



In this Issue

Welcome to our Fall 2017 issue of

InStep with Student Success

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If you would like to receive more information please email: crosas@losmedanos.edu

Food Pantry

The Food Pantry opened its doors to students in March 2017 in response to food insecurity amongst our LMC students. Students and staff worked together to create a food pantry. Through our partnership with the local food bank of Contra Costa & Solano, the LMC Food Pantry has served over 100 students.

The Food Pantry is open to all students. If students are interested in participating in the food pantry, they are required to have an LMC student ID and be currently enrolled for the semester they are receiving food. To participate in the program, students must fill out an intake form.

The LMC Food Pantry is committed to providing food to LMC students who are in need of assistance. If you would like to support us, you may donate food to one of our food barrels located in the food pantry – in room SS3-817 (by Cafeteria and Veteran’s Center). If you are interested in donating money to the food pantry, please send a check payable to “Los Medanos College Foundation” or donate online at www.losmedanos.edu/foundation (put “Food Pantry” in the notes).

Thank you for your support.

For more information on the food pantry please visit:

www.losmedanos.edu/foodpantry/



Making M.E.N. One Student at a Time

The **Male Empowerment Network (M.E.N.)** Program was established during the fall 2016 semester, and was created in order to make an impactful connection with our men of color. Our collective goal was to establish a rapport with these students through continuous social interactions, thus creating a platform for building interpersonal relationships. A level of comfort would become a catalyst in establishing a solid rapport from these mentoring experiences supported by the participation of LMC Administrators, Faculty and Staff.

Why is M.E.N. Necessary?: Data collected from the Contra Costa Community College District (CCCCD) charted the completion/graduation rates for African American Males that attended LMC from fall 2010 to spring 2016. During this specified time period, this at-risk group of individuals had a substantially lower completion/transfer rate of 17.25% when compared to the general population.

M.E.N. Program Goals:

- Create a college-going, college-staying and college-graduating culture
- To close the achievement gap between male and female counterparts
- To increase success via college preparation, access and engagement
- Focus on persistence and retention programs; and
- Build partnerships and strengthen collaborations with K-12 schools, community colleges, community-based organizations, faith-based institutions and families.

Program Participants: Participation in the M.E.N. Program has increased over the last 3 semesters. Our program began with 32 total members during the fall 2016 semester and has grown to 69 current members. We are excited for what the future holds as we continue to improve retention amongst the men of color at LMC. Please be encouraged to continue to make a contribution to LMC and join our M.E.N. Program as a mentor, today!

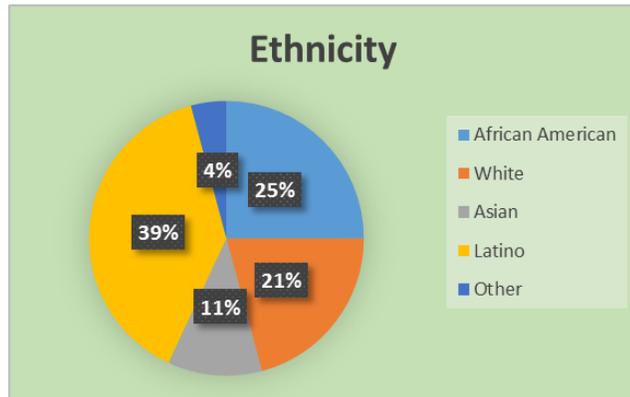
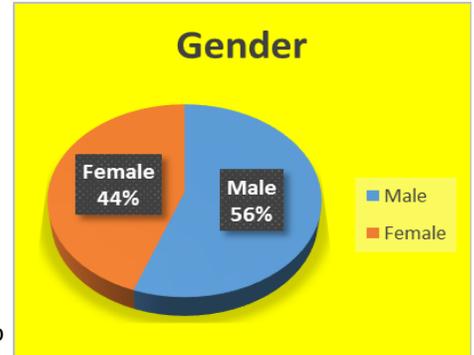
For More information Contact: Marques McCoy at mmccoy@losmedanos.edu

Summer Bridge 2017

The Summer Bridge Program completed its 6th rendition this past summer. The Summer Bridge Program has gone through several formats that included workshops, career exploration classes, English classes and four-year college tours. The main goal of the program has been to assist incoming first-generation college students to succeed at LMC.

For the past 2 years, the summer program has had lower participation than previous years, averaging around 42 students. Traditionally, the program was 4 weeks in length. Students had a difficult time committing to 4 weeks during the summer after graduating high school. In order to accommodate our students, the decision was made to hold two distinct two week summer programs. Each cohort could accommodate up to 50 students, thus providing the opportunity to double the number of participants.

The 2017 Summer Bridge Program had 72 total student participants, with 34 and 38 in each cohort respectively. The students that participate in the summer program have consistently commented that the program introduces them to the college experience in a safe and nurturing environment. Students express confidence as they begin their first semester in fall after meeting staff, faculty and students during the summer. Many students are also excited to be participating in Learning Communities at LMC.



For More Information please visit the Summer Bridge Home Page :

www.losmedanos.edu/highschool/bridge.asp

High School Senior Saturday SLO

Overview

High school graduating students are invited to attend a HS Graduating Senior Saturday as part of their enrollment process. After students have completed an application to the college, the online orientation and the assessment process, they are invited to a Senior Saturday event. The Senior Saturday is promoted as an orientation to the support services and learning communities available to them at LMC.

Student Services Theme:

- Students will be able to identify and set goals to guide their educational and career path.
- Students will demonstrate proficiency in self-advocacy.

Outreach Program Student Learning Outcome:

Students who attend the High School Senior Saturday will be aware of the available campus resources to connect with a student support program.

What we did:

In spring 2016, two HS Senior Saturdays were held the last two Saturdays in April. Approximately, 635 high school students from the entire service area and Mt. Diablo District attended one of the two Saturdays. There were also approximately 225 parents that accompanied their students for the day.

All students received a welcome to the college and general session presentations. The first topic was on Higher Education in California and how LMC fits in the larger educational pipeline. The second topic was on the importance of getting involved and connected to the college vis-à-vis Stu-

dent Life, Learning Communities and Student Support Services. After the general session, students received a campus tour followed by a choice of two 40 minute workshops. After the workshops, the students returned to a general session where they heard from a Student Panel and closing remarks. After the student panel, the students attended a resource fair with student support services, academic programs, learning communities and student clubs. Student Services offices were open and students and their parents had an opportunity to complete admission or pending SSSP requirements.

The workshops included:

- Career & Technical Programs
- ED Goal Setting
- Honors Program
- Puente
- Summer Bridge
- Transfer Academy

What we learned:

We collected 370 surveys from students that attended one of the two HS Senior Saturday events.

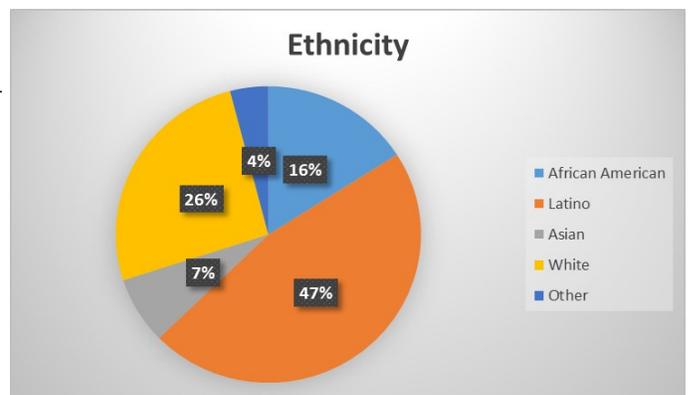
A survey was administered to the students gauging their experience and satisfaction with different aspects of the HS Senior Saturday. Similar to previous years, students overwhelmingly provided positive feedback. We have used the anecdotal and written comments on the survey to adjust the day (e.g. more bathroom

breaks, a shorter day, length of workshops, earlier lunch, having open student service departments, etc.). These written and verbal comments have been used to modify the content of the day.

A large percentage (80%) of students indicated that based on their experience with the Senior Saturday they planned to join a learning communities or CTE program. Students indicated the desire to join multiple learning communities or programs.

Next Steps:

The planning team decided not to administer a survey in 2017 but will track students using their student ID number to get archival data from Colleague on the student's demographics, participation in learning communities, Ed Planning workshops, student financial aid applicants, etc. Senior Saturday will continue to be an informational day that compliments our new student orientation.



Multiple Measures Assessment Project

Los Medanos College often finds itself on the cusp of new initiatives and innovative ideas. In the area of student assessment for English and math placement, LMC has recently begun using a multiple measures assessment, which replaces the former process that relied primarily on placement by exam. The Multiple Measures Assessment Project (MMAP) is part of the Common Assessment Initiative (CAI), a statewide collaborative effort focused on reducing under-placement in math and English by using self-reported high school course completion and GPA information. (Information regarding the MMAP can be found at <https://rpggroup.org/All-Projects/ArticleType/ArticleView/ArticleID/118> and information regarding CAI can be found at <https://www.cccassess.org/>).

After a year of testing the MMAP with manually processed pen and paper and online surveys, the college launched our new online MMAP tool that will automatically update student placements in Colleague. The tool allows students to complete the MMAP anywhere they can access the LMC website. With increased access, students are able to complete the MMAP and receive their results within the same day. This accomplishment was realized as a result of collaborative work involving the Assessment Center staff, English and Math faculty, and District IT team.

To learn more about LMC Assessment, Visit
www.losmedanos.edu/assessment/default.asp

MULTIPLE MEASURES ASSESSMENT PLACEMENT (MMAP)

STEP 3: ASSESSMENT/PLACEMENT

Students will participate in the assessment process to determine their appropriate math and English courses.

The first step is to complete the math and/or English MMAP. Report accurately, only two submissions per subject are permitted, second submissions may require submission of a high school transcript.

TO COMPLETE A MMAP:

Click the button below and log in as follows:

- ▶ User name = your first initial + last name + last 3 digits of your LMC Student ID Number. *Example: jsmith123*
- ▶ Password = your six digit birth date (mmddyy) for first login or your personal password you set up.

[Complete Math MMAP](#)

[Complete English MMAP](#)

Results from the MMAP will be used to determine initial placement. Based on your MMAP, if you do not have a placement or feel your placement doesn't accurately reflect your skill level, please view assessment alternatives or make an appointment to take an assessment at www.losmedanos.edu/assessment. Completing an assessment is part of the process to receiving priority registration.

DSP&S Program SLO

Overview

Many students eligible for DSPS services receive the accommodation of alternate media materials. Alternate media materials include audio formats, enlarged print, Braille materials, tactile graphics, and e-text. Alternate media requests include text books, class handouts, exams, and resource materials.

Previously students had to access audio content by physical tapes or CDs. The majority of students now access alternate media materials in completely electronic formats rather than CDs. DSPS wanted to learn if the change in technology was still meeting student needs.

Student Services Theme:

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DSP&S Student Learning Outcome:

Students who utilize alternate media services will demonstrate a greater understanding of their course content.

What we did:

Students were asked to complete an online survey during spring 2016 and fall 2016 semesters. DSPS initially surveyed students near the end of the spring 2016 semester, but received a low response rate. The alternate media specialist felt that resurveying the students earlier in the semester during the fall would generate additional responses from students. Students were resurveyed using a revised survey dur-

ing October 2016. The alternate media specialist increased outreach to students and personally contacted students by phone in addition to the email with the survey link.

What we learned:

For the fall survey, DSP&S added the question about which campus location students were enrolled in. Of the 11 respondents, 10 reported only Pittsburg classes and one student reported both Pittsburg and Brentwood classes. The concern was that students enrolled at the Brentwood center did not have effective access to alternate media materials. In addition to the survey, DSP&S reviewed the SQL report showing which students were eligible for alternate media accommodations. Those students who were enrolled at Brentwood were accessing alternate media materials, but responded to the survey at a lower rate. After the change in policy for students to receive multiple formats, students responded with less concerns about receiving CDs or pdfs than the previous survey. Students also responded at the same rates for requesting alternate media for texts and exams. Responses from both semesters reported students felt very satisfied with the accommodation and that alternate media had supported their success in their classes.

Next Steps:

The changes implemented in summer 2016 and fall 2016 allowing students

to receive multiple formats in alternate media will continue. As a result, student requests for CDs and mp3 formats has drastically increased. DSP&S also participated in recent High-Tech Center Training Unit sessions for alternate media production and use of assistive technology to increase the DSP&S unit's skills and effectiveness in providing alternate media materials to students.

To learn more about the DSP&S Program, visit:

www.losmedanos.edu/dsps/default.asp

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DSPS



GET STARTED

AT
LOS MEDANOS COLLEGE

www.losmedanos.edu/new



- 1 Application**
www.losmedanos.edu/new
- 2 Online Orientation**
www.losmedanos.edu/lmcorientation
- 3 English & Math Assessment**
www.losmedanos.edu/assessment/
- 4 Education Plan**
www.losmedanos.edu/newstudentworkshop



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