2019 – Spring 2020	Jeffrey Benford
VFS5: Reduce equity gaps across all of the above measures through				1. Abandoned 2. In Progress 3. Completed 4. New			

faster improvements among traditionally underrepresented groups as identified by the college.				Goal			
	Previous CPR goal: Developed a standardized intake process that can be utilized by the LMC CalWORKs Office & County CalWORKs Office	Strengthen community engagement & partnerships	In collaboration with County, new intake procedures 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 engagement & success	Goal has been revised to CPR 1: Increase program consistency and services to students by hiring new permanent staffing	1. Abandoned and re-envisioned	Fall 2019 – Spring 2020	Jeffrey Benford	
	Previous CPR goal: To minimize the LMC CalWORKs intake	Student engagement & success	Forms and intake process were revised. Implementation	1. Completed	Ongoing with new forms and intake process	Jeffrey Benford	

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

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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES

				status for each goal)			
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most							

recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
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: 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 administr							

ation 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.							

Indicator	Program Review Year Three Goals	Aligned Student Services Guiding Principles	Measure	Status	Action Steps	Timeline	Responsible Parties
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials,	Increase student access to career exploration activities through implementation of annual campus-wide career events. Initial	Student Engagement 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 restrictions and transition to remote support has impacted implementation of this goal, prior to March		Reginald Turner Cynthia Perez Nicholas Rachel Anicetti

certificates, 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 Opportunity Fair, and Mock Interviews for Advanced Manufacturing, have continued to be offered virtually in the remote environment.		
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)	Broaden student access to career exploration tools through integrating Career Exploration resources into classroom and counseling sessions: initial milestone is to increase	Student Engagement and Success	Increase classroom presentations to 400 student contacts annually by June 2022.	In Progress	Transition to remote and asynchronous instruction significantly impacted progress on this goal. In the Fall 2021 term, Transfer & Career services contacted the	November 2021: presentations to all face-to-face and synchronous sections of ENGL100, MATH 110, and MATH 150. January 2022-August 2022: development of class	Reginald Turner Rachel Anicetti

to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	classroom presentations to 400 student contacts annually by June 2022				English and Math departments and began collaboration to present to all face-to-face and online synchronous sections in the Fall 2021 term. A video is in the planning stages and will be developed for use in asynchronous sections during Fall 2022. Beginning Fall 2021, Transfer & Career Services contacts every F2F and online-synchronous English 100 and Math 110 and 140 instructor at the beginning of term to schedule a live classroom presentati	presentation to asynchronous sections for use in Fall 2022

					on. Transfer & Career presented to 200 students in Fall 2021, and are on track to present to a minimum of 300 additional students in Spring 2022		
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:	Increase		By 2022,	Completed	Even with	Goals will	Cynthia

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.	the number of students engaging and participating in Work Based Learning activities		CWEE enrollment increased by 100 students from 2018-2019 unduplicated headcount of 179 students.		reduced enrollment in CWEE internship courses due to the COVID-19 pandemic and working restrictions, CWEE enrollment met its enrollment goals in the 19-20 and 20-21 academic years: 2019-2020: 280 unduplicated headcount 2020-2021: 249 unduplicated headcount	be identified in the next Comprehensive Program Review cycle around increased unduplicated headcount enrollment in 180 internship courses.	Perez Nicholas, Rachel Anicetti, Bill Bankhead, Melina Rodriguez
VFS5: Reduce equity gaps across all of the above measures through faster improvements	Increase the number of students trained in 21st century (employability) skills, through a specific focus on	Equity and Inclusion	by 2021, 20% increase in number of Black/African 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 traditionally underrepresented groups as identified by the college.	increasing the number of African American students accessing career support.		and interview preparation		n. A modified action plan follows: 1. Develop internal student contact tracking system that allows disaggregation by demographics 1. Identify baseline representation in activities, and gaps in representation 1. Develop marketing strategy and activity implementation plan 1. Increase the number of Black/African American students participating in Career activities at LMC to	campus 3/2022: develop marketing plan for 22-23 academic year		

					support an increase in the number of Black/African American Students completing resumes before graduation		
	Develop three-year strategic plan for Career Services, with goals related to programs, services, and organizational needs by January 2019	Commitment 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 consultation with internal and external stakeholders. This resulted in a document that outlines		

| | | | | | five major program goals, quantitative 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 implementation, and partnership with Workforce & Economic Development. It can be found in the college's L drive at www. losmedanos. | | | |

| | | | | edu/career
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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)	-

Recommended Actions

Goal: Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage 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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS (Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, 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 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: 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 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.* | | | | | | | |

Please copy the table below into your response and complete accordingly

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Goal #1: Students will be able to clarify their educational goal and develop an education plan	Empowering Student Services Professionals, Student Engagement & Success, Equity & Inclusion	Examine 2019-202l 2020-2021, 2021-2022 student data sample for: 1.How many students have an educational goal? 2. How many students have an abbreviated education plan? 3. How many students develop a comprehensive ed	In Progress	Collect data at end of the academic year.	Yearly assessment completed at the end of the academic year.	All Counselors

			plan.				
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.	**Goal #1: Students will be able to clarify their educational goal and develop an education 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	**G**oal #1: Students will be able to clarify their education	Empowering Student Services Professionals, Student Engageme	Examine CTE 2019-202l 2020-2021, 2021-2022 student data sample	In progress	Collect data at end of the academic year.	Yearly assessment completed at the end of the academic year.	*All counselors*

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.	al goal and develop an education plan after meeting with a counselor.	nt & Success, Equity & Inclusion	for: 1. How many students have an abbreviated education plan? 2. How many students develop a comprehensive ed plan.				
VFS5: Reduce equity gaps across all of the above measures through faster improve	**G**oal #2: Develop and implement Counseling initiatives related to Guided	Equity & Inclusion, Student Engagement & Success, Commitment to Innovation &	Form task groups that will focus on specific Counseling projects related to	Monthly meetings were scheduled throughout 2020-2021 that were primarily focused	Ongoing.	Counselors will consult with departments, deans, and other administrators as needed to	All Counselors

| ments among tradition ally underrep resented groups as identified by the college. | Pathways. | Creativity | Guided Pathways (and its related Pillars). | on discussing and planning for Counselin g projects, planning and implement ation related to Guided Pathways. Counselor s have been assigned to pathways and have attended division meetings, which will be ongoing. Two counselors participate d in Arts and Humanitie s pilot. | | facilitate the implement ation of Guided Pathways. | |

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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand							

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

INDICATOR	PROGRAM REVIEW	ALIGNED STUDENT SERVICES	MEASURE	STATUS *(Please*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES

	YEAR THREE GOALS	GUI DING PRINCIPL ES		*enter Abandon ed, In Progress, Complete d or New Goal to indicate the status for each goal)*			
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	CPR goal 1: Quality services offered to students and campus community -- DSPS counseling and accommodations support students completing their courses successfully 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*

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.	**degrees, certificates and transfer at rates similar to their non-disabled peers**	**certificates and transfer at rates similar to their non-disabled peers**		*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.*		*annually with a DSPS counselor to maintain their DSPS eligibility.*
CPR Goal 3: Students will complete courses, degrees, certificates and transfer at rates similar to their non-disabled peers						
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	Develop new learning skills	Student engagement and success	Completion of COOR approval process	abandoned	DSPS faculty have developed	2021-22	DSPS faculty: Lindgren, Ghiselli

across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	curriculum.		and offering learning skills courses		proposed coor, consulted with related deparments 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		and Usha primarily

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 deparments 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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand							

job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
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: 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.						
INDICATOR	**ALIGNED STUDENT SERVICES THEME**	**MEASURE**	**STATUS**	**ACTION STEPS**	**TIMELINE**	**RESPONSIBLE PARTIES**

COMPREHENSIVE PROGRAM REVIEW GOALS				

Accreditation: Course Success				1. Abandoned 2. In Progress 3. Completed 4. New Goal		
VFS1: Increase by 20 percent the number of CCC students annually				1. Abandoned 2. In Progress 3. Completed 4. New Goal		
who acquire						
associate degrees,						
credentials,						
certificates, or						
specific skill sets						
that prepare them						
for an in-demand						
job.						

VFS2: Decrease the average number of units accumulated by CCC students	Decrease the average number of units accumulated by	Student Engagement and Success	Review the number of units accumulated	1. Abandoned 2. In Progress 3. Completed 4. New Goal	Review what happens during the current	Review the number of units accumulated	Elizabeth Costanza, Rudolf Rose, Steven
earning associate	incoming EOPS		at the end of		educational	at the end of	Freeman
degrees, from	and CARE		each		planning	each	
approximately 87	students that		semester.		counseling	semester.	
total units (the	have earned		Provide		appointment		
most recent	fewer than 12		intrusive		and		
system-wide	units at time of		advising for		investigate		
average) to 79 total	acceptance into		students that		new methods		
units—the average	the program to		show early		to provide		
among the quintile	no more than		signs of		students with		
of colleges showing	79 total units		accumulating		better		
the strongest	once		excessive		options that		
			units.		will result in a		

performance on this measure.	graduation is reached.				fewer classes being completed		

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.				1. Abandoned 2. In Progress 3. Completed 4. New Goal			
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				1. Abandoned 2. In Progress 3. Completed 4. New Goal			

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.	Increase number of African American Males that participate in EOPS summer bridge and the Brothers of Excellence Program (BOEP).	Student Engagement and Success	A semester roster will be reviewed each semester to measure growth.	1. Abandoned 2. In Progress 3. Completed 4. New Goal	Continue working with community 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.

Please copy the table below into your response and complete accordingly

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC							

students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges showing							

the strongest performance on this measure.						
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: 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.								

INDICATOR	**PROGRAM REVIEW YEAR THREE GOALS**	**ALIGNED STUDENT SERVICES GUIDING PRINCIPLES**	**MEASURE**	**STATUS** *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	**ACTION STEPS**	**TIMELINE**	**RESPONSIBLE PARTIES**	
Accreditation: Course Success								
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare	Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA).	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	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

them for an in-demand job.				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.				
Students who attend the Financial Aid Lab will be able to complete and submit a Free Application 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 accumulated by CCC students earning associate degrees, from approximately 87total units (the most recent	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 suspensio	In Progress	1. Post information on social media accounts 2. Update webpage with Student Connection information and information about resources and repayment options	Spring 2022	

system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.			n 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		3. Calling and email campaign to students in grace – 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.						
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets	As a result of participating in the Scholarships - Free Money for College presentation, students will demonstrate how to submit a complete LMC Foundatio	As a result of participating in the Scholarships - Free Money for College presentation, students will demonstrate how to submit a complete LMC Foundation General	Student Engagement and Success	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	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	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 scholarshi	

that prepare them for an in-demand job.	n General Application through Academic Works (Blackbaud).	Application through Academic Works (Blackbaud).			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.	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.		p cycle ends.
As a result of participating in the Scholarships - Free Money for College								

presentati on, students will demonstra te how to submit a complete LMC Foundatio n General Applicatio n through Academic Works (Blackbau d).	
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 student to submit a reference from an LMC staff member. The requireme nt for 2022 is two references from a reputable source. Sc	

holarship 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.							
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	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 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/consultant from Ellucian to provide in-house training on Colleague.	Spring 2022	Financial Aid Director

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

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 in-house 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 Internationl 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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number							

of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges							

showing the strongest performance on this measure.							
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: 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.							

INDICAT OR	PROGRAM YEAR THREE GOALS	ALIGN ER REVIEWS STUDE NT SERVI CES PRINCI PLES	MEA SURE GUIDING	STATU S *(Pleas e enter Aband oned, In Progre ss, Compl eted or New Goal to indicat e the status for each goal)*	AC TION	TIME LINE STEPS	RESP ONSIB LE PARTIES
Accred itation : Course Succes							

s							
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.	**Goal 1:** Creation and implementation of a robust international student orientation to be assessed fall 2020	**Student Engagement & Success**	Review status of the prospective student at the time of application to attend LMC to completion of the second week of term to ensure all requirements are met.	In Progress	On-going modifications as needed or required due to the district, state, federal policies, and updates as well as identified changing needs of students within the program. Ongoing through fall 2023 we will Seek out ways of engaging with the incoming students and identifying additional	This goal will be evaluated at the end of each orientation through fall 2023.	Director of Student Life, Primary Designated School Official, Designated School Official, Dean of International Education (district office)

					support and resources that may benefit incoming students prior to the semester. Update the International Student Canvas shell to include resources for easier access including health insurance, learning communities, scholarships, and tutoring. Incorporate a stronger presence by Counseling as it relates			

					to Education Planning and registration.	
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: 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.								

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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC							

students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges showing							

the strongest performance on this measure.						
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: 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						

improve ments among traditiona lly underrep resented groups as identified by the college.							

INDICATO R	PROGRA M REVIE W YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDIN G PRINCIPL ES	MEASU RE	STATUS (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. We 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 applicants.		
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 <u>In Progress</u> Completed New Goal	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 communications 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. 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 data following the efforts to determine if the campaign was successful.			
VSF3: Decrease the average number of units accumulat ed by CCC students earning associate degrees,	Create a self-sustaining outreach infrastructure to handle the ever-changing demands in student outreach by spring 2019. The outreach model should	Student engagement and success	Outreach wanted to bring multiple units under one general outreach effort to address the multiple outreach needs: early outreach (middle schools),	<u>Abandone d</u> In Progress Completed New Goal	With the onset of State mandates such as AB 705 and Guided Pathways the focus of the college has shifted. The Outreach unit will work with the college		

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.	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: Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	By fall 2018, Student Outreach will identify a student tracking and communication 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 communications 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 <u>In Progress</u> 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 implementation during year three. The Director of Outreach is one of the representatives from the college that will be meeting with Interact to provide information about the college's identified needs that will inform the recommendation 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 improvements among traditionally underrepresented 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 communication 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 <u>In Progress</u> 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 competencies using Asana during the fall 2021 semester. Student Services: over the course of spring 2022, the Outreach department would like to have representatives 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). The 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

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.	and Outreach collaborate to provide students with the opportunity to receive support selecting their first semester of courses and registering by spring 2022.		receive follow-up registration support from an Outreach ambassador or Outreach program coordinator.		was designed. Outreach posted workshops on the website and set-up SARS for students to be able to register for the workshops. Outreach student ambassadors call all new applicants within a week of their application being submitted and in their calls with students invite students to register for an Educational Planning & Registration workshop to receive support selecting their first semester of courses. When students indicate an interest, the ambassador registers students for the workshops. During the workshop, an attendance log is maintained to ensure that students who did not attend will receive a follow-up phone call from a student ambassador or program	week in February.	

					coordinator to check-in and see if the student still would like support registering for classes.		

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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the							

number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of							

colleges showing the strongest performance on this measure.							
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: 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 administr ation of the CTE Outcome s Survey.							
VFS5: Reduce equity gaps across all of the above measures							

through faster improvements among traditionally underrepresented groups as identified by the college.							

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success	Develop a collegewide retention plan.	2. Student Engagement & Success	See LSO table	In Progress	1. Identify the gaps, problem areas, etc. 2. Begin engaging the college in identifying the goals. 3. Develop strategies to achieve the identified goals.	Fall 2020-Spring 2022	All
VFS1: Increase by 20 percent the number of CCC							

students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing							

the strongest performance on this measure.							
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: 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.								

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

Data Reports used for the information below:
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*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who							

acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performa							

nce 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: 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.									

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES PRINCIPLES	MEASURE GUIDING	*(Please enter Aban done d, In Progr ess, Comp leted or New Goal to indica te the statu s for each goal)*	STATUS AC TION	TIMELINE	RESPONSIBLE STEPS	PARTIES
Accreditation: Course Success								
VFS1: Incre	**Goal 1:**	Student	Review	In progre	In fall 2019,	This goal	LMCAS	

ase 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.	**Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15**	Engagement & Success	Student Roster and addition/retention each semester of officers and senators serving on LMCAS senate	ss	L.M.C.A.S. reached the goal of 15 student senate. In the spring of 2020, the pandemic negatively impacted student involvement and engagement on the Board resulting in a significant loss in membership.	will be evaluated at the end of each spring semester through 2023.	membership and LMCAS Advisor	

					The campus reopened in fall 2021 with a new board. The current board consists of 5 officers and 13 senators. The focus will be on maintaining and/or increasing this number by 2023. - LMCAS will				

					be actively recruiting members in their respective classes and learning communities - LMCAS will host on-campus activities and tabling events to recruit new members and engage with their constit				

		Stude nt Engag ement & Succe ss	Roster and additi on/ret ention of club memb ership	In Progre ss	uents Fall 2019 memb ership was at 34 clubs. In the spring of 2020, the pande mic negati vely impac ted the involv ement and engag ement of clubs as they typical ly assem bled on campu s for their meeti	This goal will be evalua ted at the end of each semes ter throug h spring 2023.	Stude nt Life Staff to includ e Stude nt emplo yees within Office of Stude nt Life	
	Goal 2: Incre ase high involv emen t in stude nt clubs. By 2023, we would like to incre ase and maint ain chart ered clubs/ organ izatio ns to 40 active clubs/ organ izatio ns							

					ngs and events. There were only five clubs chartered in the spring 2020 term all of which all participated in bi-weekly Interclub Council meetings. The campus reopened in fall 2021 and there				

					are currently nine chartered and active clubs. The focus will be on bringing attention to engagement outside of the classroom through participation and leadership of clubs in hopes of increasing				

					club charters. Classroom presentations and announcements will continue to be made. In addition, notifications on social media, Canvas, and Student E-Newsletter will be made.			
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 avera									

ge 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 degre								

es, 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 meas									

ure.								
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 impro								

ved 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.	**Goal 3: Expand the current offering of student activities and leadership programs that focus on social justice that lead to high engagement on campus including the continuati**	Equity & Inclusion	Continue to track activities/events as well as attendance at individual events. Create and review evaluation assessments by participants throughout the academic year	In Progress	At the end of each academic year, we will continue to evaluate and engage with students, faculty, and staff to identify gaps as well as interest for learning in areas of social justice programming. An	This goal will be monitored each semester through spring 2023.	Director of Student Life, Equity & Inclusion, LMC Campus Learning Communities, and Student Leaders, faculty, and staff	

	on of the annual Impact Leadership Conference				increase of focus was placed on cultural sensitivity programming in the last two years to include: Black History (BHM 365), Asian Pacific Islander Desi American, LGBTQ+, and LatinX communities on				

					campus. In addition, a focus has also been given to mental health and well-being. Webpages have been created for most areas listed above and are updated frequently with programming and resour				

					ces to support and inform those who visit the sites.			
	Goal 4: Increase the utilization of the LMC Marketplace by the student body. By spring 2023, we would like to increase and maintain	Equity & Inclusion	Electronic intake for improved tracking and maintaining records.	In Progress	Beginning in fall 2019 and will be ongoing through spring 2023 - In order to continue the momentum of intakes for new users towards the end of each semes	This goal will be evaluated each semester through spring 2023.	Director of Student Life Hourly Program Assistant Student employees	

	the student utilization to 100 unduplicated students per month each semester (fall/spring).			ter, a plan with marketing and outreach strategies will be developed. In addition, there will be more research conducted to determine if there may be opportunities for support and/or servic				

					es that the LMC Marke tpalce can offer stude nts in order to increa se retenti on and succes s of stude nts while attend ing to the basic needs of their house holds. Target ed Outre ach to learni ng				

					communities and special programs Classroom Presentations and tabling events Cooking demonstrations and community outreach Identify the need for professional development and areas				

					for program improvement			
	Goal 5: A Professional development plan will be developed in the summer of 2020 to be implemented in fall 2020 to ensure that all Student Life staff and	Equity & Inclusion, Student Engagement & Success, Empowering Student Services Professionals, Commitment to Innovation & Creativity	Create space for dialogue and design survey(s) to identify gaps and areas for further development as well as interest for learning in areas of social justice programming	Behind	Identify the needs of the department and secure opportunities for development. Additional training and development may be necessary and provided to the Sr. Program Coordinator	This goal will be evaluated each semester through spring 2023.	Director of Student Life, Sr. Program Coordinator (VACANT) Hourly Program Assistant Student Employees	

Student Leaders are adequately prepared to meet the needs of students and engage with social justice programming as set out in goal #3.				when the position is filled.			

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

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS *(Please enter Abandoned, In Progress, Completed or New Goal to*	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES

				indicate the status for each goal)			
Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.							
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total							

units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges showing the strongest performance on this measure.						
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: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent— the average among the quintile of colleges showing the strongest performance on this measure in the most							

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

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

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

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

   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	Responsible Parties

Accreditation: Course Success							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	In partnership with academic departments, the Office of Instruction, and Counseling, incorporate additional courses into existing LMC ADTs to increase degree completion	Student Engagement & Success	By Fall 2020, identify 4 existing LMC courses eligible for incorporation into existing LMC ADTs.	Abandoned	While this project and goal is continuing at the college, it has been adopted by the office of instruction as part of the college's all-degree audit, and Transfer Services is no longer involved in template development or degree review.		Rachel Anicetti Eileen Valenzuela David Reyes
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	Increase transfer activities and discussions in classroom settings, engaging students, faculty, and staff-hold transfer presentations in every English 100 and 100/100S section, every semester, by June	Student Engagement & Success	Increase classroom presentations to 400 student contacts annually by June 2022.	In Progress	Goal Summary: Beginning Fall 2021, Transfer & Career Services contacts every F2F and online-synchronous English 100 and Math 110 and 140 instructor at the beginning of term to schedule a live classroom presentati	January 2021: contact English and Math departments to schedule class presentations. Continuous Spring 2022: facilitate presentations	Reginald Turner Rachel Anicetti

among the quintile of colleges showing the strongest performance on this measure.	2020.				on. Transfer & Career presented to 200 students in Fall 2021, and are on track to present to a minimum of 300 additional students in Spring 2022		
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.	Build National Student Clearinghouse reports to capture transfer information for student groups identified in Student Equity Plan-Transfer Services staff will receive training in NSCH and create transfer reports for LMC learning communities and other programs by August 2019.	Commitment to Innovation & Creativity		Abandoned		Rationale: When Transfer Services attempted to build NSCH reports for learning communities, we ran into a number of obstacles. Reports require hours of manual formatting when submitting and after results are received, and it is necessary to analyze each student's transfer destination to determine whether that was	

					their terminal institution. Transfer Services does not currently have the capacity to 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 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	Increase transfer rates among Black/Afric an American students by 15% in 5 years.	Equity & Inclusion	Initial goal: Increase the number of Black/Afric an American students	In Progress	Transition to remote student support impacted our tracking methods for resume and	1/2022: generate first student contact report, conduct planning session	Sandra Parsons Rachel Ani cetti

improvements among traditionally underrepresented groups as identified by the college.			transferring to the University of California and California State University system by 28 students by December 2024.		interview preparation. A modified action plan follows: 1. Develop internal student contact tracking system that allows disaggregation by demographics 1. Identify baseline representation in activities, and gaps in representation 1. Develop marketing strategy and activity implementation plan 1. Increase the number of Black/African American students participating in Transfer	with students on campus 3/2022: develop marketing plan for 22-23 academic year	

					activities at LMC to support an increase in the number of Black/Afric an American 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 staff-hold transfer presentations in every English 100 and 100/100S section, every semester, by June 2020.