LOS MEDANOS COLLEGE

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SELF EVALUATION REPORT

of Educational Quality and Institutional Effectiveness

IN SUPPORT OF

REAFFIRMATION OF ACCREDITATION

SUBMITTED BY:
Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

2014

SUBMITTED TO:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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June 27, 2014

Certification of Institutional Self Evaluation Report

Date: June 27, 2014

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Helen Benjamin, Chancellor, Contra Costa Community College District

John E. Marquez, President, Governing Board

Bob Kratochvil, President, Los Medanos College

Silvester Henderson, President, LMC Academic Senate

Linda Kohler, President, LMC Classified Senate

Brianna Klipp, President, LMC Associated Students

Kiran Kamath, Accreditation Liaison Officer, Los Medanos College

Table of Contents

Certification of Institutional Self Evaluation Report

Introduction
- A. History of Los Medanos College 7
- B. Major Developments Since Last Self Evaluation Report 9
- C. Student Enrollment Data and Demographics....11
- D. Environmental Scan and Service Area Demographics 28
- E. Socio-Economic and Labor Market Data of Service Area 35

Abstract of Report 39

Organization of the Self Evaluation Process 45

Organization of the Institution 53

Certification of Continued Institutional Compliance with Eligibility Requirements....67

Certification of Continued Institutional Compliance with Commission Policies....75

Responses to 2008 Visiting Team Recommendations 87

Standard I: Institutional Mission and Effectiveness
- A. Mission....113
- B. Improving Institutional Effectiveness....125

Standard II: Student Learning Programs and Services
- A. Instructional Programs 153
- B. Student Support Services 196
- C. Library and Learning Support Services 242

Standard III:Resources
- A. Human Resources 283
- B. Physical Resources....324
- C. Technology Resources 342
- D. Financial Resources 365

Standard IV:Leadership and Governance
- A. Decision-Making Roles and Processes 409
- B. Board and Administrative Organization 436

LOS MEDANOS COLLEGE

Introduction

History of Los Medanos College

Major Developments Since Last Self Evaluation Report

Student Enrollment Data and Demographics

Environmental Scan and Service Area Demographics

Socio-Economic and Labor Market Data of Service Area

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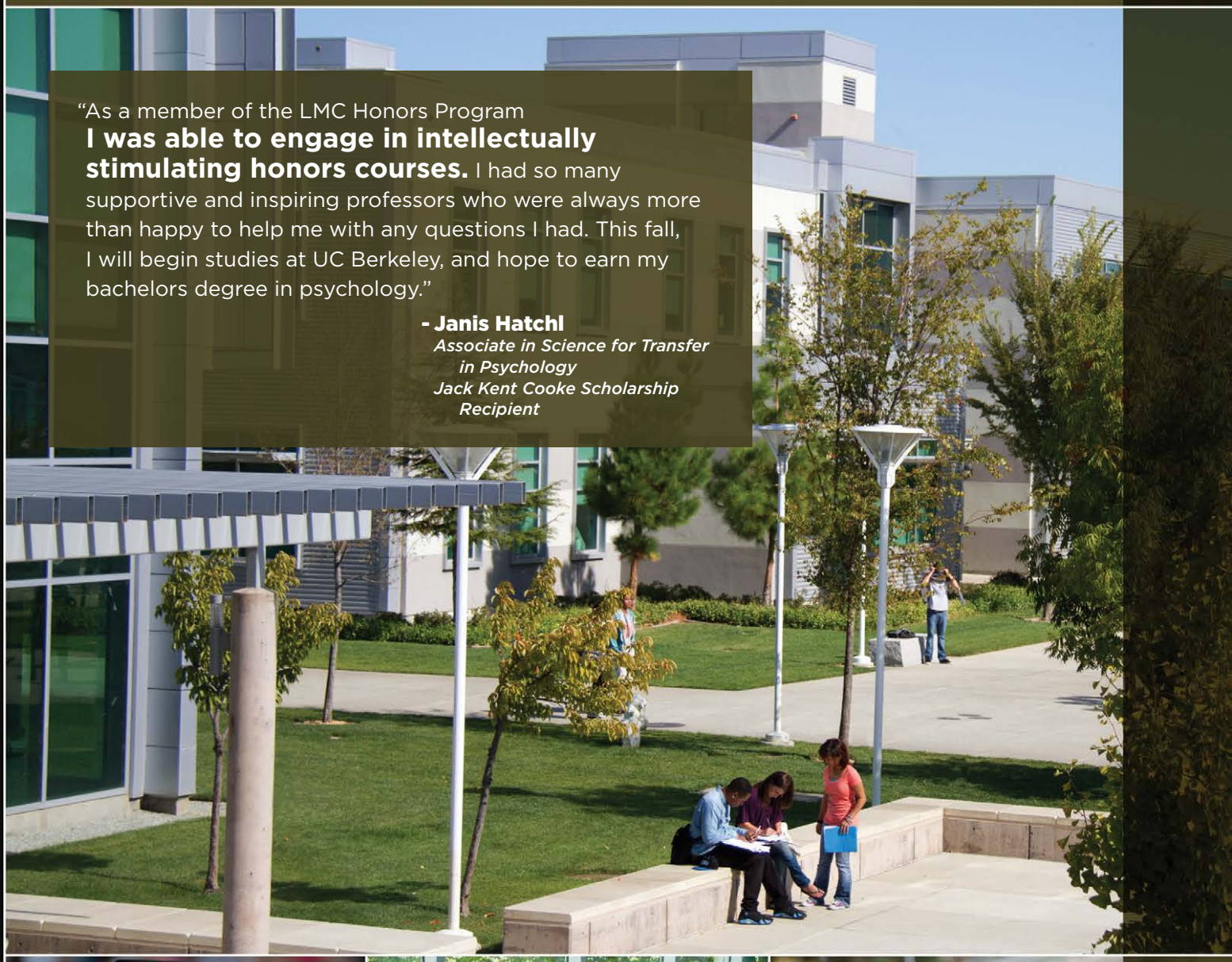


"As a member of the LMC Honors Program **I was able to engage in intellectually stimulating honors courses.** I had so many supportive and inspiring professors who were always more than happy to help me with any questions I had. This fall, I will begin studies at UC Berkeley, and hope to earn my bachelors degree in psychology."

- Janis Hatchl
Associate in Science for Transfer in Psychology
Jack Kent Cooke Scholarship Recipient

Introduction

A. History of Los Medanos College

Los Medanos College was established in 1974 as the third and newest college of the Contra Costa Community College District. Established in 1948, the District is now comprised of: Contra Costa College in San Pablo; Diablo Valley College in Pleasant Hill and its Center in San Ramon; and Los Medanos College in Pittsburg, along with its Center in Brentwood. Contra Costa Community College District is headquartered in Martinez; it is the second oldest multi-college district and the eighth largest of the 72 districts in California. In fall 2013, the District enrolled 35,561 unduplicated students.

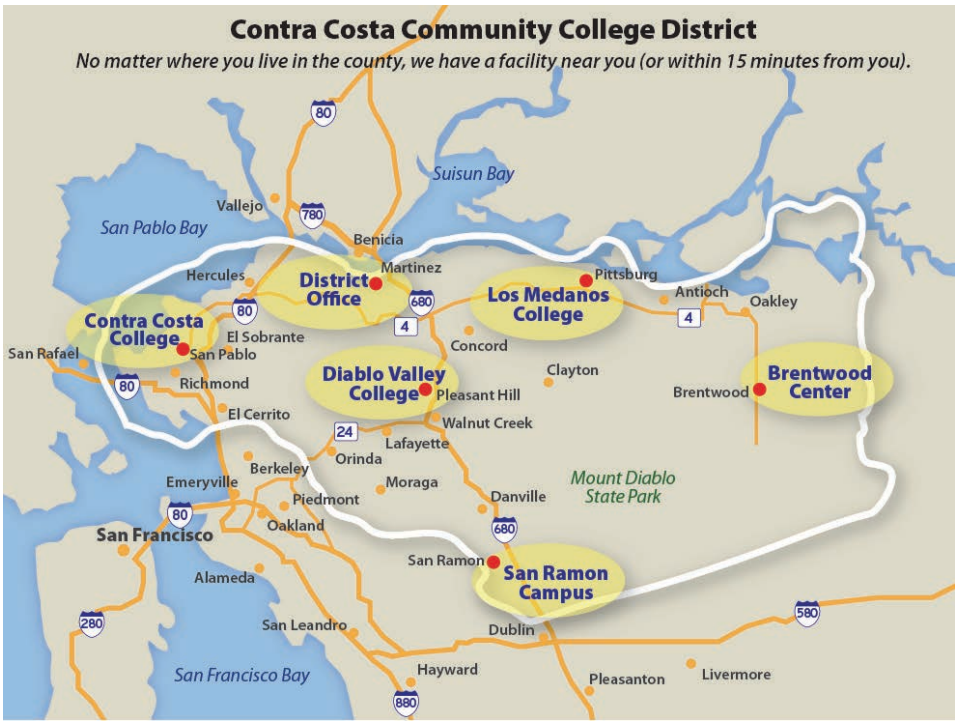
Los Medanos College is situated on a 120-acre site in Pittsburg; the campus is located in eastern Contra Costa County and borders the city of Antioch. The name of the College was derived from "Rancho Los Medanos", which was among the last of the huge Mexican land grants prior to the formation of California. Roughly translated from Spanish, "Los Medanos" means "The Sand Dunes". The College has a unique geographic location, which enhances the diversity of the students, community, industries, and businesses it serves and enriches the variety of programs it offers. The Sacramento Delta, east of the College, is a thriving agricultural area and offers excellent recreational activities. The Sacramento River, north of the College, is lined with heavy manufacturing industry, petroleum refineries, and power generating plants with access to docking facilities. The foothills of Mount Diablo provide the western and southern backdrop to access the rest of the San Francisco Bay Area.

The College serves the communities of Pittsburg, Antioch, Bay Point, Clayton, parts of Concord, Brentwood, Oakley, Knightsen, Bethel Island, Byron, and Discovery Bay. As a result of the rapid growth in eastern Contra Costa County and the passage of a successful 2002 local bond, in 2006 the College constructed its first major new buildings since its opening, adding 109,132 square feet for library, math, and science buildings. LMC is currently remodeling a large section of the original College Complex with 2006 bond funds to create a 38,000 square foot one-stop Student Services Center. The project, with a budget of $25 million, is scheduled to open in January 2015.

During the summer of 1998, with the steep growth of residents in East County and the demand for higher educational options, the College first offered classes in Brentwood in rented classroom space at the Liberty Adult Education Center. Brentwood, located 13 miles east of the Pittsburg campus, was the fastest growing city in the state for many years; it grew from 7,563 residents in 1990 to 51,908 residents in 2009. The continued rapid increase of residents seeking affordable housing led to traffic congestion on the main artery – Highway 4 – making it increasingly difficult for students from "Far East County" to get to LMC's Pittsburg campus. After lengthy, but successful negotiations with the City of Brentwood, Los Medanos College entered into a 10-year lease for 17,500 square feet of space in half of a former supermarket; the first classes were offered at the new Brentwood Center in fall 2001. After beginning with 493 students that first semester, the Center enrolled over 2,300 students in fall 2013. Based on student demand, LMC expanded the Brentwood

Center twice during its first decade, adding another 4,180 square feet. The College is in the process of adding another 1,817 square feet for a multi-purpose science lab, which is scheduled to open in fall 2014. In order to continue to expand and improve educational opportunities for East County residents, in 2012 the Governing Board of the Contra Costa Community College District approved the purchase of a 17-acre parcel in *The Vineyards* at March Creek development. As a result of the construction bond approved by the residents of Contra Costa County in June 2014, a permanent 88,000 square foot Brentwood Center facility will be constructed on this site. The Center received official "Center Status" in spring 2012 from the State Chancellor's Office. In addition to the city of Brentwood, the Brentwood Center serves the communities of Oakley, Bethel Island, Knightsen, Byron, Discovery Bay, and parts of southeast Antioch.

Los Medanos College now has two campuses: the Pittsburg campus, located at 2700 East Leland Road in Pittsburg, California; and the Brentwood Center, located at 101A Sand Creek Road in Brentwood, California.



Los Medanos College offers lower division educational programs that prepare students for transfer to a four-year college or university, as well as a wide variety of technical, career-oriented, and professional programs of study that lead to careers and employment. Based on the 2014-2015 College Catalog, students can choose from 42 Associate Degree programs (including 18 degrees for transfer), 34 Certificates of Achievement, and 36 locally-approved Skills Certificates (INT-1).

At the census point in fall 2013, Los Medanos College enrolled 8,746 unduplicated students in 782 class sections. The College employs 113 full-time faculty, 258 adjunct faculty, 118 full-time monthly classified staff, and 23 administrators (INT-2).

B. Major Developments Since Last Self Evaluation Report

During the last six years, since the 2008 Los Medanos College Self Study in Support of Reaffirmation of Accreditation, the College has seen major developments in its leadership, organizational structure, construction, and student demographics.

Leadership

In October 2010, the fifth president of Los Medanos College was tapped to serve as interim president at Diablo Valley College for the remainder of the 2010-2011 academic year, due to the unexpected retirement of the president of DVC. LMC's senior dean of instruction was appointed as the interim president of Los Medanos College for the academic year.

Following the subsequent unsuccessful search process for a new president at Diablo Valley College, the Governing Board of the Contra Costa Community College District appointed DVC's interim president as the permanent president of that institution. The senior dean of instruction at Los Medanos College continued to serve as its interim president for the 2011-2012 academic year.

After a successful search process, Los Medanos College hired its sixth permanent president in July 2012.

Organizational Structure

Los Medanos College has had a very stable history and, for many years, most in the management team had served at the College since it opened in 1974. At the end of the 2011-2012 academic year, several senior and long-time managers retired, including: vice president of administrative services, senior dean of instruction, and dean of liberal arts and science.

Shortly after being appointed, the new president authorized the recruitment of a new vice president of instruction and student services; the search process was successfully completed and the new vice president was hired in fall 2012.

The 2012-2013 academic year was a year of transition. A new organizational structure was developed and discussed at several College Assemblies during the spring 2013 semester; the proposal received Governing Board approval in May 2013 and was implemented in July 2013 (INT-3, INT-4, INT-5).

The new structure resulted in the creation of several new positions and the restructuring of some existing positions. Changes included: a new senior dean of planning and institutional effectiveness position to oversee integrated planning and accreditation; a new dean of student success position to oversee transfer programs, learning communities, and other student success initiatives; and a restructured position entitled dean of counseling and student support. The existing administrative structure for the office of instruction – which consisted of one senior dean and two deans – was restructured into three deans. In an effort to enhance integration between different programs and break down previous silos, each one of these three newly-configured instructional deans has both career technical and general education

responsibilities. The existing senior dean of student services was appointed as the lead administrator for the Brentwood Center, as a means of better aligning student services between the Pittsburg campus and the Brentwood Center. The senior dean of student services also serves as the chief student services officer (CSSO) for the College. The responsibility for instructional programs at the Pittsburg campus and the Brentwood Center lies with the vice president of instruction and student services, who serves as the chief instructional officer (CIO) of the College (INT-6).

Construction and Remodeling

The College received $150 million from 2002 and 2006 local bonds for the construction of three new buildings and several remodeling projects. The three new buildings – library, math, and science – were completed before the 2008 accreditation site visit. The projects since the last visit include: expansions to the current Brentwood Center; and renovations to the College Complex, such as the areas for Registered and Vocational Nursing, Emergency Medical Services, Graphic Arts and Art labs, Journalism, and the Planetarium. The one-stop Student Services Center remodel began in December 2012 and will be completed by January 2015. During the course of that construction project, various student services units have been relocated into renovated "swing spaces" within the College Complex.

The Electrical and Instrumentation Technology program was redesigned and the lab component of the curriculum was relocated to the College from industry. A modular lab was constructed on the LMC campus next to parking lot C; this project was funded entirely through industry donations of close to $400,000, along with more than $2 million of donated equipment.

Service Locations

In addition to the Center in Brentwood, the College offers off-site classes for the Fire and Police Academies.

Los Medanos College delivers and facilitates a Fire Academy program off-site at the Contra Costa County Fire Training Center; this program is housed at 2945 Treat Boulevard in Concord, California, located 13 miles southwest of the main campus.

The College contracts with the Contra Costa County Office of the Sheriff to deliver law enforcement academy certificate programs to students off-site at the Law Enforcement Training Center; this program is located at 340 Marina Boulevard in the downtown area of Pittsburg, California.

Substantive Change Proposals

Three Substantive Change proposals were submitted and have received approval from the Commission since the last reaffirmation of accreditation. In March 2013, the College received approval to offer 2 associate degrees and 8 certificates of achievement with more than 50 percent of the program offered through the distance education modality. In November 2013, the College received approval for the Brentwood Center, where LMC now offers at least half of the courses required for an associate degree. Also approved in November 2013 were two off-site locations at

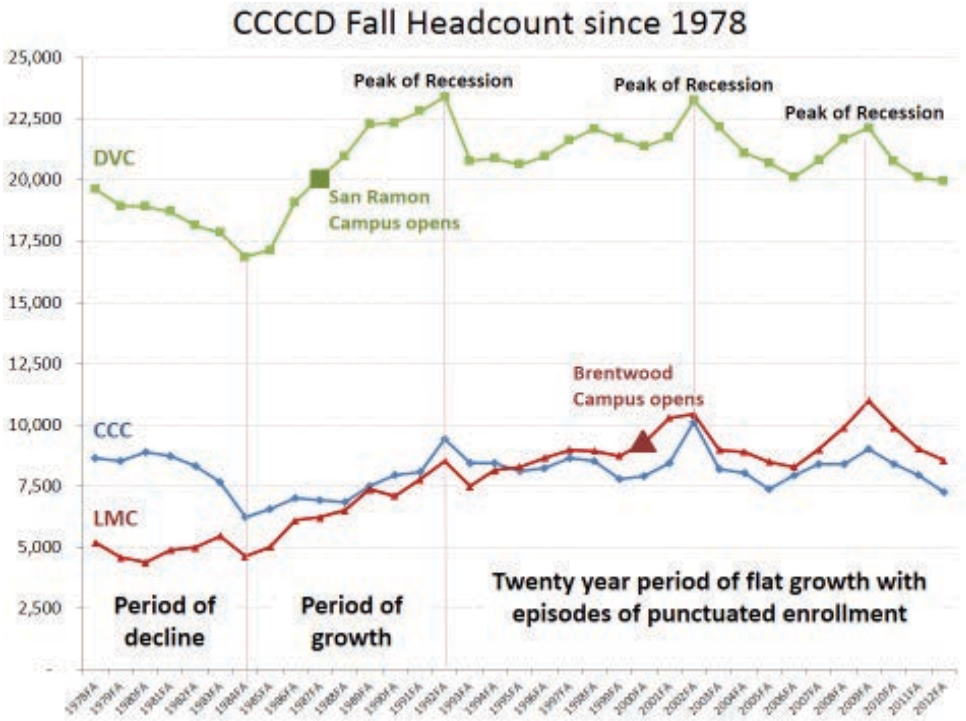
which students can complete at least half of the required courses offered by the College: the Fire Academy and the Police Academy, which is contracted with a non-regionally accredited organization (INT-7, INT-8, INT-9).

C. Student Enrollment Data and Demographics

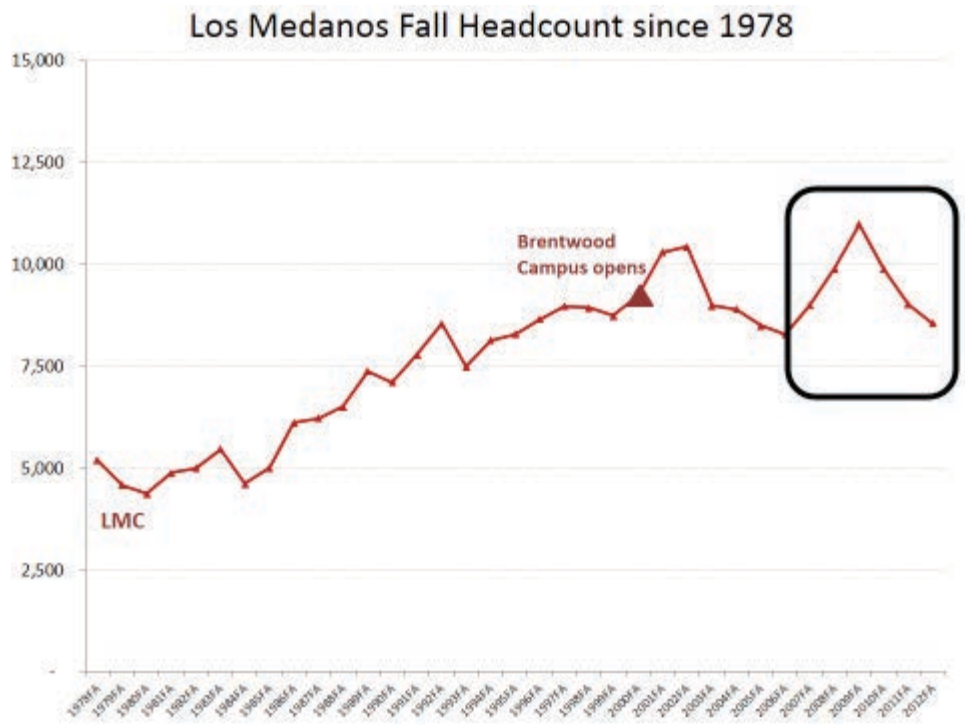
There are regional differences in industry and business across Contra Costa County. In East County, the major industries are heavy manufacturing, power generation, agriculture, health care, and retail business. This profile has determined the mix of career and technical education programs offered by the College.

Head Count and Enrollments

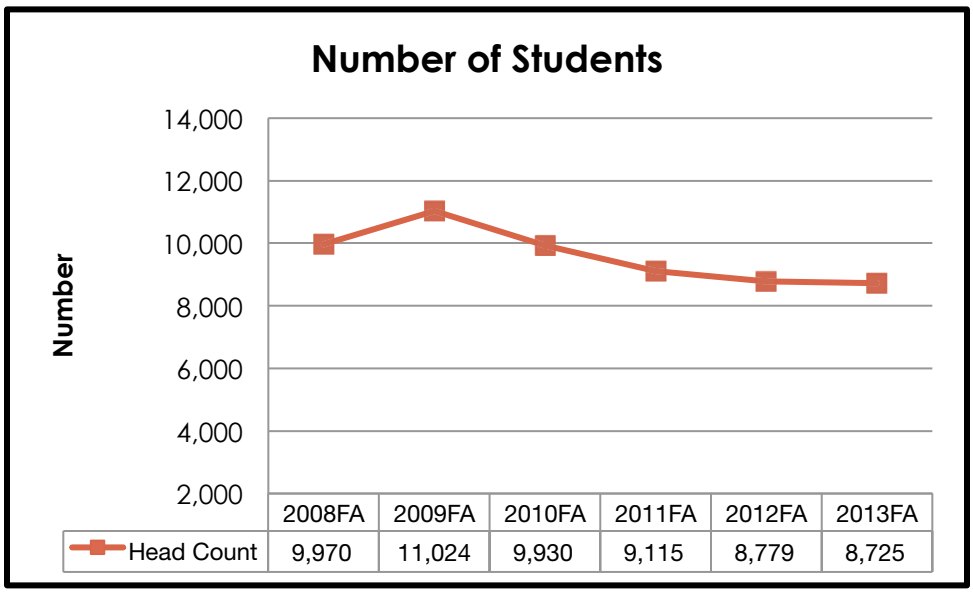
Los Medanos College has steadily increased in the headcount of unduplicated students over the last 40 years. Student headcount peaked in fall 2009, and dropped markedly in fall 2010 when the state instituted "workload reductions" (INT-2).



District Student Headcount Trend Over Time



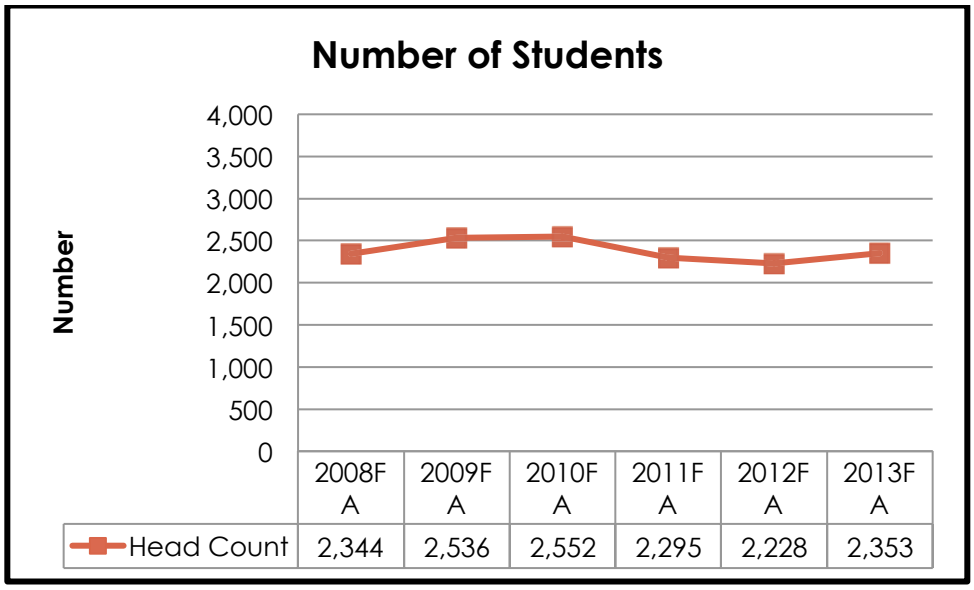
LMC Student Headcount Trend Over Time



COLLEGE TOTAL		2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Number of Students	Total	9,970	11,024	9,930	9,115	8,779	8,725

LMC Student Headcount Over Last 5 Years

The student headcount at the Brentwood Center continues to increase at a greater rate than at any of the colleges or centers in the District, since Brentwood and the cities around it are experiencing the fastest growth in the county.



COLLEGE TOTAL		2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Number of Students	Total	2344	2536	2552	2295	2228	2353

Brentwood Student Headcount Over Last 5 Years

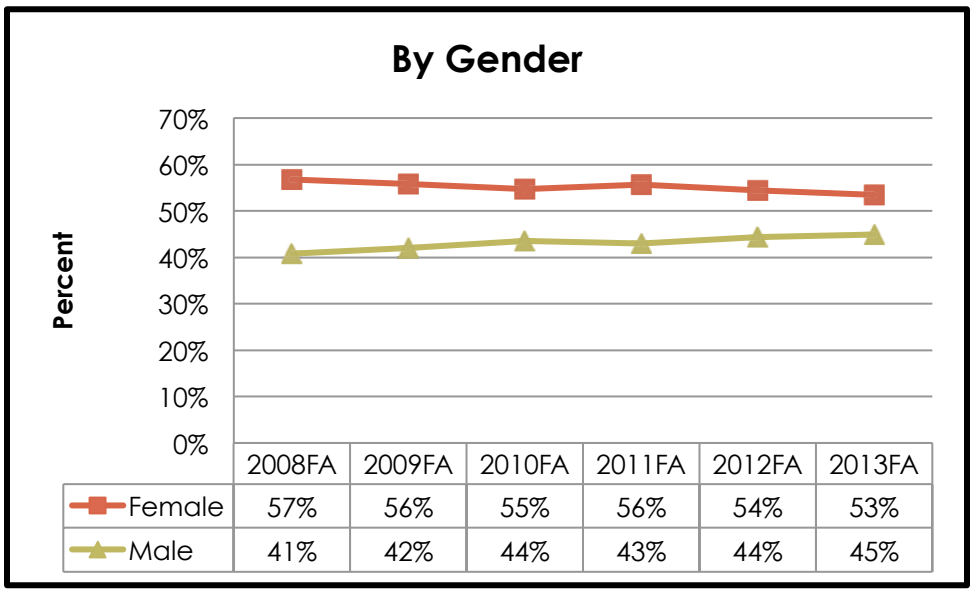
Enrollments in all courses by instructional method also peaked in fall 2009. The greatest growth has been in hybrid instruction.

ALL COURSES	Instr. Method	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Number of Course Enrollments	Face-to-face	24,043	26,496	24,953	22,017	21,552	20,899
	Hybrid 0-50%	112	654	718	700	750	799
	Hybrid 51-99%	77	55	61	51	116	116
	100% Online	1,373	1,348	1,121	1,030	1,160	1,081

Student Enrollments Over Last 5 Years (By Instructional Method)

Gender

In fall 2013, 53 percent of the students were female and 45 percent were male. While the five-year trend shows more female students than male, the numbers are converging – from 16 percent more females in 2008 to 8 percent more females in 2013.

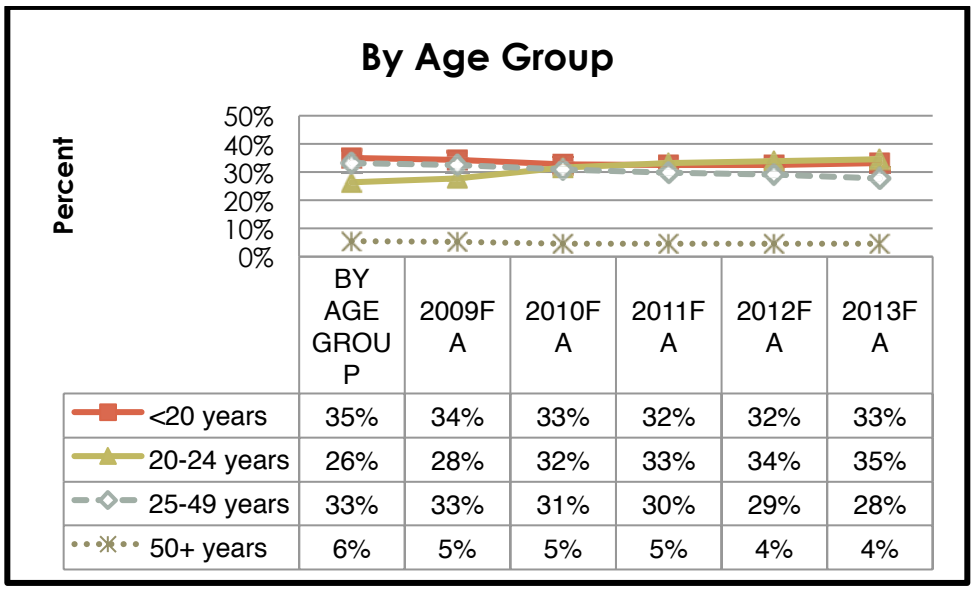


BY GENDER		2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Percent of Students by Gender	Female	57%	56%	55%	56%	54%	53%
	Male	41%	42%	44%	43%	44%	45%
	Unknown	2%	2%	2%	1%	1%	2%
Number of Students by Gender	Female	5,663	6,152	5,430	5,070	4,779	4,658
	Male	4,066	4,628	4,326	3,920	3,897	3,920
	Unknown	241	244	174	125	103	147

Gender Trend in the Last 5 Years

Age

An interesting trend is the increase in student population in the 20 to 24 age group, from 26 percent in fall 2008 to 35 percent in fall 2013. This is currently the largest group of students at the College. This is also the fastest growing population in the service area – East County.



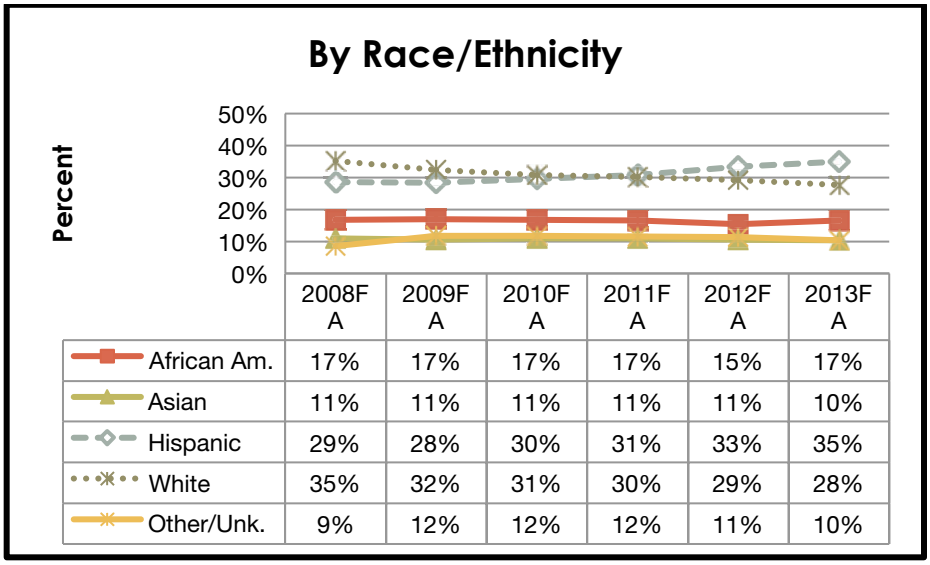
BY AGE GROUP	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	35%	34%	33%	32%	32%	33%
20-24 years	26%	28%	32%	33%	34%	35%
25-49 years	33%	33%	31%	30%	29%	28%
50+ years	6%	5%	5%	5%	4%	4%

BY AGE GROUP	BY AGE GROUP	BY AGE GROUP	2009 FA	2010FA	2011FA	2012FA	2013FA
Percent of Students by Age Group	< 20 years old	35%	34%	33%	32%	32%	33%
	20 to 24 years old	26%	28%	32%	33%	34%	35%
	25 to 49 years old	33%	33%	31%	30%	29%	28%
	50 + years old	6%	5%	5%	5%	4%	4%
	Age unknown	0%	0%	0%			
Number of Students by Age Group	< 20 years old	3,481	3,779	3,251	2,954	2,852	2,901
	20 to 24 years old	2,624	3,056	3,144	3,024	2,980	3,019
	25 to 49 years old	3,311	3,589	3,068	2,709	2,554	2,414
	50 + years old	551	590	464	428	393	391
	Age unknown	3	10	3			

Age Trend in the Last 5 Years

Ethnicity

Los Medanos College's student population is increasingly becoming more ethnically diverse. LMC is an official Hispanic Serving Institution and has received three Hispanic Serving Institution grants – in 2005, 2010, and 2011. The success of the grant initiatives has resulted in attracting more Hispanic students to the College, while continuing to improve the achievements of these students. The Hispanic student population increased from 29 percent in fall 2007 to 35 percent in fall 2013, making it the largest ethnic group on campus. During this same period, the White non-Hispanic population reduced from 35 percent to 28 percent. The number of students declaring themselves as Multi-Racial has increased from 3 percent to 8 percent during this period. All of the other ethnic groups have remained fairly stable during this time.



	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	17%	17%	17%	17%	15%	17%
Asian	11%	11%	11%	11%	11%	10%
Hispanic	29%	28%	30%	31%	33%	35%
White	35%	32%	31%	30%	29%	28%
Other/Unk.	9%	12%	12%	12%	11%	10%

BY RACE/ETHNICITY		2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Percent of Students by Race/ Ethnicity	African American	17%	17%	17%	17%	15%	17%
	American Indian	1%	1%	0%	0%	0%	0%
	Asian	4%	4%	5%	5%	5%	5%
	Filipino	6%	5%	5%	5%	5%	5%
	Hispanic	29%	28%	30%	31%	33%	35%
	Multi-Race	3%	3%	5%	6%	7%	8%
	Other/Undeclared	5%	8%	7%	5%	4%	2%
	Pacific Islander	1%	1%	1%	1%	1%	1%
	White	35%	32%	31%	30%	29%	28%
Number of Students by Race/ Ethnicity	African American	1,669	1,860	1,673	1,504	1,353	1,454
	American Indian	69	58	46	36	25	21
	Asian	438	482	469	456	434	424
	Filipino	562	581	534	467	429	412
	Hispanic	2,851	3,118	2,935	2,812	2,927	3,045
	Multi-Race	262	311	461	545	657	708
	Other/Undeclared	520	933	658	472	316	181
	Pacific Islander	96	102	88	76	72	66
	White	3,503	3,579	3,066	2,747	2,566	2,414

Ethnicity Trend in the Last 5 Years

Financial Aid

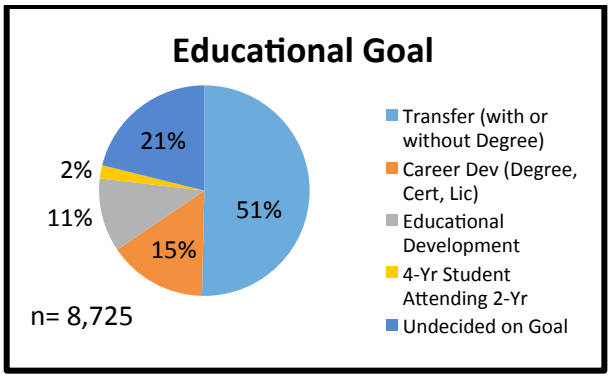
The percentage of students receiving financial aid at the College has increased since the recession in 2009. The College, the foundation, and the student senate have several initiatives to support students with grants, book loans, and other forms of assistance.

COLLEGE TOTAL		2008FA	2009FA	2010FA	2011FA	2012FA	2013 FA
Percent Receiving Financial Aid	Total	36%	42%	47%	52%	54%	54%
Number of Students (Head Count)	Total	9,970	11,024	9,930	9,115	8,779	8,725
Number Receiving Financial Aid	Total	3,607	4,600	4,685	4,716	4,723	4,732

Financial Aid Trend in Last 5 Years

Educational Goal

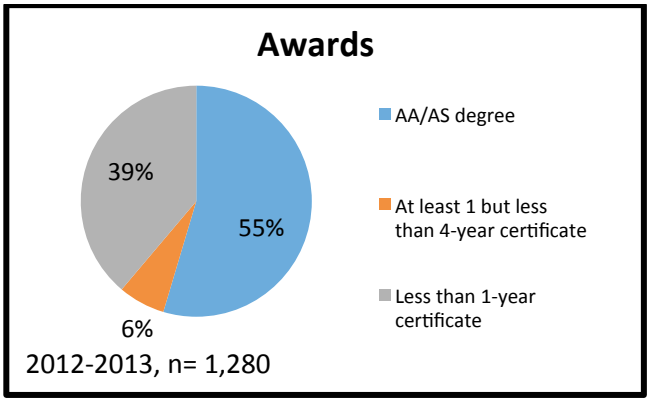
In fall 2013, half of the students stated that their goal was to transfer; 15 percent of students stated that their goal was career development, which includes all certificates and degrees; and 21 percent stated that they were undecided. The College is implementing various strategies designed to reduce the time to achieve completion, transfer or employment. These approaches include connecting like-minded students through participation in learning communities and motivating students to successfully finish their respective programs. One such example is the "Be a Major Success" campaign; this robust initiative was developed by the marketing department, in close partnership with the instructional programs and student services, and is aimed at encouraging students to select a pathway early. College orientations include information on all the majors offered on campus.



Student Educational Goals in Fall 2013

Student Achievement - Completion

At the end of the 2012-2013 academic year, completion data indicate that half the students who graduated did so with degrees, and the other half earned certificates.



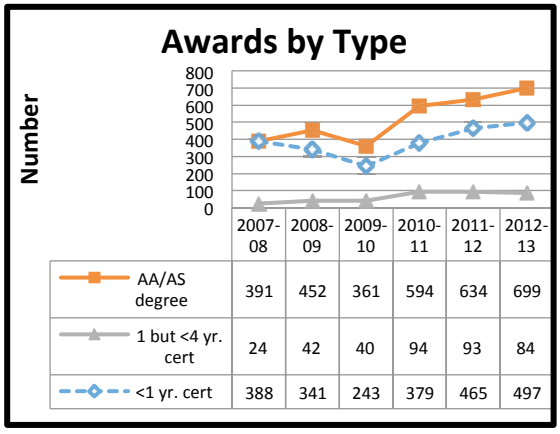
Student Awards in 2012-2013

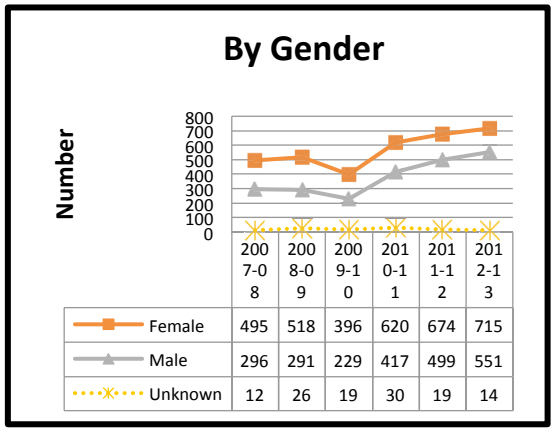
The College has made great strides in increasing the number of students who have earned degrees and certificates. The five year trend shows continuous improvement and growth. The number of degrees granted has increased 55 percent over five years, and the number of certificates completed in less than one year has increased 39 percent. Several College initiatives started in 2010-2011 – such as certain grants, learning communities, and career programs – have promoted completion.

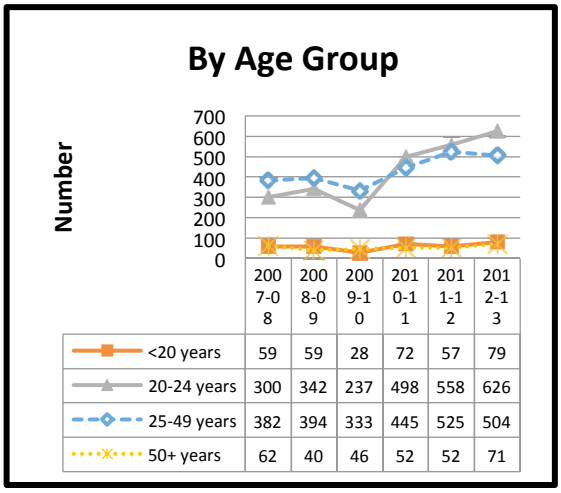
COLLEGE TOTAL	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
AA/AS degree	391	452	361	594	634	699
At least 1 but less than 4-year certificate	24	42	40	94	93	84
Less than 1-year certificate	388	341	243	379	465	497
Grand Total	803	835	644	1,067	1,192	1,280

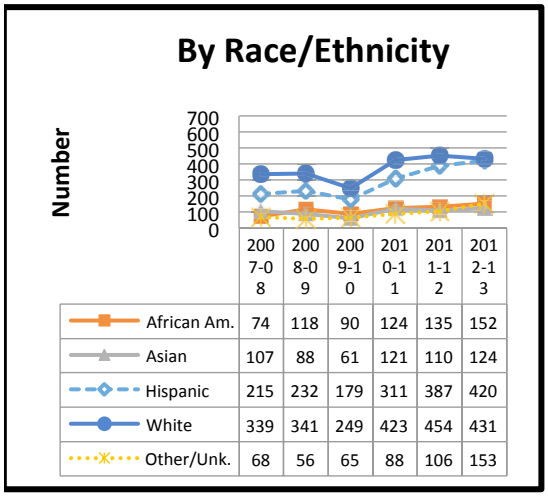
Degree and Certificate Completion Trend in Last 5 Years

Number of Awards by Demographic Group









Course Success Rate: Percentage of students who receive a passing/satisfactory grade.
Numerator: A, B, C, CR, IA, IB, IC, IP, P
Denominator: A, B, C, CR, D, F, IA, IB, IC, ID, IF, IN, P, NC, NP, P, W
Excluded grade notations: MW, RD

Success, Retention and Persistence

Course success, retention and fall-to-spring persistence rates have increased marginally over the last five years.

ALL COURSES	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Number of Students (Head Count)	9,970	11,024	9,930	9,115	8,779	8,725
Percent Receiving Financial Aid	36%	42%	47%	52%	54%	54%
Course Success Rate	69%	69%	69%	71%	70%	71%
Course Retention Rate	84%	83%	82%	86%	85%	85%
Fall-to-Spring Persistence Rate	66%	67%	69%	70%	69%	70%
Fall-to-Fall Persistence Rate	49%	48%	49%	51%	50%	n/a
Number of Course Enrollments	25,603	28,551	26,854	23,807	23,589	22,896
Number Successful	17,551	19,608	18,451	16,984	16,543	16,231
Number Retained	21,570	23,634	22,129	20,361	20,087	19,430

BASIC SKILLS COURSES	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Number of Students (Head Count)	1,426	1,783	1,531	1,302	1,258	1,158
Percent Receiving Financial Aid	51%	58%	62%	65%	68%	67%
Course Success Rate	61%	64%	61%	65%	60%	62%
Course Retention Rate	82%	82%	79%	82%	80%	81%
Fall-to-Spring Persistence Rate	72%	68%	70%	70%	68%	69%
Fall-to-Fall Persistence Rate	56%	50%	50%	54%	51%	n/a
Number of Course Enrollments	1,865	2,437	2,069	1,732	1,674	1,511
Number Successful	1,146	1,553	1,262	1,120	997	934
Number Retained	1,528	1,993	1,638	1,428	1,340	1,221

CTE COURSES	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Number of Students (Head Count)	4,117	4,469	3,757	3,329	3,225	3,092
Percent Receiving Financial Aid	36%	42%	48%	54%	54%	55%
Course Success Rate	72%	73%	71%	72%	71%	73%
Course Retention Rate	88%	87%	85%	87%	87%	87%
Fall-to-Spring Persistence Rate	63%	65%	67%	69%	67%	68%
Fall-to-Fall Persistence Rate	45%	42%	45%	47%	46%	n/a
Number of Course Enrollments	6,631	7,261	6,180	5,289	5,273	5,073
Number Successful	4,791	5,294	4,397	3,822	3,760	3,724
Number Retained	5,851	6,349	5,263	4,575	4,571	4,404

GENERAL ED. COURSES	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Number of Students (Head Count)	8,982	9,947	9,446	8,710	8,406	8,391
Percent Receiving Financial Aid	37%	42%	47%	52%	54%	54%
Course Success Rate	68%	68%	69%	72%	71%	71%
Course Retention Rate	84%	82%	83%	86%	86%	85%
Fall-to-Spring Persistence Rate	68%	68%	70%	71%	70%	71%
Fall-to-Fall Persistence Rate	50%	50%	49%	51%	50%	n/a
Number of Course Enrollments	22,564	25,116	24,477	21,962	21,770	21,189
Number Successful	15,388	17,191	16,956	15,781	15,438	15,144
Number Retained	18,905	20,659	20,209	18,833	18,615	18,024

Success, Retention and Persistence Trend in Last 5 Years

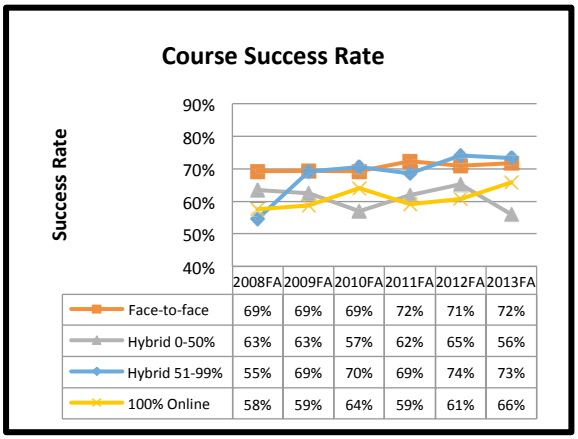
Success and Retention for Different Delivery Modes

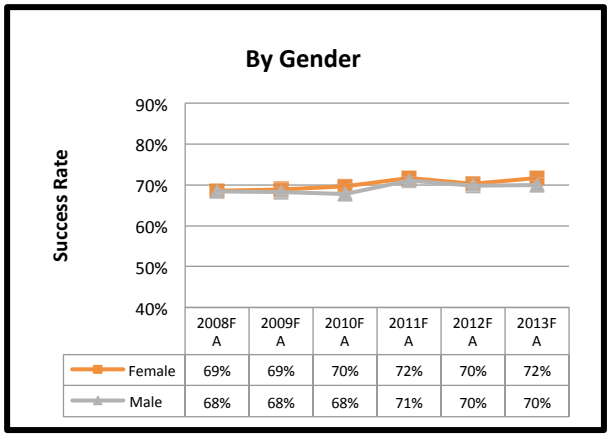
The success rate for all courses – basic skills, CTE and general education – indicates that the gap between online classes (those with 51-100% of instruction provided online) and face-to-face classes is closing. The retention rate for all courses demonstrates no gap among classes that are face-to-face, fully-online, or those with more than 50 percent of instruction delivered online.

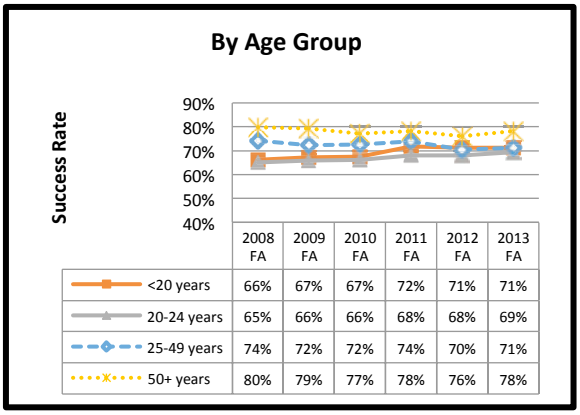
ALL COURSES	Instr. Method	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Success Rate	Face-to-face	69%	69%	69%	72%	71%	72%
	Hybrid 0-50%	63%	63%	57%	62%	65%	56%
	Hybrid 51-99%	55%	69%	70%	69%	74%	73%
	100% Online	58%	59%	64%	59%	61%	66%
Retention Rate	Face-to-face	85%	83%	83%	86%	86%	85%
	Hybrid 0-50%	76%	77%	74%	80%	80%	76%
	Hybrid 51-99%	74%	73%	84%	94%	91%	90%
	100% Online	79%	78%	81%	81%	80%	84%
Number of Course Enrollments	Face-to-face	24,043	26,496	24,953	22,017	21,552	20,899
	Hybrid 0-50%	112	654	718	700	750	799
	Hybrid 51-99%	77	55	61	51	116	116
	100% Online	1,373	1,348	1,121	1,030	1,160	1,081
Number Successful	Face-to-face	16,648	18,369	17,281	15,902	15,263	14,993
	Hybrid 0-50%	71	409	409	433	489	447

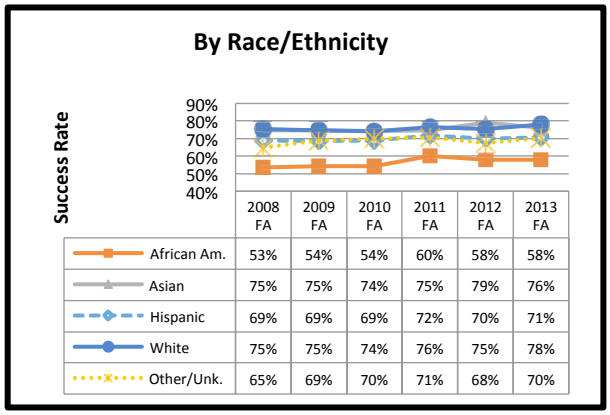
	Hybrid 51-99%	42	38	43	35	86	85
	100% Online	790	792	718	610	703	712
Number Retained	Face-to-face	20,338	22,036	20,639	18,913	18,444	17,807
	Hybrid 0-50%	85	501	529	560	600	609
	Hybrid 51-99%	57	40	51	48	106	104
	100% Online	1,091	1,057	909	833	926	909

Success and Retention Trend for Different Delivery Modes in Last 5 Years





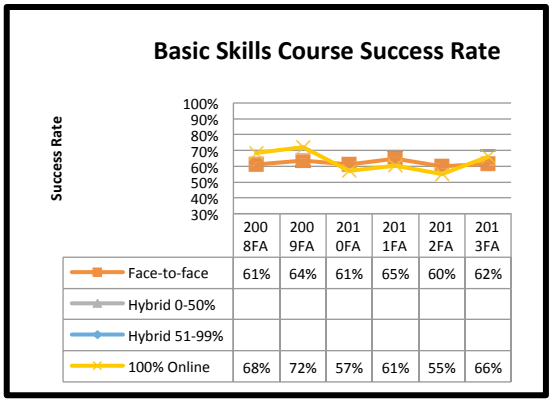


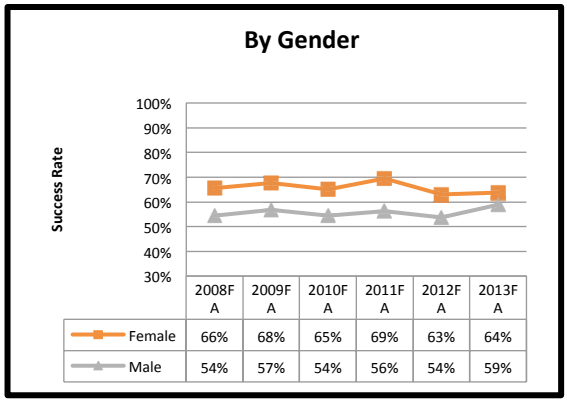


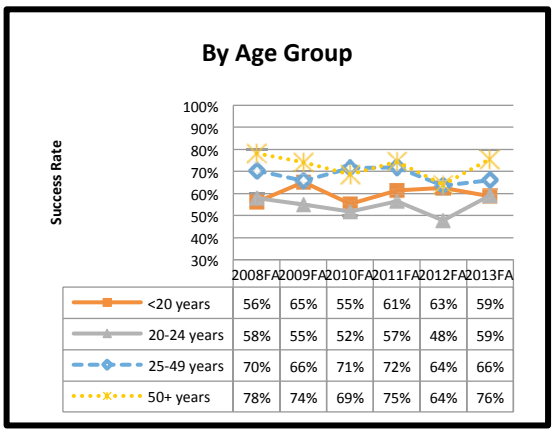
Course Success Rate: Percentage of students who receive a passing/satisfactory grade.
Numerator: A, B, C, CR, IA, IB, IC, IP, P
Denominator: A, B, C, CR, D, F, IA, IB, IC, ID, IF, IN, P, NC, NP, P, W
Excluded grade notations: MW, RD

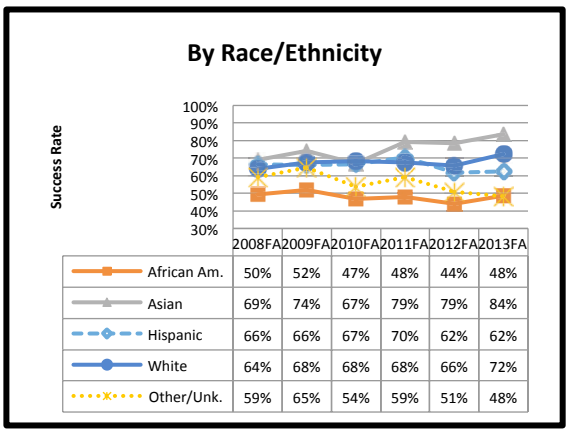
Disaggregated Course Success Rates for Different Delivery Modes

Success and Retention for Basic Skills









Course Success Rate: Percentage of students who receive a passing/satisfactory grade.
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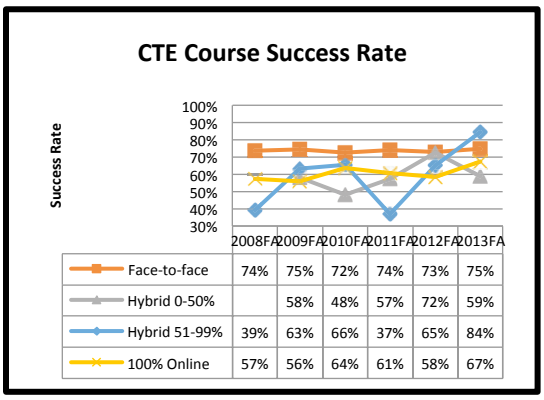
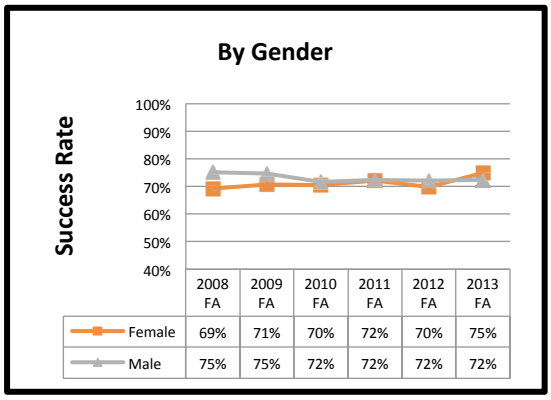
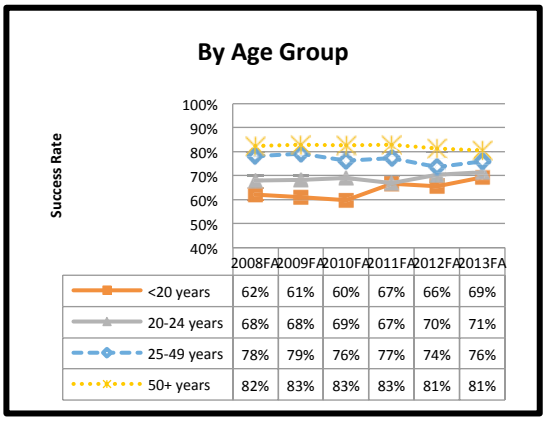
Denominator: A, B, C, CR, D, F, IA, IB, IC, ID, IF, IN, P, NC, NP, P, W
Excluded grade notations: MW, RD

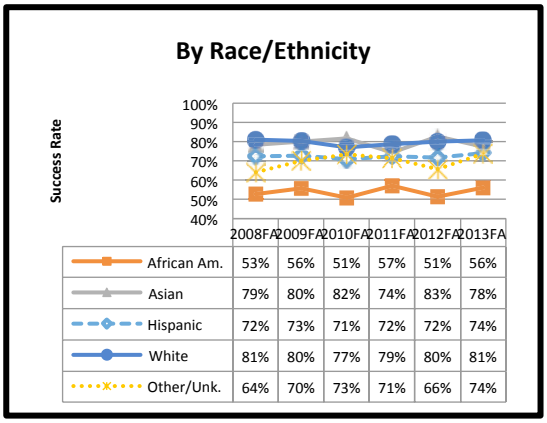
Disaggregated Course Success Rates for Basic Skills

Success and Retention for CTE Programs





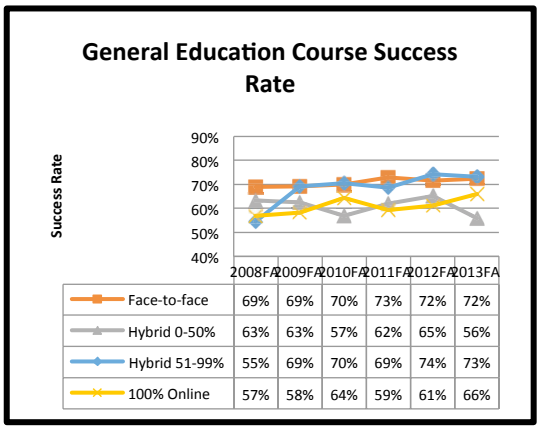




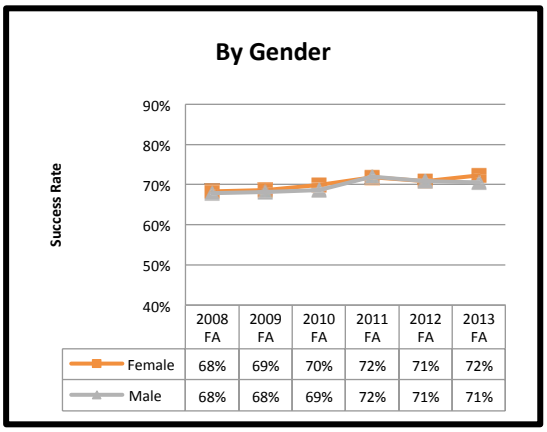
Course Success Rate: Percentage of students who receive a passing/satisfactory grade.
Numerator: A, B, C, CR, IA, IB, IC, IP, P
Denominator: A, B, C, CR, D, F, IA, IB, IC, ID, IF, IN, P, NC, NP, P, W
Excluded grade notations: MW, RD

Disaggregated Course Success Rates for CTE Programs

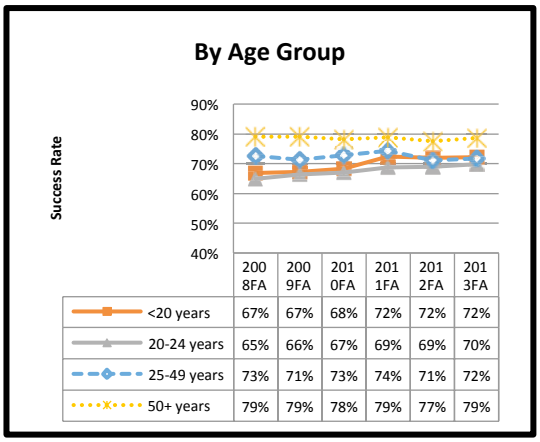
Success and Retention for General Education Programs



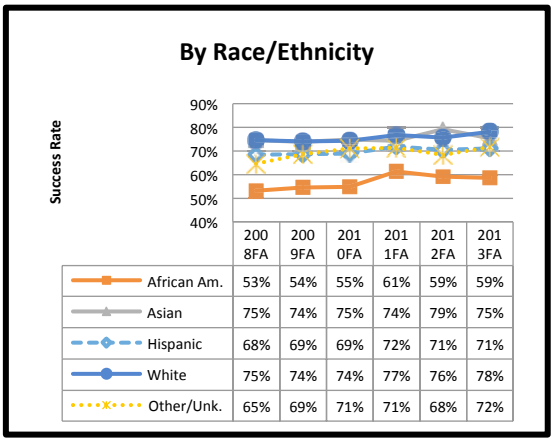
	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Face-to-face	69%	69%	70%	73%	72%	72%
Hybrid 0-50%	63%	63%	57%	62%	65%	56%
Hybrid 51-99%	55%	69%	70%	69%	74%	73%
100% Online	57%	58%	64%	59%	61%	66%



	2008 FA	2009 FA	2010 FA	2011 FA	2012 FA	2013 FA
Female	68%	69%	70%	72%	71%	72%
Male	68%	68%	69%	72%	71%	71%



	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	67%	67%	68%	72%	72%	72%
20-24 years	65%	66%	67%	69%	69%	70%
25-49 years	73%	71%	73%	74%	71%	72%
50+ years	79%	79%	78%	79%	77%	79%

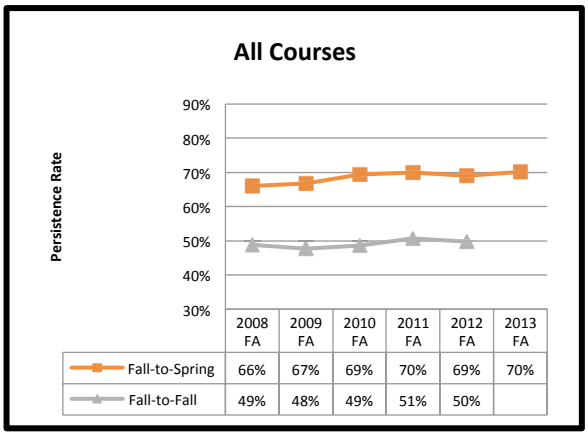


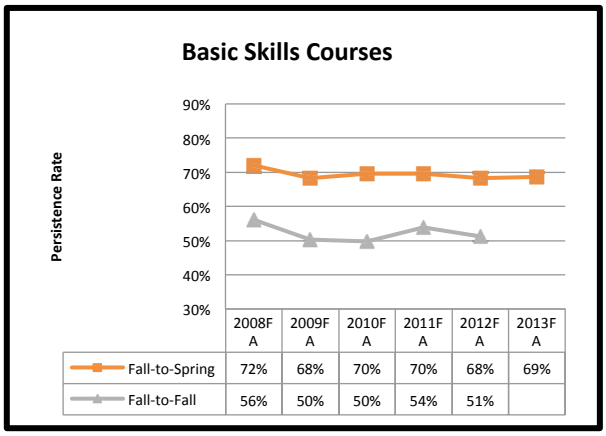
	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	53%	54%	55%	61%	59%	59%
Asian	75%	74%	75%	74%	79%	75%
Hispanic	68%	69%	69%	72%	71%	71%
White	75%	74%	74%	77%	76%	78%
Other/Unk.	65%	69%	71%	71%	68%	72%

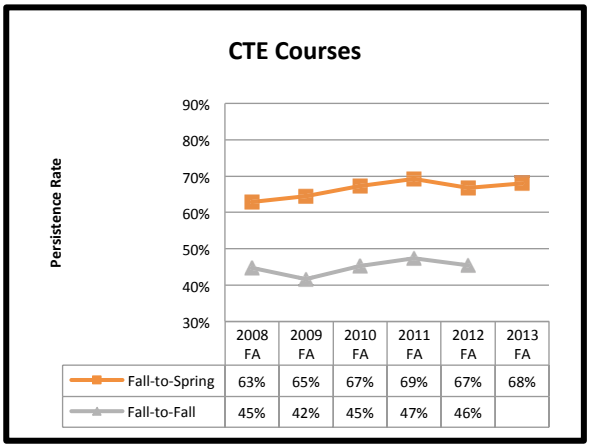
Course Success Rate: Percentage of students who receive a passing/satisfactory grade.
Numerator: A, B, C, CR, IA, IB, IC, IP, P
Denominator: A, B, C, CR, D, F, IA, IB, IC, ID, IF, IN, P, NC, NP, P, W
Excluded grade notations: MW, RD

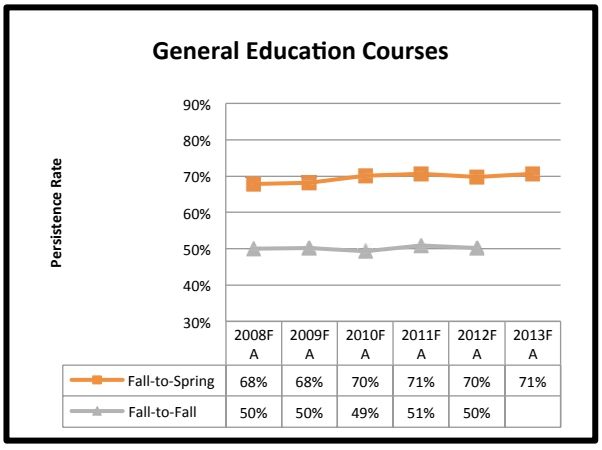
Disaggregated Course Success Rates for General Education Programs

Persistence Rates by Course





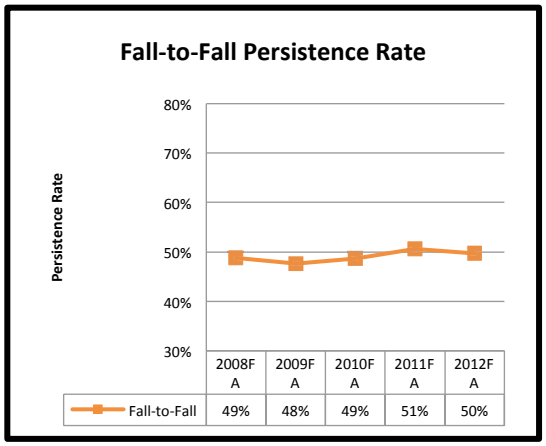


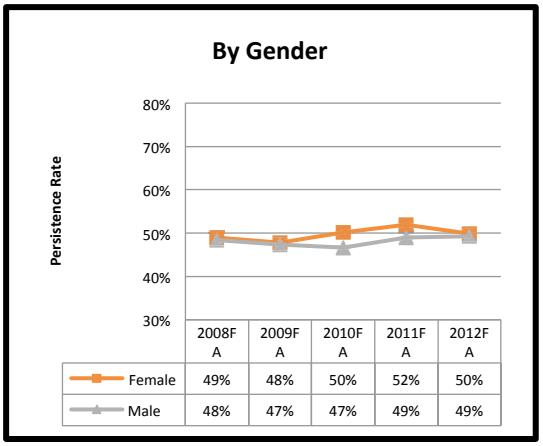


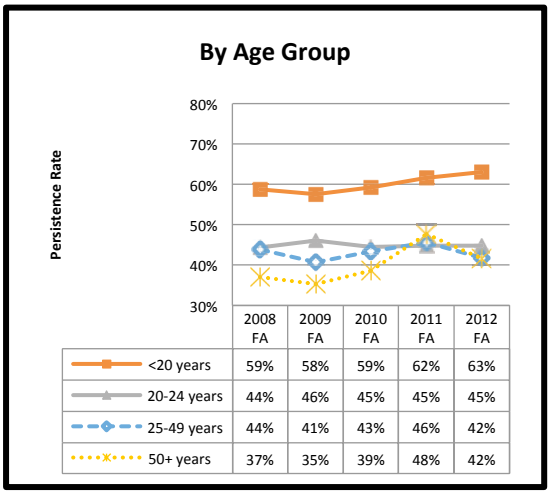
Persistence Rate: Percentage of students who are enrolled as of census for an initial and a subsequent term.
Numerator: The number of students who receive a grade of A, B, C, D, F, FW, I*, P/CR, NP/NC, RD, or W in at least one class in the subsequent primary term.
Denominator: The number of students who receive a grade of A, B, C, D, F, FW, I*, P/CR, NP/NC, RD, W in at least one class in the initial primary term.

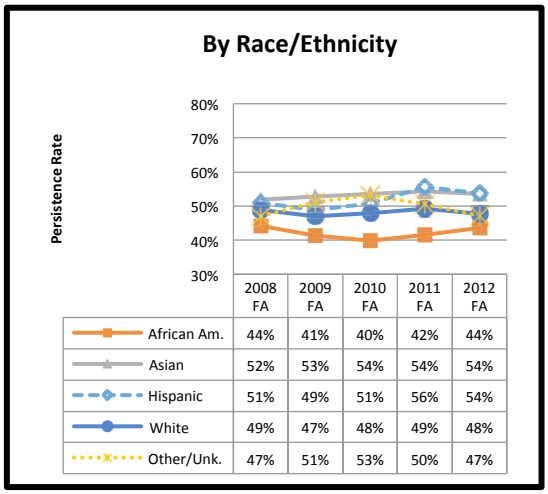
Persistence Rates by Type of Course

Persistence Rates Fall–to-Fall









Persistence Rate: Percentage of students who are enrolled as of census for an initial and a subsequent term.
Numerator: The number of students who receive a grade of A, B, C, D, F, FW, I*, P/CR, NP/NC, RD, or W in at least one class in the subsequent primary term.
Denominator: The number of students who receive a grade of A, B, C, D, F, FW, I*, P/CR, NP/NC, RD, W in at least one class in the initial primary term.

Disaggregated Fall-to-Fall Persistence Rates

Transfers to UC, CSU and Private Universities

Los Medanos College	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total ==>	**490**	**457**	**494**	**615**	**549**
UC	39	63	61	75	76
CSU	276	195	225	324	302
In-State-Private/Out-of-State	175	199	208	216	171

Five Year Transfer Trend

D. Environmental Scan and Service Area Demographics

In spring 2013, the District Office of Research and Planning conducted an environmental scan of Contra Costa County. The results indicate that East County continues to be the most rapidly growing region, in terms of overall population, and that it is growing almost three times faster than Contra Costa County overall (INT-10).

Year	West County	Central County	East County	All Contra Costa
2000	242,439	475,403	230,974	948,816
2010	254,165	502,422	292,438	1,049,025
% Growth	4.8%	5.7%	26.6%	10.6%

Source: U.S. Census Bureau Decennial Census information for Contra Costa County, 2000 and 2010.

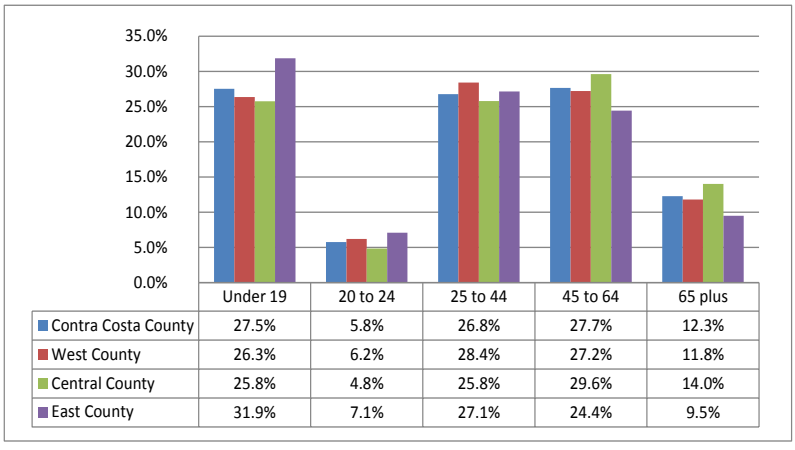
Regional Differences in Population Growth for Contra Costa County

The population growth is 'U-Shaped' in East County. The fastest growing age groups are over 45 years and between 20 to 24 years. However, in terms of numbers, the age group between 20 and 24 years old was the smallest segment of the population in 2011.

	2000		2011 ACS		Change: 2000 to 2011	
Region / Group	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
Under 19	274,300	28.9%	285,627	27.5%	11,327	4.1%
20 to 24	50,696	5.3%	59,788	5.8%	9,092	17.9%
25 to 44	290,142	30.6%	277,835	26.8%	(12,307)	-4.2%
45 to 64	226,406	23.9%	287,030	27.7%	60,624	26.8%
65 plus	107,272	11.3%	127,537	12.3%	20,265	18.9%
Total	**948,816**	**100.0%**	**1,037,817**	**100.0%**	**89,001**	**9.4%**
West County						
Under 19	70,123	28.9%	65,872	26.3%	(4,251)	-6.1%
20 to 24	15,545	6.4%	15,501	6.2%	(44)	-0.3%
25 to 44	74,113	30.6%	71,046	28.4%	(3,067)	-4.1%
45 to 64	55,284	22.8%	68,057	27.2%	12,773	23.1%
65 plus	27,374	11.3%	29,546	11.8%	2,172	7.9%
Total	**242,439**	**100.0%**	**250,022**	**100.0%**	**7,583**	**3.1%**
Central County						
Under 19	124,485	26.2%	132,078	25.8%	7,593	6.1%
20 to 24	21,602	4.5%	24,799	4.8%	3,197	14.8%
25 to 44	141,882	29.8%	132,151	25.8%	(9,731)	-6.9%
45 to 64	125,733	26.4%	151,766	29.6%	26,033	20.7%
65 plus	61,701	13.0%	71,883	14.0%	10,182	16.5%
Total	**475,403**	**100.0%**	**512,677**	**100.0%**	**37,274**	**7.8%**
East County						
Under 19	79,692	34.5%	87,677	31.9%	7,985	10.0%
20 to 24	13,549	5.9%	19,488	7.1%	5,939	43.8%
25 to 44	74,147	32.1%	74,638	27.1%	491	0.7%
45 to 64	45,389	19.7%	67,207	24.4%	21,818	48.1%
65 plus	18,197	7.9%	26,108	9.5%	7,911	43.5%
Total	**230,974**	**100.0%**	**275,118**	**100.0%**	**44,144**	**19.1%**

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Change in Age Distribution by County Region, 2000 to 2011



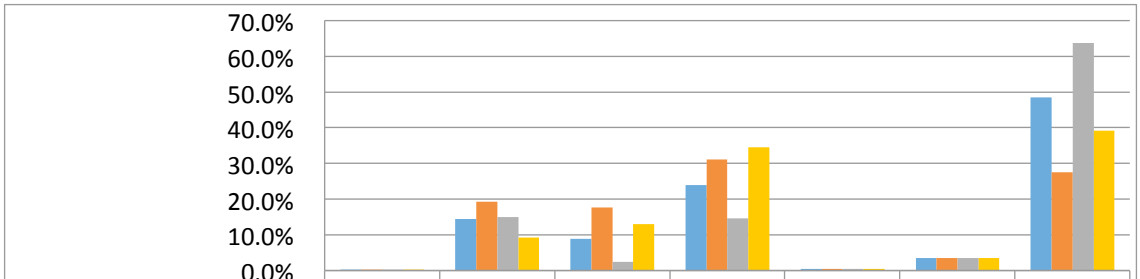
Age Distribution by County Region, 2011

In terms or race and ethnicity, the East County region is diverse and is becoming even more diverse. The fastest growing population is Hispanic, followed by African American and Asian/Pacific Island. The White population is declining. The foreign-born population is also growing rapidly in East Contra Costa County – increasing by 51 percent between 2000-2011.

	2000 Population		2011 Population		Change: 2000 to 2011	
Region / Group	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
American Indian	3,648	0.4%	2,488	0.2%	(1,160)	-31.8%
Asian/ Pac.Is.	105,838	11.2%	150,630	14.5%	44,792	42.3%
Black or African American	86,851	9.2%	92,044	8.9%	5,193	6.0%
Hispanic	167,776	17.7%	248,089	23.9%	80,313	47.9%
Some Other Race	2,636	0.3%	4,350	0.4%	1,714	65.0%
Two or More Races	32,658	3.4%	36,511	3.5%	3,853	11.8%
White	549,409	57.9%	503,705	48.5%	(45,704)	-8.3%
Total	**948,816**	**100.0%**	**1,037,817**	**100.0%**	**89,001**	**9.4%**
West County						
American Indian	699	0.3%	691	0.3%	(8)	-1.1%
Asian/ Pac.Is.	45,094	18.6%	48,339	19.3%	3,245	7.2%
Black or African American	61,337	25.3%	44,175	17.7%	(17,162)	-28.0%
Hispanic	58,913	24.3%	77,897	31.2%	18,984	32.2%
Some Other Race	921	0.4%	1,119	0.4%	198	21.5%
Two or More Races	9,047	3.7%	8,963	3.6%	(84)	-0.9%
White	66,428	27.4%	68,838	27.5%	2,410	3.6%
Total	**242,439**	**100.0%**	**250,022**	**100.0%**	**7,583**	**3.1%**
Central County						
American Indian	1,251	0.3%	966	0.2%	(285)	-22.8%
Asian/ Pac.Is.	46,114	9.7%	76,881	15.0%	30,767	66.7%
Black or African American	8,557	1.8%	12,315	2.4%	3,758	43.9%
Hispanic	52,294	11.0%	75,363	14.7%	23,069	44.1%
Some Other Race	956	0.2%	2,097	0.4%	1,141	119.4%
Two or More Races	15,384	3.2%	18,075	3.5%	2,691	17.5%
White	350,847	73.8%	326,980	63.8%	(23,867)	-6.8%
Total	**475,403**	**100.0%**	**512,677**	**100.0%**	**37,274**	**7.8%**
East County						
American Indian	1,121	0.5%	831	0.3%	(290)	-25.9%
Asian/ Pac.Is.	18,709	8.1%	25,410	9.2%	6,701	35.8%
Black or African American	24,021	10.4%	35,554	12.9%	11,533	48.0%
Hispanic	60,284	26.1%	94,829	34.5%	34,545	57.3%
Some Other Race	521	0.2%	1,134	0.4%	613	117.7%
Two or More Races	9,214	4.0%	9,473	3.4%	259	2.8%
White	117,104	50.7%	107,887	39.2%	(9,217)	-7.9%
Total	**230,974**	**100.0%**	**275,118**	**100.0%**	**44,144**	**19.1%**

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

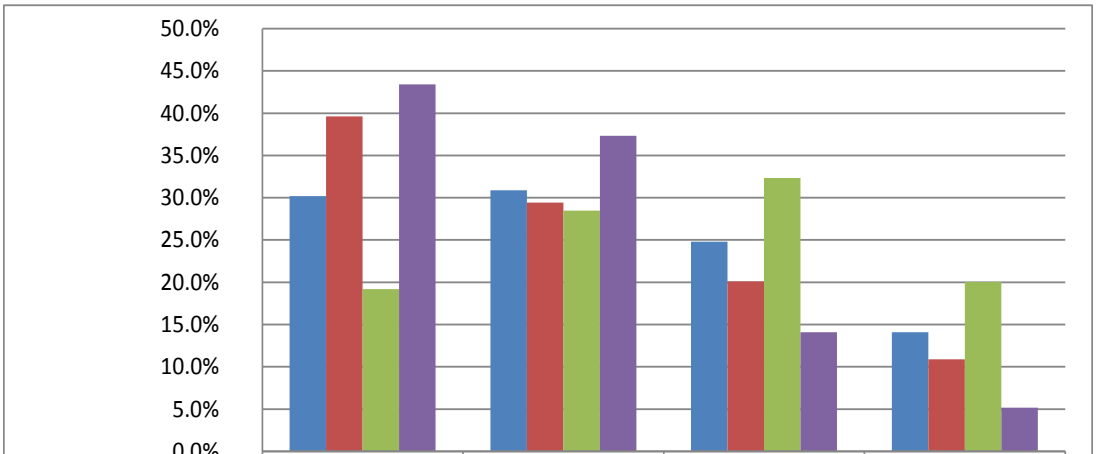
Change in the Race/Ethnicity of Contra Costa County Population, 2000 to 2011



	American Indian	Asian/ Pac.Is.	Black or African American	Hispanic	Some Other Race	Two or More Races	White
Contra Costa County	0.2%	14.5%	8.9%	23.9%	0.4%	3.5%	48.5%
West County	0.3%	19.3%	17.7%	31.2%	0.4%	3.6%	27.5%
Central County	0.2%	15.0%	2.4%	14.7%	0.4%	3.5%	63.8%
East County	0.3%	9.2%	12.9%	34.5%	0.4%	3.4%	39.2%

Race/Ethnic Distribution by County Region, 2011

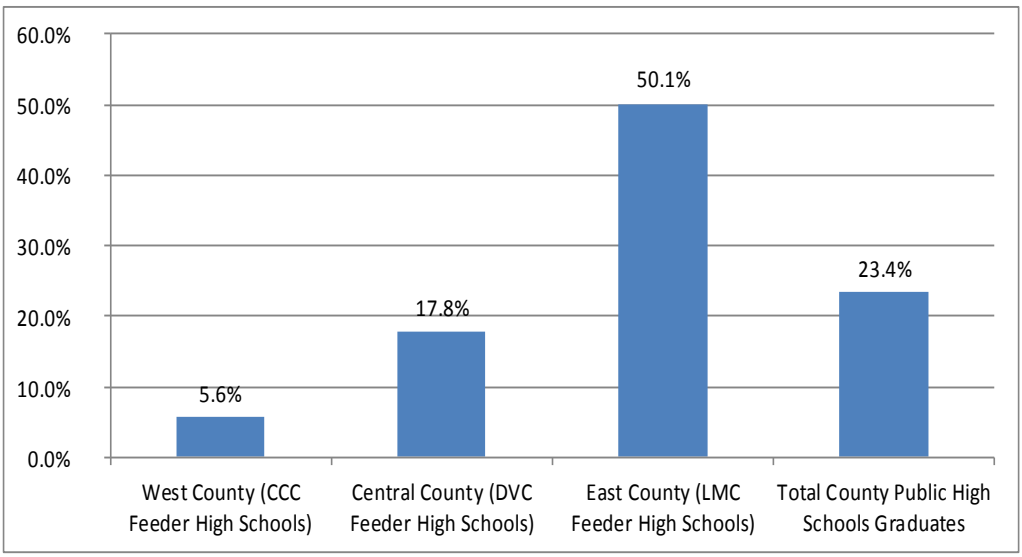
Based on the educational level of the residents of East Contra Costa County, the College has tremendous potential for continued growth.



	High school or less	Associate degree / Some college	Bachelor's degree	Graduate or professional degree
Contra Costa County	30.2%	30.9%	24.8%	14.1%
West County	39.6%	29.4%	20.1%	10.9%
Central County	19.2%	28.5%	32.3%	20.0%
East County	43.4%	37.3%	14.1%	5.2%

Educational Attainment by County Region, 2011

The number of high school graduates is an important predictor of future enrollment in post-secondary institutions. The increase in high school students is the highest in East County, resulting in rapid growth for Los Medanos College. The rise in the number of graduates will continue due to the movement of young families to this area of the county. Land availability and housing affordability have contributed to this movement.



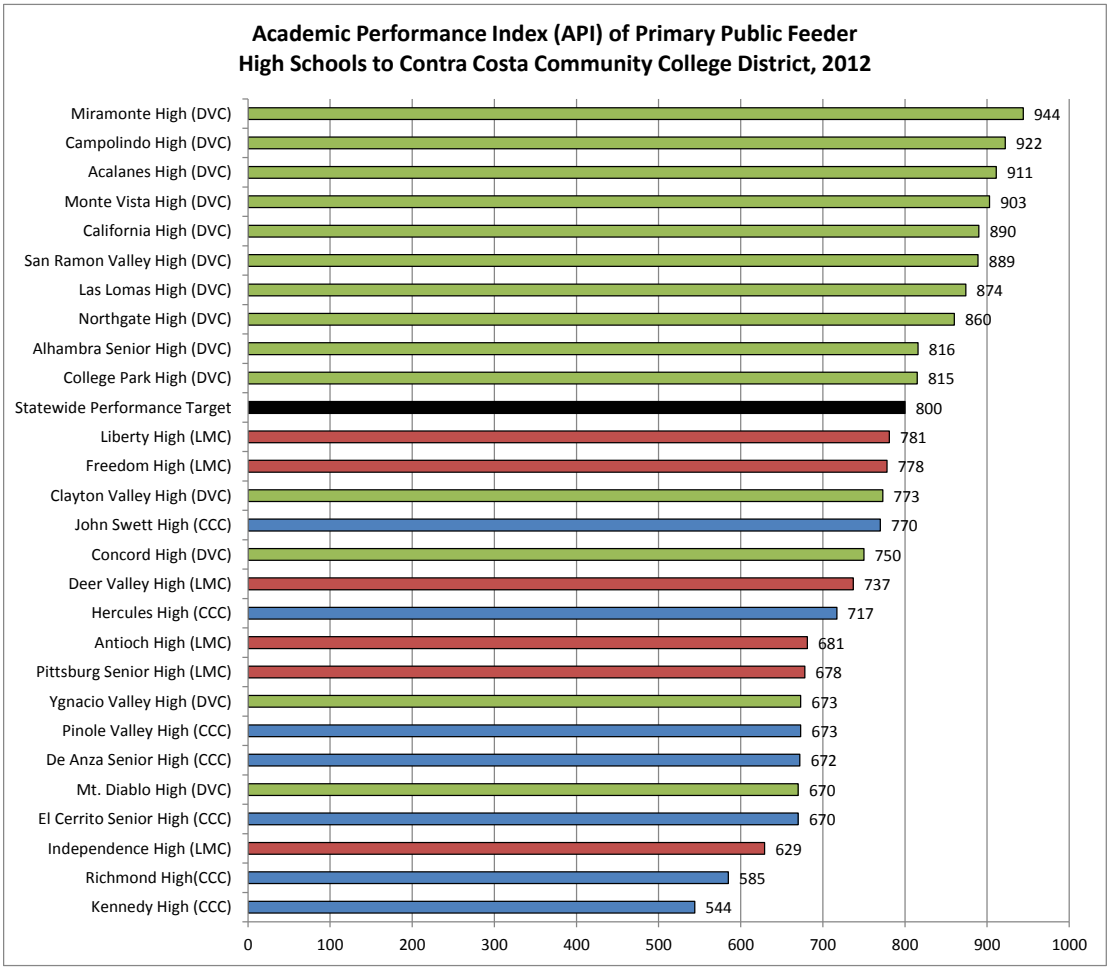
Source: California Department of Education: http://dq.cde.ca.gov/dataquest.

Public High Schools Graduates	2000-01		2010-11		Change: 2000-01 to 2010-11	
	n	%	n	%	n	%
	(a)		(b)		(b-a)	(b-a)/a
West County (CCC Feeder High Schools)	1,764	19.3%	1,863	16.5%	99	5.6%
Central County (DVC Feeder High Schools)	5,138	56.2%	6,052	53.7%	914	17.8%
East County (LMC Feeder High Schools)	2,237	24.5%	3,358	29.8%	1,121	50.1%
Total County Public High Schools Graduates	9,139	100.0%	11,273	100.0%	2,134	23.4%

Source: California Department of Education: http://dq.cde.ca.gov/dataquest.

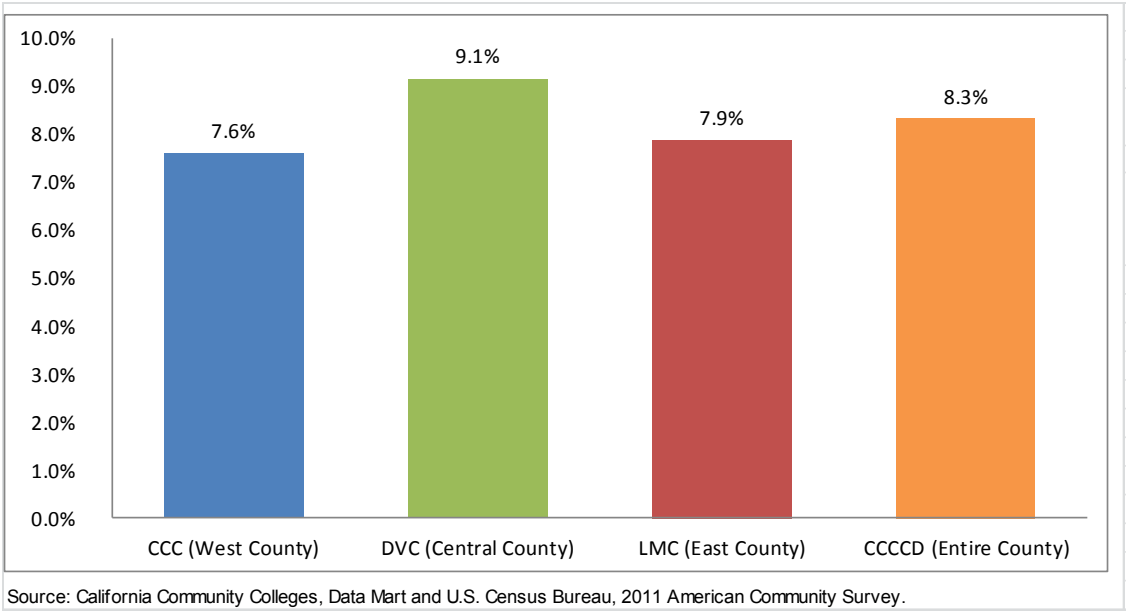
Percent Growth in the Number of Public High School Graduates by County Region, 2000-01 and 2010-11

The Academic Performance Index of LMC's feeder high schools is below the statewide performance target, resulting in a large percentage of the College's students requiring remediation in English and math.



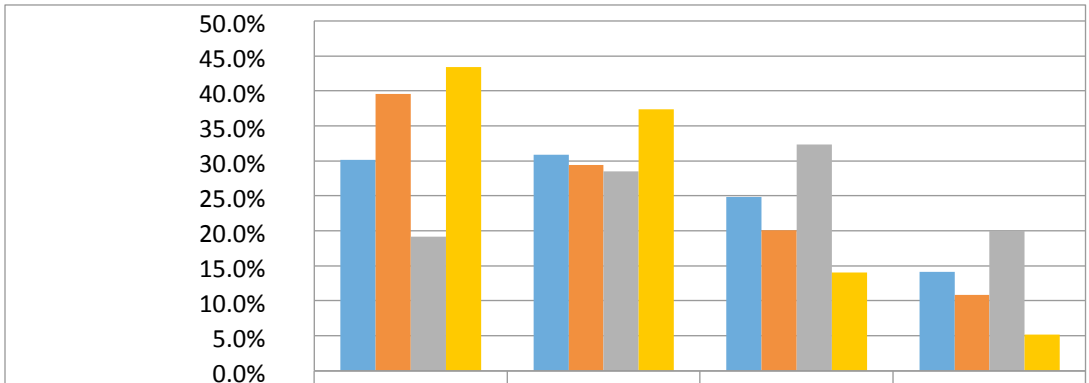
2012 Academic Performance Index (API) of Primary Public Feeder High Schools to Contra Costa Community College District

Approximately eight percent of the residents between the ages of 18 and 64 attended Los Medanos College in 2011-2012. This creates a marketing opportunity for the College to expand educational services that meet the needs of the population.



Source: California Community Colleges, Data Mart and U.S. Census Bureau, 2011 American Community Survey.

Annual Participation Rate of Adults (18-64 yrs.) by County Region, 2011-12



	High school or less	Associate degree / Some college	Bachelor's degree	Graduate or professional degree
Contra Costa County	30.2%	30.9%	24.8%	14.1%
West County	39.6%	29.4%	20.1%	10.9%
Central County	19.2%	28.5%	32.3%	20.0%
East County	43.4%	37.3%	14.1%	5.2%

Educational Attainment by County Region, 2011

E. Socio-Economic and Labor Market Data of Service Area

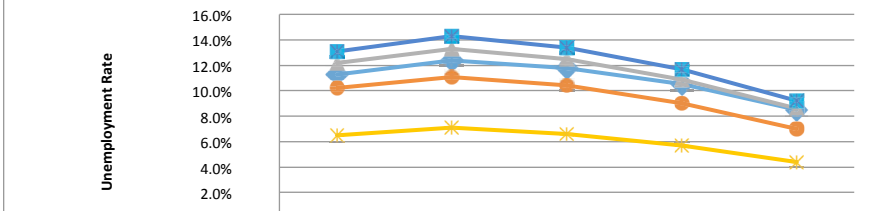
The environmental scan conducted in 2011 by the District Office of Research and Planning indicated that the median household income in Contra Costa County was $79,135, compared to $61,632 in California and $52,762 in the US. The relatively high income level in the county is a reflection of the higher than average level of educational attainment and the relatively high cost of living. Furthermore, 39 percent of the households in Contra Costa County had incomes of $100,000 or more, compared to 28 percent in California and only 22 percent in the U.S. as a whole. There is undoubtedly a significant income disparity between the "haves" and the "have-nots" in the county. While income for the top tier of the population has increased sharply in the past 20 years, income for the bottom tier has declined. Although the upper middle class has grown, there is still a large unemployed group especially within the big cities.

Geographic Region	2000 (a)	2011 ACS (b)	Change: 2000 to 2011 (b-a)	(b-a)/a
United States	$ 41,994	$ 52,762	$ 10,768	25.6%
California	$ 47,493	$ 61,632	$ 14,139	29.8%
Contra County County	$ 63,675	$ 79,135	$ 15,460	24.3%
West County	$ 50,025	$ 63,510	$ 13,485	27.0%
Central County	$ 73,060	$ 90,983	$ 17,923	24.5%
East County	$ 68,464	$ 82,640	$ 14,176	20.7%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa

Median Household Income, 2000 and 2011

In Contra Costa County, the unemployment rate in April 2013 was 7 percent, compared to 8.5 percent for California, and 7.1 percent for the United States. While unemployment rates have improved significantly since 2009, the regions within Contra Costa County have experienced improvement at different rates. In East Contra Costa Country, the unemployment rate is the highest at 9.2 percent.



	2009	2010	2011	2012	April 2013
California	11.3%	12.4%	11.8%	10.5%	8.5%
Contra County County	10.2%	11.1%	10.4%	9.0%	7.0%
West County	12.2%	13.3%	12.5%	10.9%	8.6%
Central County	6.5%	7.1%	6.6%	5.7%	4.4%
East County	13.1%	14.3%	13.4%	11.7%	9.2%

Unemployment Rate – 4 Year Trend

An analysis of the industries and occupations in Contra Costa County provides valuable information for developing and growing LMC's career and technical programs to meet workforce needs in the area. In addition to the data below, information gathered from program advisory boards has identified local strengths – such as the manufacturing industry – in the service area of the College.

NAICS Code	Description	2013 Jobs	2018 Jobs	Change	2012 Avg. Annual Wage
62	Health Care and Social Assistance	56,037	61,132	5,095	$78,107
44-45	Retail Trade	49,630	52,174	2,544	$34,874
54	Professional, Scientific, and Technical Services	49,534	52,157	2,623	$70,461
90	Government	49,136	49,546	410	$73,085
52	Finance and Insurance	37,231	42,801	5,570	$82,294
81	Other Services (except Public Administration)	33,214	35,053	1,839	$27,476
53	Real Estate and Rental and Leasing	33,097	34,526	1,429	$30,701
72	Accommodation and Food Services	30,935	33,644	2,709	$21,567
56	Administrative and Support and Waste Management	27,758	28,427	669	$36,859
23	Construction	26,655	26,488	(167)	$63,735
31-33	Manufacturing	18,523	18,317	(206)	$163,264
71	Arts, Entertainment, and Recreation	13,378	14,118	740	$19,462
61	Educational Services (Private)	11,916	13,174	1,258	$31,443
51	Information	10,950	11,590	640	$96,260
42	Wholesale Trade	10,200	10,482	282	$82,478
48-49	Transportation and Warehousing	9,290	9,608	318	$49,888
55	Management of Companies and Enterprises	5,886	5,160	(726)	$115,662
22	Utilities	2,952	3,158	206	$155,417
21	Mining, Quarrying, and Oil and Gas Extraction	2,809	3,207	398	$105,853
11	Agriculture, Forestry, Fishing and Hunting	1,667	1,544	(123)	$31,683
99	Unclassified Industry	1,479	1,609	130	$70,740
	Total	**482,276**	**507,916**	**25,640**	**$60,595**

Source: EMSI Complete Employment - 2013.1

Industries in Contra Costa County, 2013 to 2018 (Projected)

The College has established successful partnerships with industry and the Workforce Development Board of Contra Costa County to establish programs such as Electrical and Instrumentation Technology, Registered and Vocational Nursing, and Process Technology to serve the workforce needs of the regional industry.

Introduction - Evidence List

INT-1	2014-2015 CCCCO List of Approved Degrees, Certificates, Programs
INT-2	2014 LMC-BRT Accreditation Data
INT-3	College Assembly PowerPoint 4Mar2013
INT-4	College Assembly PowerPoint 1Apr2013
INT-5	CCCCD Governing Board Meeting Minutes 22May2013-LMC Reorganization Approval
INT-6	2014 LMC Administration Organizational Chart
INT-7	LMC Brentwood Center Substantive Change Proposal
INT-8	LMC Distance Education Substantive Change Proposal
INT-9	LMC Fire and Police Academies Substantive Change Proposal
INT-10	2013 LMC Environmental Scan

listed in alpha-numeric order

LOS MEDANOS COLLEGE

Abstract of Report

"After a 25-year absence from college, returning to school was a daunting experience.
However, my instructors provided insightful real work experiences, as well as the encouragement to those of us willing to re-train back into the workforce, and to those who are just starting out. These skills can take you anywhere in the world, as the demand for industrial electricians and instrumentation technicians is very high in many industries."

- Patricia Coad
Certificate of Achievement in Instrumentation Technology '14

Abstract Of Report

Since the last accreditation site visit in 2008, Los Medanos College has gone through a transformational period with new leadership, faculty, staff and changing student demographics, in addition to the expansion and renovation of campus facilities in Pittsburg and Brentwood. After a collaborative and thoughtful process by the College community, including external community input, the College reaffirmed its existing Mission Statement. The College has renewed its commitment to focus on transfer preparation, career preparation, workforce development, and basic skills. The College has a vibrant Transfer Academy and Honors program that promote transfer; strong Career Technical Education programs closely aligned with the needs of regional and local industry and business; inclusive workforce development strategies spanning instructional and student services units; and innovative basic skills curriculum and learning communities. Despite a period of reduced resources and workload reductions imposed by the state, the College managed its fiscal resources soundly and efficiently, while pursuing innovation and continuous improvements in learning, student services, and operations with state, federal, and private grants. These grants have led to strong programs in STEM, MESA, and career education; strengthening workforce development structures and systems; and nationally-recognized programs in basic skills acceleration and learning communities. The College pursues continuous quality improvement through streamlining and systematizing its processes, such as the integrated model of assessment of student learning outcomes, program/unit review and planning, and resource allocation. The College has a strong culture of shared governance and institutional dialogue to meet the mission of the College, the needs of the region, and the educational goals of its students.

Standard I: Institutional Mission and Effectiveness

Los Medanos College has a clearly defined Mission Statement that states its educational purpose, its intended student population, and its commitment to achieving student learning. The statement was developed and reaffirmed after wide-spread institutional dialogue and input from the external community served by the College. It is widely published in LMC publications, reminding students, faculty, staff, and administrators of the purpose and goals of the College.

The College's core mission includes transfer, career technical education, workforce development, and basic skills. In its pursuit of expanding transfer, the College has 18 new transfer-degrees based on the Transfer Model Curricula adopted by the state. The College has a robust offering of 21 Associate Degrees, 34 Certificates of Achievement, and 36 locally-approved College Skills Certificates (2014-2015 Catalog) in career and technical education to address the needs of regional industry and business. In order to support students under-prepared for college and improve their success, the College has several strong learning communities, innovative curricula, and acceleration in basic skills education.

Los Medanos College demonstrates a conscious effort to produce and support the learning of its diverse student body, assesses how well that learning is taking place,

and completes the assessment cycle by using the results to make changes designed to enhance learning outcomes. The College organizes its key processes and allocates its resources to effectively support student learning.

The College mission serves as the foundation of the Educational Master Plan, strategic planning priorities, program/unit review, and the resource allocation process. The College conducts a comprehensive program/unit review every five years, with an update annually. The College will work to codify a sustainable process to review and provide feedback on both the annual program/unit reviews and the comprehensive program/unit reviews. The College mission is central to planning and decision-making processes.

Standard II: Student Learning Programs and Services

The College offers high-quality instructional programs in a wide variety of recognized and emerging fields leading to degrees, certificates, employment, or transfer to higher education institutions consistent with the mission of the College. Los Medanos College offers a variety of delivery systems, including distance education, to expand access and educational opportunities to its diverse student body. Every course and program at the College has student learning outcomes. Programs and courses are systematically assessed at the institution-level, program-level, and course-level in order to assure currency, improve teaching and learning strategies, and achieve the stated student learning outcomes. The assessment model was restructured during the 2012-2013 academic year into a five-year cycle to synchronize with the five-year updating of course outlines. The new assessment model incorporates assessment reporting into the electronic Program Review Submission Tool and integrates assessment, program/unit review, planning, professional development, and resource allocation.

The College has an effective and rigorous curriculum review process by the Curriculum Committee to determine the relevance, rigor, and currency of the course. Distance education courses are reviewed for "effective, substantive instructor-student contact" and the ability to effectively address all the student learning outcomes of the course in an online modality, prior to final course approval by the Curriculum Committee. The College will examine the degree to which our online offerings are addressing student needs in terms of completing certificates and degrees.

The College has an integrated general education program, required for all degree programs. The well-developed philosophy led to the development of five student learning outcomes, common to all general education courses. Only courses that include all five general education outcomes are approved by the General Education Committee for inclusion as a general education course. The number of units required for general education was reduced to 18 units starting in fall 2013, after a year of college wide dialogue. All degree programs require a major or area of concentration. Student learning outcomes in career and technical education programs are based on competency requirements of the corresponding business and industry and are determined collaboratively with industry advisory boards.

The College recruits and admits a diverse student body able to benefit from its programs. The demographic data indicate that the student body generally reflects the demographics of the service area.

Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway into, within, and out of the College is characterized by a concern for student access, progress, learning, and success. The College provides a full array of student services. New programs continue to be implemented to support students at the Pittsburg and Brentwood campuses, online, and off-site. New student orientation programs have been expanded and the College has a Summer Bridge program for entering high school students. There is an annual tour to transfer universities, transfer events year-round, and mock interviews and job fairs on campus.

The College systematically assesses student support services through program review and the assessment of student learning outcomes, faculty and staff input, and student surveys – it then uses the results and information to continuously improve the effectiveness of student support services. The College recently participated in the national *Survey of Entering Student Engagement* (SENSE) and *Community College Survey of Student Engagement* (CCSSE) surveys, in addition to conducting a comprehensive student satisfaction survey to gather data for future planning and continuous improvements.

The College's library and learning support services are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities at both campuses, off-sites, as well as online. A 30,000 square foot library was opened in 2006, which is well equipped with print and electronic resources, study areas, computers, computer labs, audio-visual services, alternate media services, meeting rooms, and a community room. The library provides scheduled and custom orientations and workshops to students and faculty. It now has a children's area to support the "under-five-year olds" from the Child Study Center and to promote the library "habit" at a young age.

Other learning support services include the Center for Academic Support comprised of the Reading and Writing Center and peer tutoring; the computer labs; and alternate media, which are well staffed during the semesters and used extensively by the students.

The College systematically assesses these services primarily through assessment of student learning outcomes, program review, and surveys -- these results are used to continuously improve the effectiveness of the services.

III: Resources

Los Medanos College effectively uses its human, physical, technology, and financial resources to achieve its educational mission and stated student learning outcomes, and to improve institutional effectiveness.

The College places high priority on hiring qualified, diverse, and talented personnel – faculty, staff and administrators – to support the support learning programs and services. This "community of educators" is actively engaged in professional development activities throughout the year. The College demonstrates an understanding of – and concern for – issues of equity and diversity, as demonstrated by its mission statement, policies and procedures, curriculum, and student support services. Human resource planning is integrated into the program/unit review and resource allocation processes. All requests for staffing are clearly documented in the annual program/unit review or the five-year comprehensive program/unit review.

Los Medanos College campus facilities have been expanded and upgraded in the last two decades, through state funding and two facilities bonds in 2002 and 2006, with the addition of a library, a math building, and a science building. There have been three expansions to the Brentwood Center during this same period. A one-stop Student Services Center is currently being constructed in the original building at the Pittsburg campus, and plans are underway for a Physical Education Complex. The District has once again received voter approval for a facilities bond on the June 2014 ballot; funds from its passage will enable LMC to further renovate the original College Complex and to build a new permanent campus facility for the Brentwood Center. The new and remodeled facilities have smart classrooms, are compliant with the American Disabilities Act, and are more energy efficient. The College's facilities planning is integrated with its institutional planning. The facilities plans of 2007 and 2010 were developed based on the College's *Educational Master Plan* (2006-2016).

Technology resources are used to support student learning programs and services, and to improve institutional effectiveness. All of the new buildings have smart classrooms and all instructional labs have current technology. New technology is included with all remodeling projects. The District has just completed an infrastructure update, which includes the network and communications technology. All three of the colleges within the District have transitioned to a common learning management system, "Desire2Learn". Technology resource planning is integrated into the program review and resource allocation processes. All program/unit requests for technology are clearly documented in the annual or five-year comprehensive program review. As a result of the state budget crisis, technology in the College has not been 'refreshed' recently according to the planned cycle, and there were cuts to staffing. To address this, the College has just completed a draft T*echnology Strategic Plan*, which will go through the review and governance process for approval in fall 2014.

Although community colleges in the state suffered multiple years of budget and workload reductions, Los Medanos College made sound fiscal decisions to continue to support student learning programs and services. The College plans and manages its financial affairs with integrity and in a manner that ensures its financial stability. Financial planning is integrated into program/unit review and planning, and the resource allocation processes. Requests for program improvement and staffing are reviewed and prioritized by the College's Shared Governance Council, while requests for program maintenance are reviewed by the President's Cabinet. The budget

allocation process is transparent and involves collaboratively-set priorities by all four constituencies represented in the Shared Governance Council.

Standard IV: Leadership and Governance

Los Medanos College recognizes that ethical and effective leadership is necessary throughout the College for continuous improvement. The College has a firmly grounded and participatory shared governance model that includes faculty, staff, students, and administrators in the decision-making process. This approach is implemented through the Shared Governance Council and its sub-committees, as documented in the *Shared Governance Committee Position Paper*. The Academic Senate, Classified Senate, and the Associated Students select representatives to serve on these shared governance groups and to provide two-way communication between their respective senates and the committees.

The primary authority for academic and professional matters rests with the Academic Senate and its sub-committees: Curriculum Committee, General Education Committee, and the Distance Education Committee.

The Governing Board of the Contra Costa Community College District is responsible for setting policies in the three-college District and the District support systems. The Board has ultimate authority for the educational quality, financial integrity, and legal matters in the District. The Board selects and appoints the chancellor, who has lead administrative responsibility for the District. The College president has primary responsibility for LMC and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The functional responsibilities of the District and colleges are clearly delineated in a functional map, which is periodically reviewed and updated.

LOS MEDANOS
COLLEGE

Organization of Self Evaluation Process

"The instructors have vast experience in both the classroom and the field;
the knowledge they share gives me the confidence to move forward with my career as a firefighter. Their enthusiasm for their profession creates excitement for what my future holds!"

- Chris Giddis
Fire Technology student
Fire Academy graduate '11

Organization of the Self Evaluation Process

Fall 2012

In preparation for Los Medanos College's *2014 Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation*, the College formed the Accreditation Steering Committee (ASC) in August 2012. This standing committee is comprised of the College president, vice president of instruction and student services, Academic Senate president, Classified Senate president, president of the Associated Students, and the accreditation liaison officer. The Committee met twice a month on a regular basis to discuss accreditation-related issues, such as the self-evaluation process, accreditation timeline, annual reports, and setting institutional standards; this group also drafted the Response to Previous Recommendations from the 2008 Accreditation Site Visit (OR-1). Unfortunately, the president of the Associated Students did not attend any of the ASC meetings; however, beginning in the fall 2013 semester, the LMCAS president and other members of student government became very involved in the vetting and approval process of the self-evaluation report.

By the end of August 2012, the Standards Committees were formed and Standards co-chairs were selected. Each Standard committee had faculty, classified staff, and managers representing both the Pittsburg campus and the Brentwood Center. The College made several efforts to recruit students to the Standards committees, but was not successful due to the time commitment involved. The membership of each Standard included those with expertise in the Standard, as well as those who did not have expertise, so as to provide an objective critique during the self-evaluation process. The ASC met with the co-chairs of the Standards Committees at its second meeting each month to provide support and guidance to the co-chairs, to discuss the self evaluation process, and to address questions or concerns. During many months, the ASC met with the Standards co-chairs at both its monthly meetings.

In October 2012, members of the Accreditation Steering Committee and the Standards co-chairs attended a full-day accreditation training presented by ACCJC at Contra Costa College. The College held its first College Assembly on accreditation in October 2012 to provide an overview of the Accreditation Standards, Eligibility Requirements, and Commission Policies, and to introduce the members of the Accreditation Steering Committee and the Standards co-chairs (OR-2). It is to be noted that all employees of the College were encouraged, during the spring and summer 2012 semesters, to participate in the online "Accreditation Basics" course offered by the Commission – many members of the College community did take the course and received Flex credit for it.

An electronic folder was created on the District-supported InSite portal for the LMC 2014 accreditation self evaluation report. The agendas and minutes of the ASC meetings were posted on InSite for the College community to read (OR-3, OR-4, OR-

5). The Standards committees used InSite to post their drafts and upload evidence as they gathered it during the writing process.

Spring-Summer 2013

During April 2013, the first draft of the self evaluation report was completed and the College held its second College Assembly on accreditation (OR-6). The co-chairs of each Standard provided an update to the College community. In summer 2013, the co-editors reviewed the first draft and provided individual feedback and guidance to the co-chairs of each Standard. The District Research and Planning Office completed an external environmental scan and an internal College scan, and provided LMC with the data (INT-2, INT-10, OR-7).

Fall 2013

In September 2013, data from the environmental scan, and data on student demographics and success were shared at the third College Assembly related to accreditation (OR-8). During the semester, some of the Standards committees shared information from their drafts with various campus committees and senates to gather input and feedback. In November 2013, the Standards committees completed their second draft, and the College held its fourth College Assembly on accreditation (OR-9). The unedited second draft was posted online, in an unadvertised section of the LMC website to facilitate College wide review and feedback. The Standards co-chairs shared College strengths, findings, and possible actionable improvement plans. Draft responses to Recommendations from the 2008 Accreditation Site Visit were also discussed to gather additional input. The co-editors reviewed the second draft between November and January, and provided feedback to the Standards co-chairs in January 2014.

Spring 2014

The third draft was completed in March 2014 and was again uploaded to the College website for vetting. Potential actionable improvement plans were discussed with College groups, such as the Shared Governance Council, the Planning Committee, and the President's Cabinet. Individual Standards committees continued to vet their drafts and gather feedback from the Academic Senate, the Student Senate, and the Classified Senate. The College held its fifth College Assembly on April 7, 2014, to share the potential actionable improvement plans for college wide dialogue around four broad focus areas (OR-10, OR-11). The College held its sixth College Assembly on May 5, 2014, to share the final Actionable Improvement Plans with the campus community. The dialogue led to rephrasing some of the Actionable Improvement Plans. In May 2014, the self evaluation report was approved by the Academic Senate, the Classified Senate, LMC Associated Students, and the Shared Governance Council. It was endorsed by the President's Cabinet. In June 2014, the Governing Board of the Contra Costa Community College District reviewed and approved the self evaluation report (OR-12).

Los Medanos College Accreditation Timeline

TIMELINE	ACTIVITY
August 31, 2012	Accreditation Steering Committee formed Accreditation Standards Committees formed
September 2012	Organizational meetings begin for Steering Committee Organizational meetings begin for Standards Committees
September 2012 – May 2014	Steering Committee meetings – reports from Standards Committees on issues, concerns and evidence required. Standards Committee meetings
September-October 31, 2012	Steering Committee reviews previous recommendations and begins drafting response.
October 12, 2012	Accreditation Training for Steering Committee (all day at CCC)
October, 2012	First College Assembly to update the College community
April, 2013	Select Editor/s
April 29, 2013	College Assembly – update on progress of first draft
April 30, 2013	First draft due from Standards Committees to ALO.
May, 2013	Review of first draft by members of the Steering Committee and President's Cabinet
May-July, 2013	ALO and Co-Editors compile first draft of entire document
April-August 2013	Research Office gathers data
July-December 2013	Develop template for accreditation self-evaluation report and the website
End-August 2013	First draft of response to previous recommendations from Steering Committee to ALO
August 2013	ALO and Co-Editors meet with Accreditation Standards Committees to return edited drafts with gaps and issues noted
September 2013	Status Report to SGC
September 11, 2013	College Assembly – Results of Environmental Scan, SENSE and CCSSE Survey results
September 2013	Standards Committees gather input from employee focus groups and from student focus groups
November 1, 2013	Steering Committee reaches closure on response to previous recommendations and background information
November, 2013	College Assembly on significant findings and 'possible' actionable improvement plan items. Presentation of Learning Outcomes and Assessment
November 15, 2013	Second draft due along with all evidence gathered from Standards Committees & Responses to Previous Recommendations to ALO
November, 2013 – January, 2014	Steering Committee, readers and College community review drafts posted on LMC website

Mid-November to end-January 2014	Co-Editors edit and compile the entire document from Standards Committees and the Steering Committee into a single voice.
Early February, 2014	ALO returns edited documents to Standards Co-Chairs
March, 14 2014	Third draft and evidence due to ALO from Standards Committees Standards Committees and Office of P&IE compile evidence – paper and electronic copies
March 2014	Third draft on the website for vetting
Late March-Early April 2014	Presentation of 'potential' Planning Agenda items to SGC
April 7, 2014	College Assembly on significant findings and 'potential' actionable improvement plan items
April-May 2014	Co-Editors do final editing
April-May 2014	Finalize the "look" and production of the self study
April-May 2014	All information (programs, departments, services) on College website is reviewed for currency.
April -May, 2014	SGC and all constituency approval
May 5, 2014	College Assembly on 'final' actionable improvement plan items
May 2014	Final "Final" document is ready
May 2014	Self Evaluation draft reviewed by President's Cabinet and Chancellor's Cabinet
May 27, 2014	Document submitted for CCCCD Governing Board approval
May 27, 2014	Document submitted to Marketing department to 'pour' into final document
June 25, 2014	CCCCD Board study session on college reports; Board approval
July 1, 2014	Report sent to printer for reproduction
August 1, 2014	Overnight printed report along electronic copy of report and evidence to ACCJC
October 6-9, 2014	Accreditation Team Site Visit
January 2015	ACCJC decision

Accreditation Committees and Members

Committee	Co-Chairs	Members
Accreditation Steering Committee	Bob Kratochvil (President) Kiran Kamath (ALO and Editor)	Louie Giambattista (Academic Senate President and Vice President) Kevin Horan (Vice President) Brianna Klipp (Associated Students Senate President) Linda Kohler (Classified Senate President) Richard Livingston (Co-Editor) Michael Norris (Academic Senate Past President) Beth Ann Robertson (Administrative Assistant)
Standard I	Kevin Horan (Manager) Sharen McLean (Classified)	Carol Hernandez (Faculty) Danielle Liubicich (Faculty) Ryan Pedersen (Faculty) Eric Sanchez (Classified) Eileen Valenzuela (Manager)
Standard IIA	Ken Alexander (Faculty) Curtis Corlew (Faculty) Natalie Hannum (Manager)	Tawny Beal (Faculty) Dave Belman (Manager) Peter Doob (Faculty) Paula Gunder (Faculty) Kiran Kamath (Manager) Cindy McGrath (Faculty) A'kilah Moore (Manager) Grace Villegas (Classified) Nancy Ybarra (Manager)
Standard IIB	Jeffrey Benford (Manager) Gail Newman (Manager)	Robin Armour (Manager) Shirley Baskin (Faculty) Kathryn Nielsen (Manager) Leetha Robertson (Classified) Carole Rogers (Classified) Julie Von Bergen (Faculty) David Wahl (Manager)
Standard IIC	Kim Wentworth (Faculty) Nancy Ybarra (Manager)	Camme Benzler (Classified) Teresa Ferguson (Classified) Christina Goff (Faculty) Jim Kolthoff (Classified) Sandra Mills (Classified) Christine Park (Faculty) Carla Rosas (Manager)
Standard III	Bob Estrada (Manager Ann Starkie (Classified)	Rosa Armendariz (Faculty) Mike Becker (Manager) Camme Benzler (Classified) Barbara Cella (Manager) Kathy Griffin (Classified) Russ Holt (Manager) Kirsten Martin (Faculty)

		Aderonke Olatunji (Manager) Mary Oleson (Classified) Nancy Whitman (Faculty)
Standard IV	Ruth Goodin (Manager) Linda Kohler (Classified)	Jorge Cea (Manager) Bob Kratochvil (Manager) Richard Livingston (Adjunct Faculty) Lisa McFarland (Classified) Ginny Richards (Faculty) Clint Ryan (Adjunct Faculty) Sandi Schmidt (Classified) Janice Townsend (Faculty)

Organization Self Evaluation Process - Evidence List

INT-2	2014 LMC-BRT Accreditation Data
INT-10	2013 Environmental Scan
OR-1	Accreditation Timeline-Final
OR-2	College Assembly October 2012-Accreditation PowerPoint
OR-3	Accreditation Steering Committee Meeting Agenda 13Feb2014
OR-4	Accreditation Steering Committee Meeting Minutes 13Feb2014
OR-5	Accreditation Steering Committee Meeting Agenda 27Mar2014
OR-6	College Assembly April 2013 Accreditation and Mission Statement PowerPoint
OR-7	2014 Brentwood Center Accreditation Data
OR-8	College Assembly September 2013 Accreditation and Environmental Scan PowerPoint
OR-9	College Assembly November 2013 Accreditation Update PowerPoint
OR-10	College Assembly April 2014 Accreditation Update PowerPoint
OR-11	College Assembly April 2014 Accreditation Potential Actionable Improvement Plans Handout
OR-12	CCCCD Governing Board June 2014 Meeting Minutes-Approval of 2014 ACCJC Self Evaluation Report

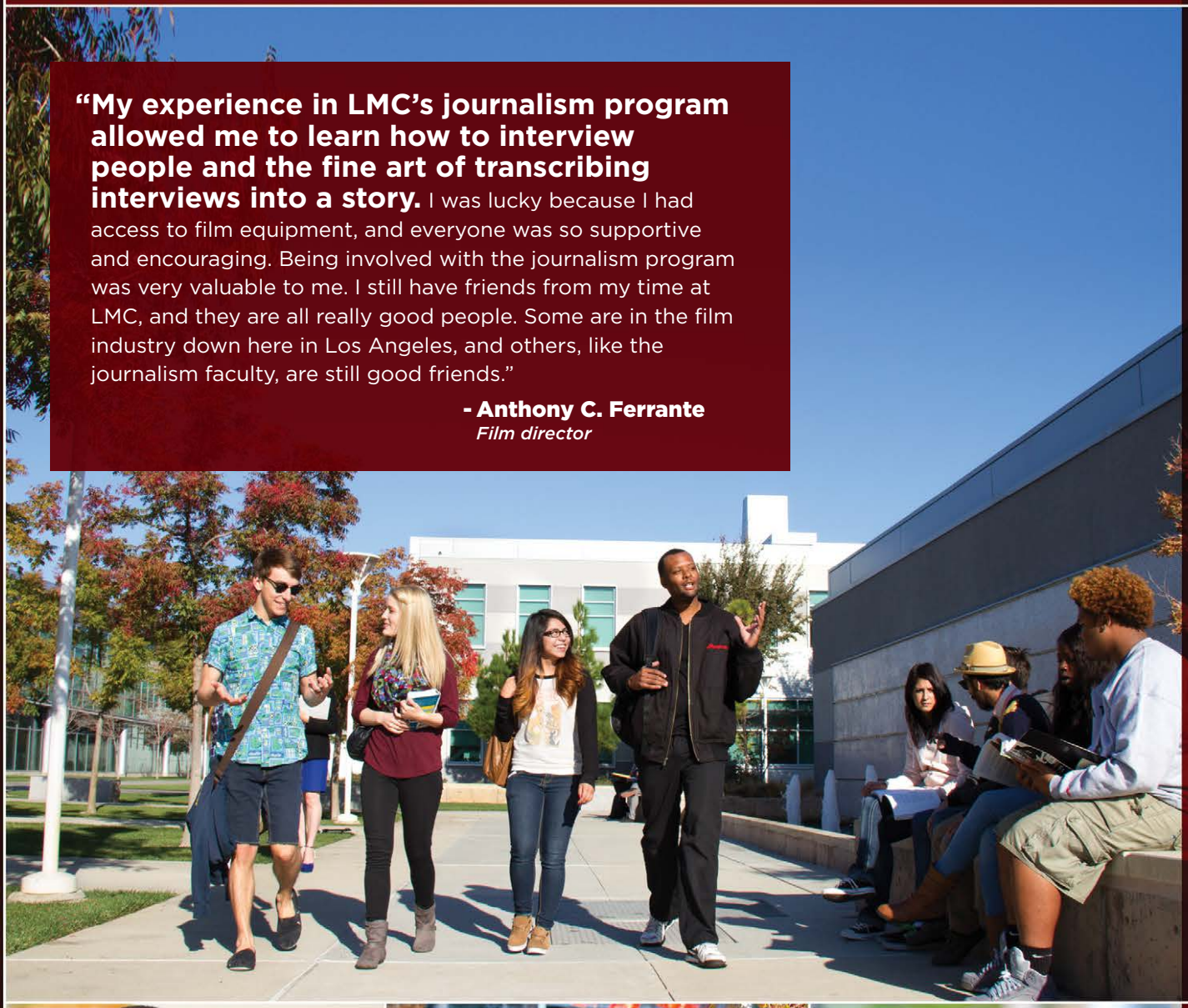
listed in alpha-numeric order

LOS MEDANOS
COLLEGE

Organization of the Institution

"My experience in LMC's journalism program allowed me to learn how to interview people and the fine art of transcribing interviews into a story. I was lucky because I had access to film equipment, and everyone was so supportive and encouraging. Being involved with the journalism program was very valuable to me. I still have friends from my time at LMC, and they are all really good people. Some are in the film industry down here in Los Angeles, and others, like the journalism faculty, are still good friends."

- Anthony C. Ferrante
Film director



Organization of the Institution

Los Medanos College is one of three colleges in the Contra Costa Community College District. The District was established in 1949, and its offices are located in Martinez, California. The District is headed by a Governing Board, which is publicly elected and has five members with staggered, four-year terms of office; two or three board members are elected every two years. Each board member is elected from a geographical area or "ward", but they are charged with adopting a District wide view and are expected to advocate for issues that benefit all the colleges in the District. A non-voting student trustee is elected on a rotating basis from one of three colleges and serves a one-year term. The chancellor is appointed by the Governing Board, which delegates responsibility to implement District policies to the chancellor. The current chancellor is the eighth chancellor of the District, and has served in this role since August 2005.

Los Medanos College is led by its sixth president, who assumed the role in July 2012 and reports to the chancellor of the District. As a result of retirements of several long-time managers and the changing needs of the College, the management structure of the College was reorganized in spring 2013; the current organizational structure took effect on July 1, 2013.

The President's Cabinet includes the vice president of instruction and student services, senior dean of planning and institutional effectiveness, director of business services, senior dean of student services and the Brentwood Center, and the senior foundation director. The organizational chart (INT-6) lists the names of the individuals in charge of each of these five areas and provides detailed information on each unit. In addition, Police Services reports to the District, with a dotted line reporting relationship to the College president. In fall 2013, the College employed 113 full-time faculty, 258 adjunct faculty, 118 full-time monthly classified staff, and 23 administrators (INT-2).

The following is a brief overview of the major functional units at Los Medanos College:

Instruction and Student Services: The vice president of instruction and student services, reporting to the president, provides close integration between the two units and serves as the chief instructional officer. The vice president directly oversees distance education and has instructional responsibility for the Brentwood Center.

Instruction: Three deans, reporting to the vice president, oversee three integrated instructional divisions: CTE and Social Sciences; Math and Sciences; and Liberal Arts.

Student Services: Reporting to the vice president, the senior dean of student services and the Brentwood Center oversees student services at the Pittsburg and Brentwood campuses, and serves as the chief student services officer. Two deans, reporting to the senior dean of student services, oversee two student service divisions: Counseling and Student Support; and Student Success.

Business Services: The director of business services, reporting to the president, oversees this unit and serves as the chief business officer. The unit is comprised of the Business Office (human resources, payroll, general accounts, and grant accounts), Information and Technology Services, Buildings and Grounds, and Custodial Services.

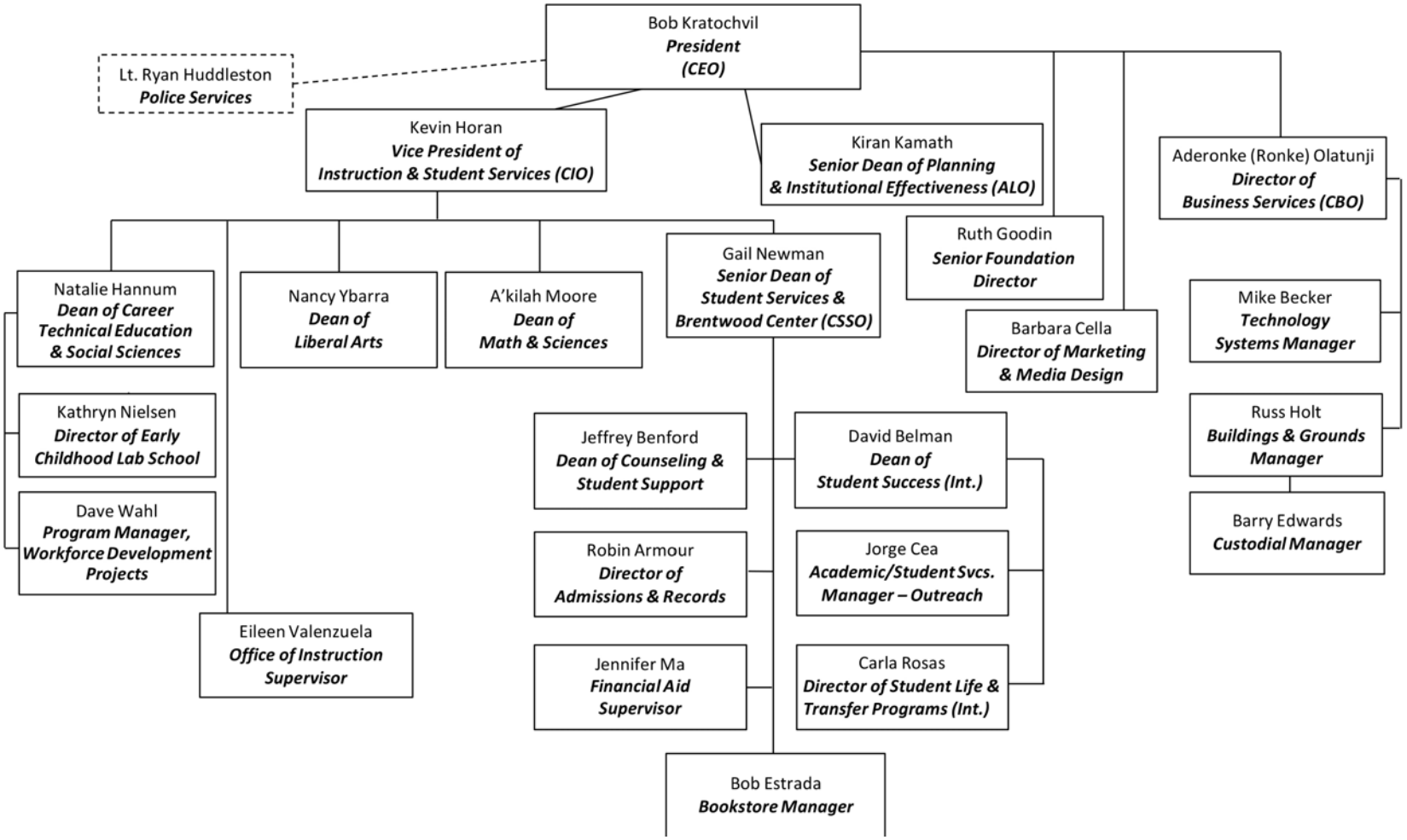
Planning and Institutional Effectiveness: The senior dean of planning and institutional effectiveness, reporting to the president, oversees this unit and serves as the accreditation liaison officer.

LMC Foundation: The senior foundation director, reporting to the president, oversees the foundation, and is responsible for grants and college wide professional development.

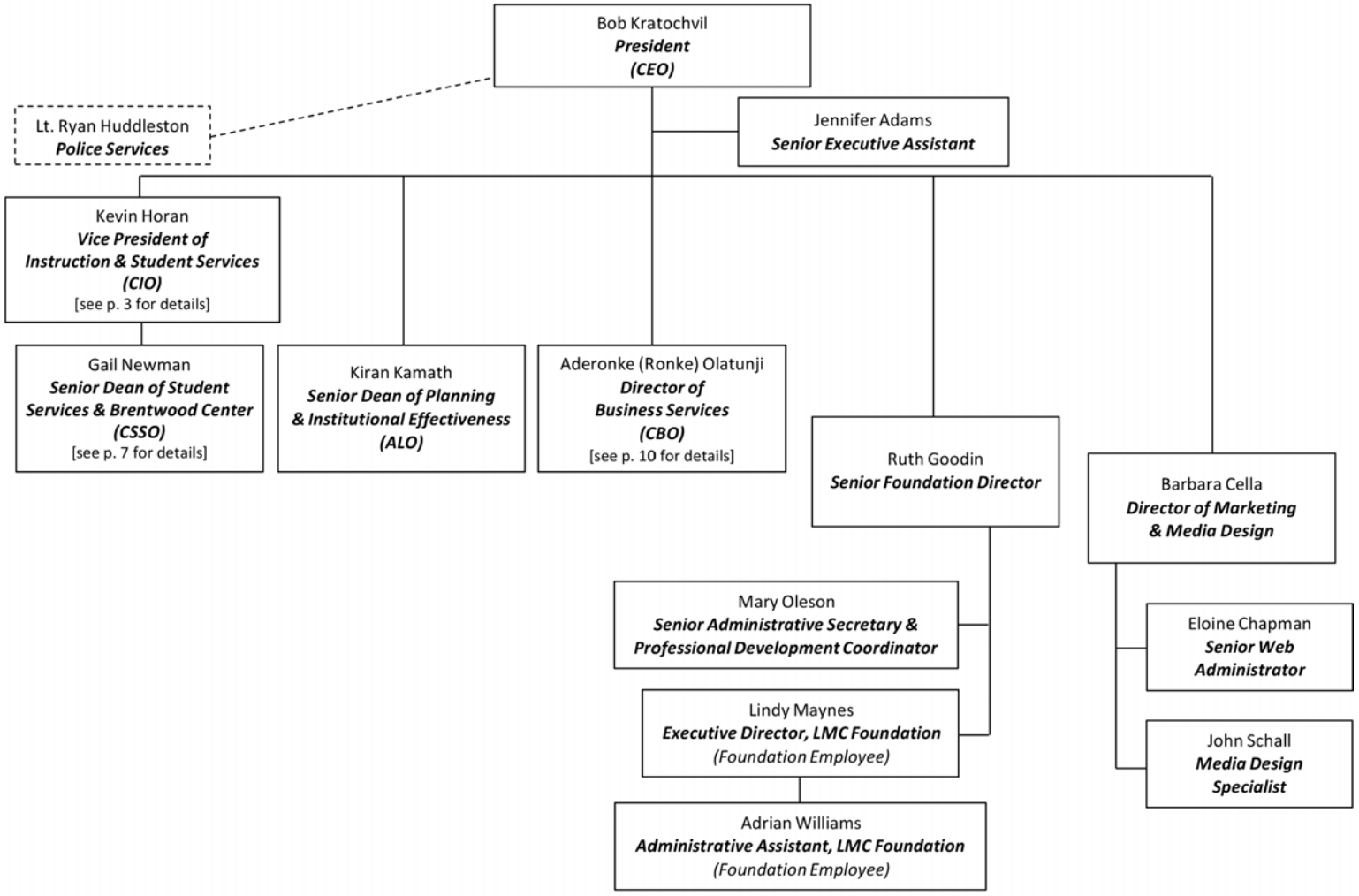
Marketing and Media Design: The director of marketing and media design, reporting to the president, oversees marketing, communications, media design, and website development.

College Committees and Councils: The highest governance committee at the College is the Shared Governance Council (SGC), whose membership is comprised of the four constituency groups: faculty, classified staff, managers, and students (OR-13). The SGC has seven shared governance sub-committees: Institutional Development for Equity and Access Committee (IDEA); Planning Committee; Professional Development Advisory Committee (PDAC); Safety Committee; Sustainability Committee; Teaching and Learning Committee (TLC); and Technology Advisory Group (TAG). The Equal Employment Opportunity Committee (EEOC) was approved in spring 2014 as the eighth and newest shared governance committee. The program review process is determined by the Planning Committee and the resulting resource allocation requests are reviewed and prioritized by the Shared Governance Council, which serves as the recommending body to the College president.

ADMINISTRATION

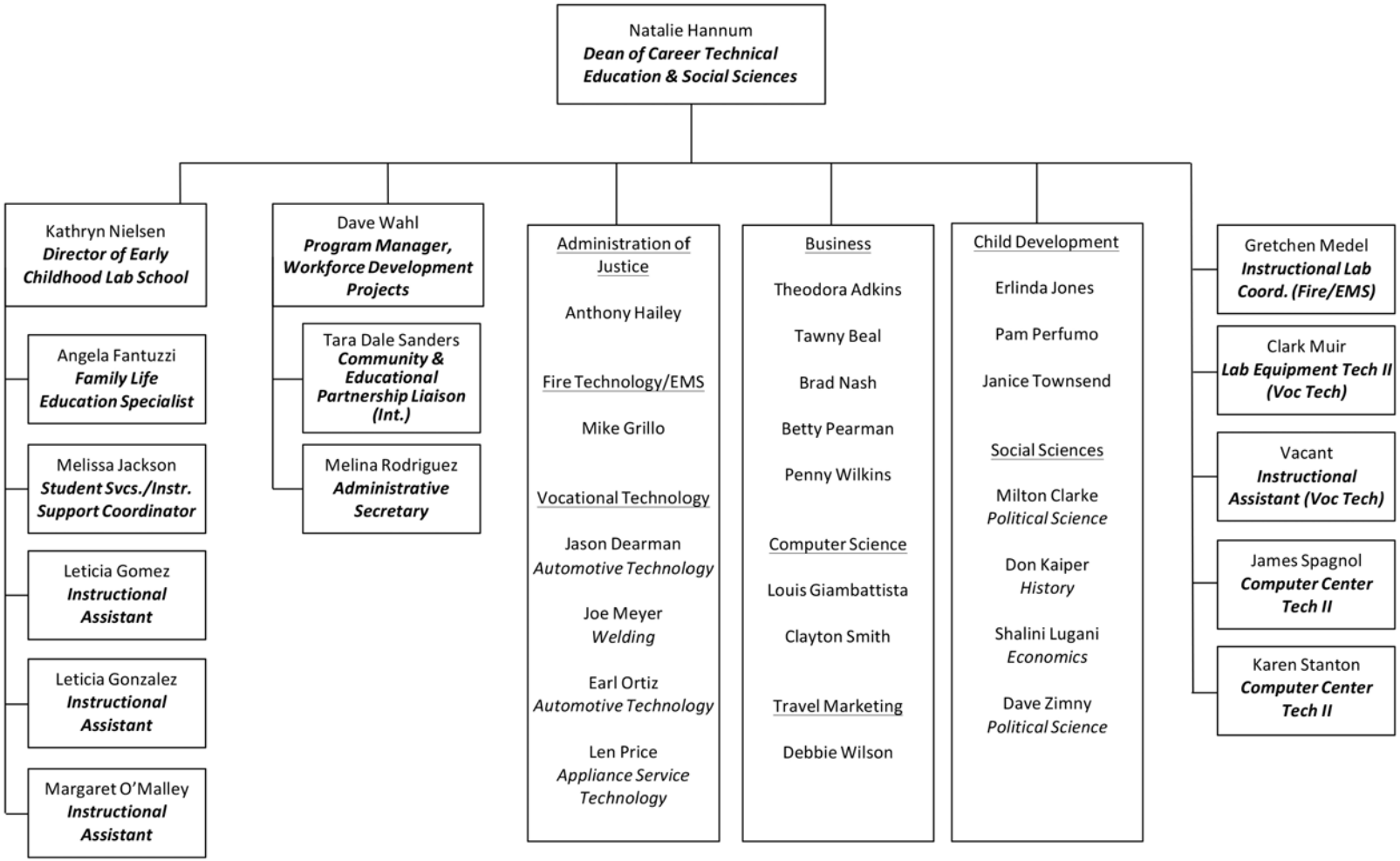


PRESIDENT'S OFFICE, DIRECT REPORTS & CABINET

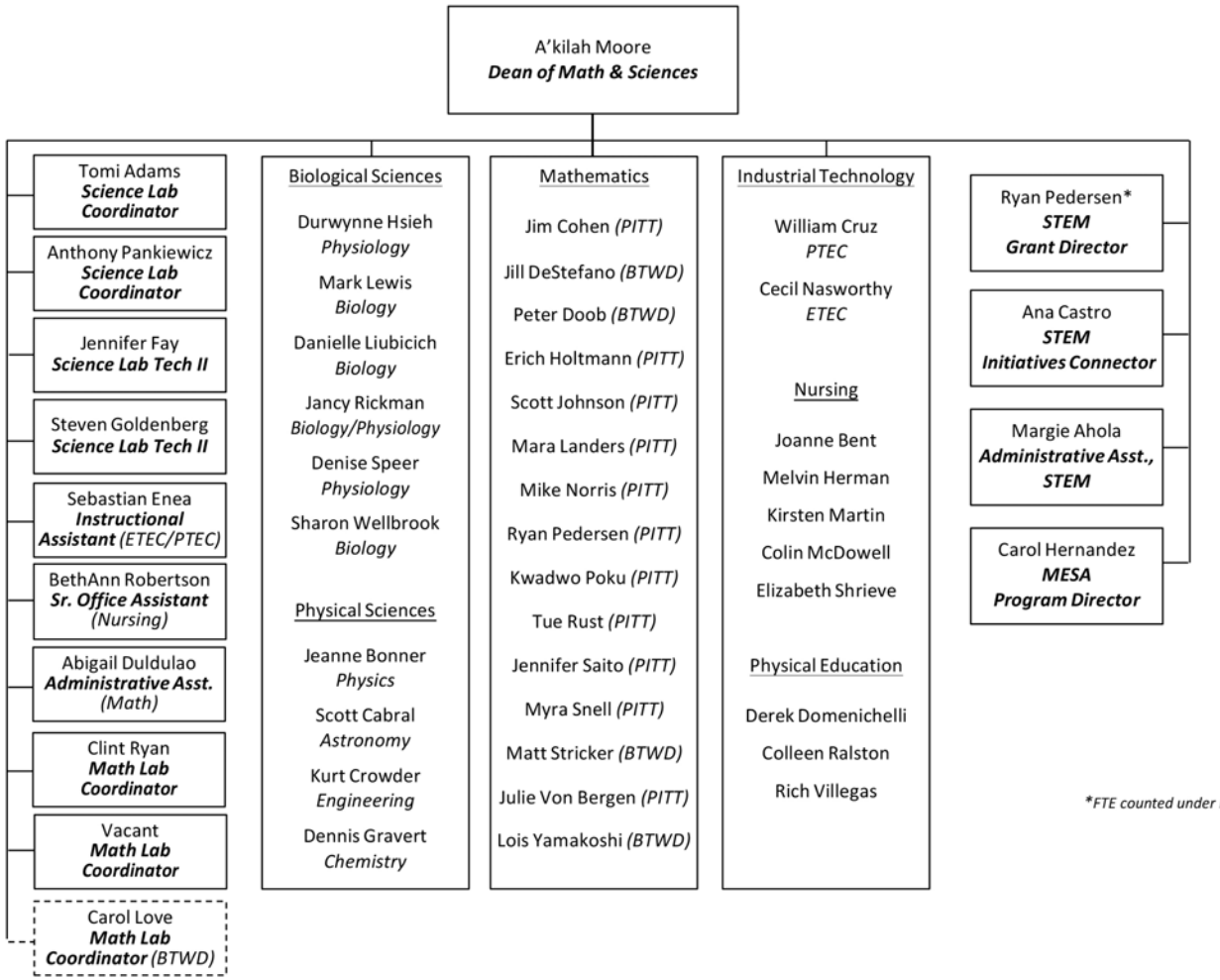


OFFICE OF INSTRUCTION
Kevin Horan
Vice President of Instruction & Student Services (CIO)
Natalie Hannum
Dean of CTE & Social Sciences
[see p. 4 for details]
A'kilah Moore
Dean of Math & Sciences
[see p. 5 for details]
Nancy Ybarra
Dean of Liberal Arts
[see p. 6 for details]
Eileen Valenzuela
Office of Instruction Supervisor
Grace Villegas
Scheduling Specialist
Sandi Schmidt
Senior Administrative Assistant
Shondra West
Administrative Assistant
Librarians
Christina Goff
Library Director/ Instruction Librarian
Christine Park
Technical Services Librarian
Kimberly Wentworth
Electronic Resources Librarian
Teresa Ferguson
Senior Library Assistant
Amber Fonteno
Library Assistant II
Page 3 of 10

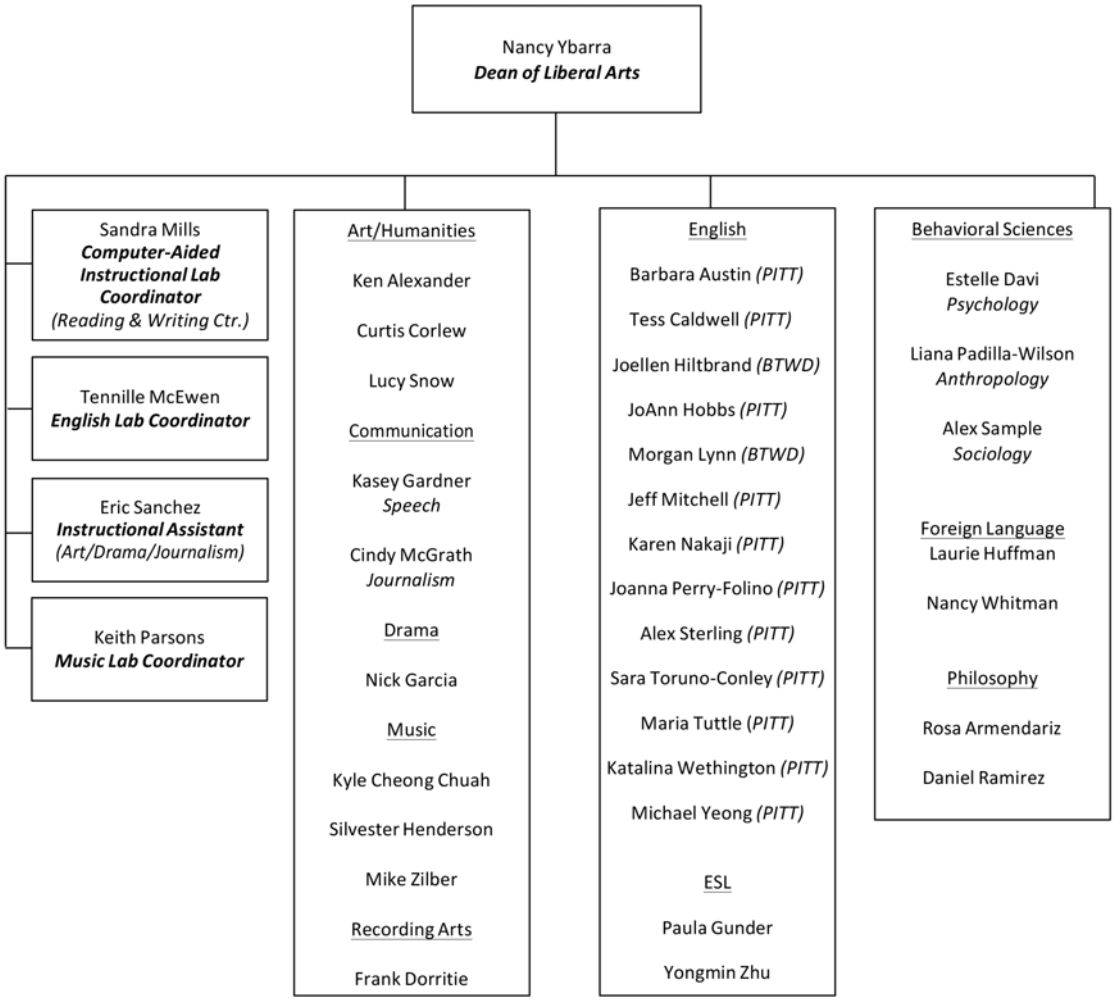
CAREER TECHNICAL EDUCATION & SOCIAL SCIENCES



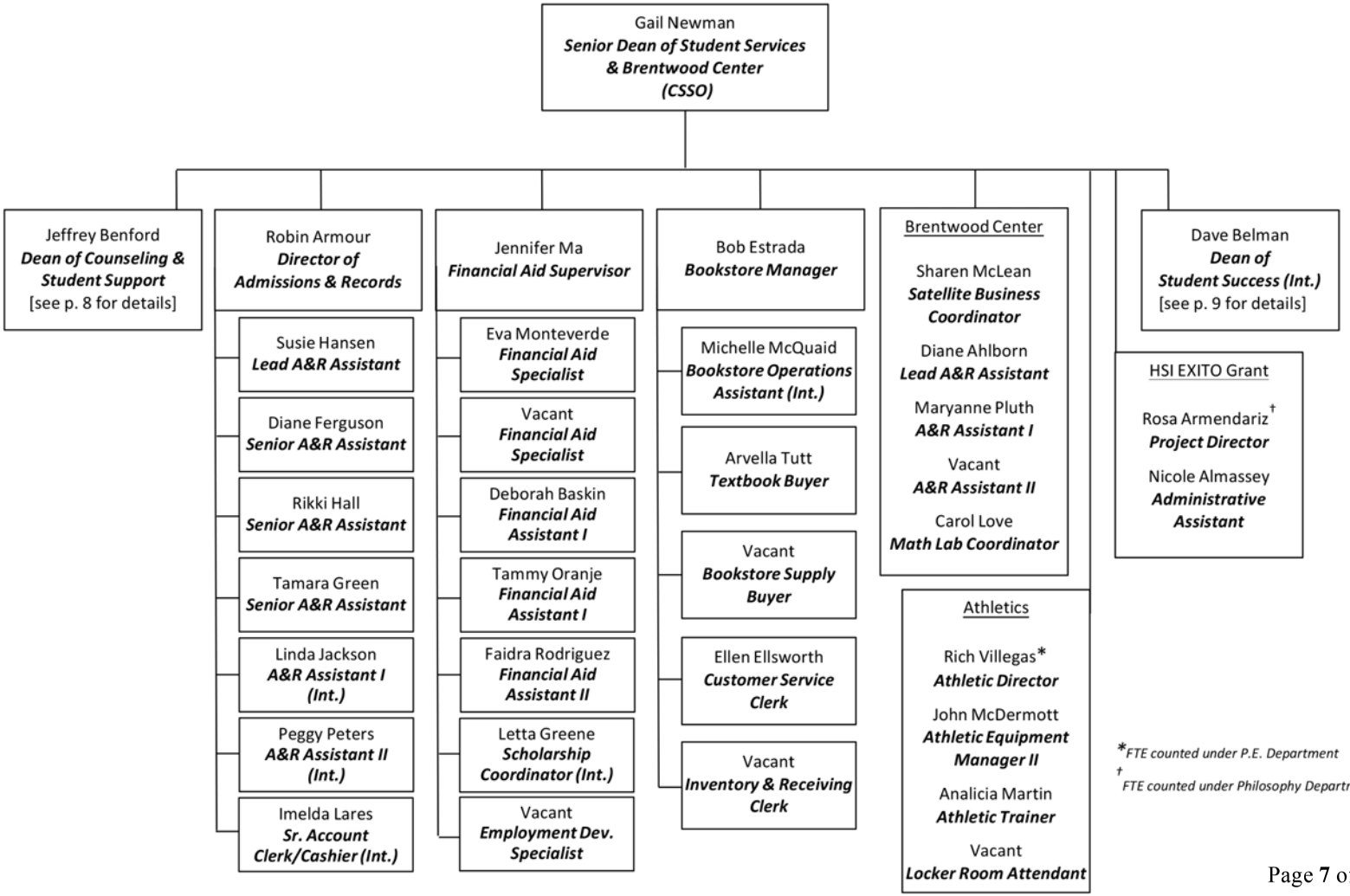
MATH & SCIENCES



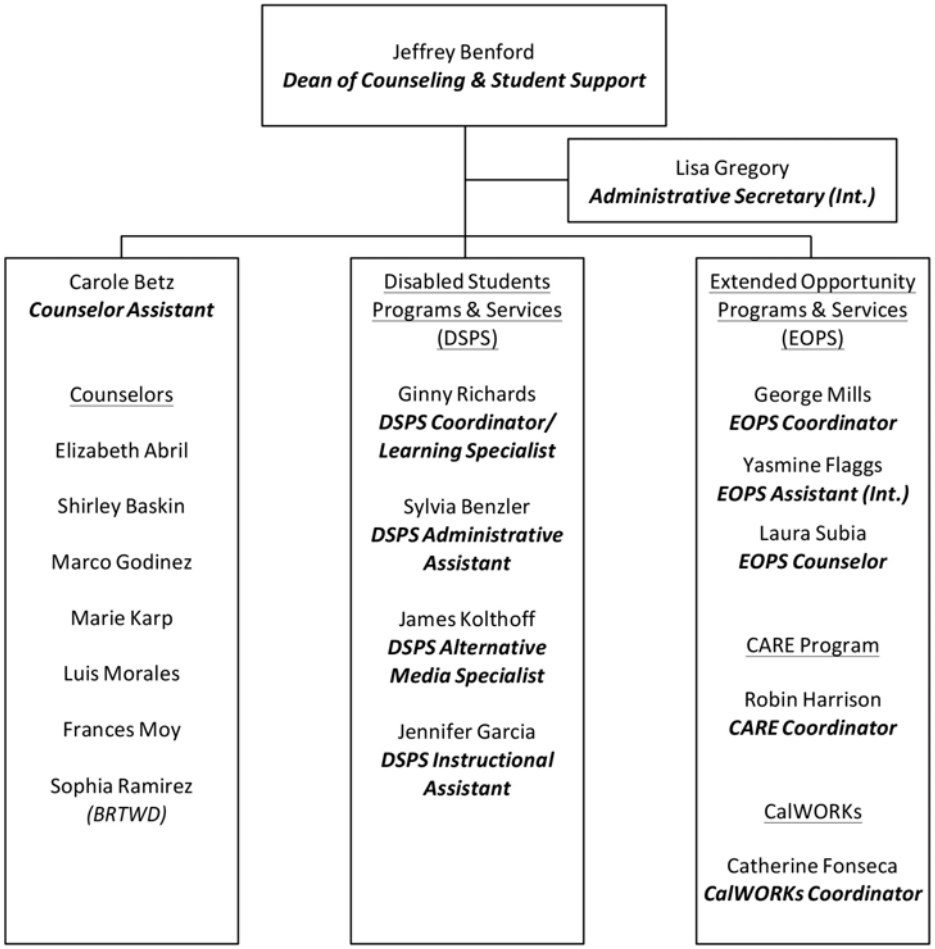
LIBERAL ARTS

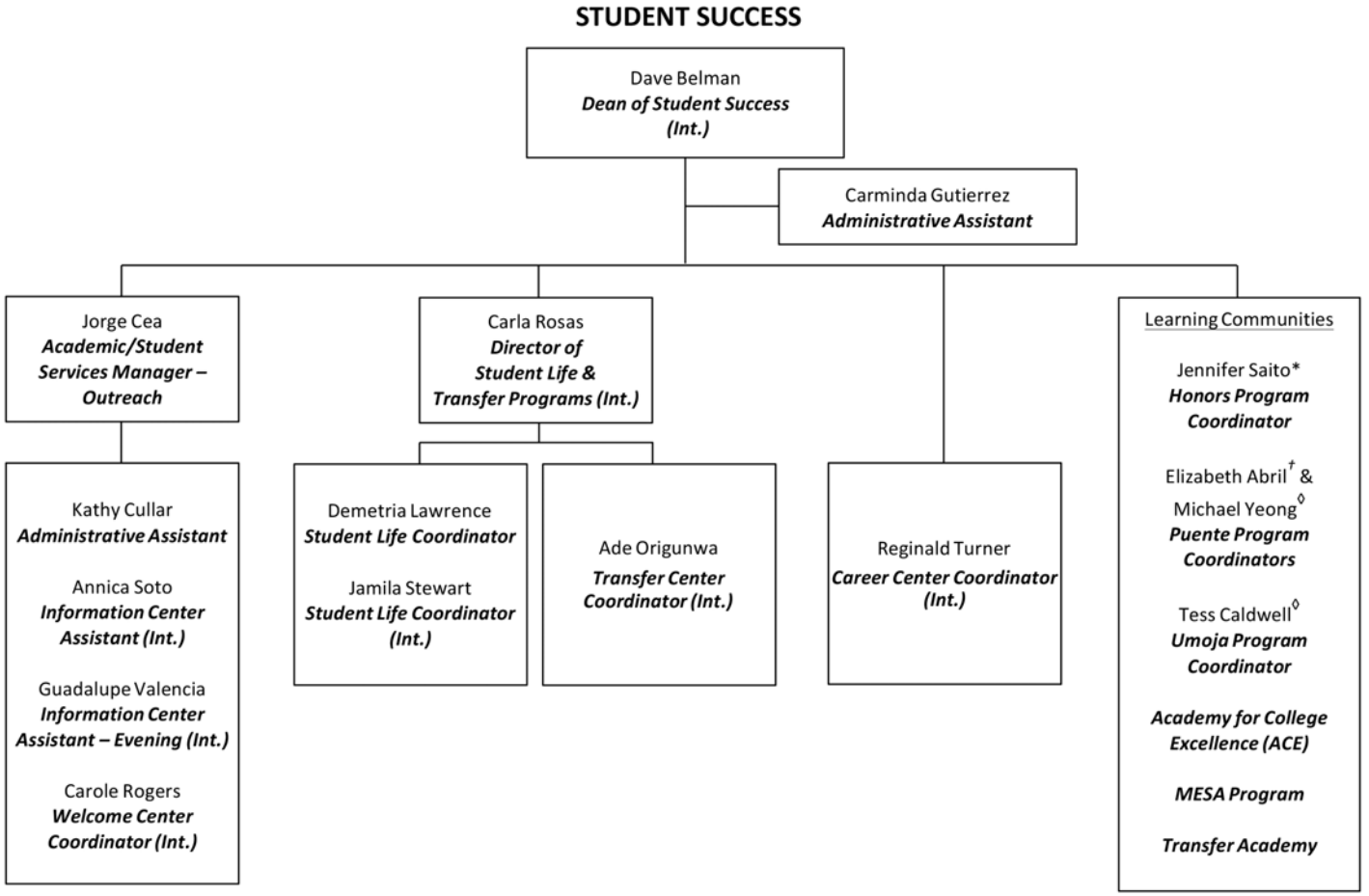


STUDENT SERVICES

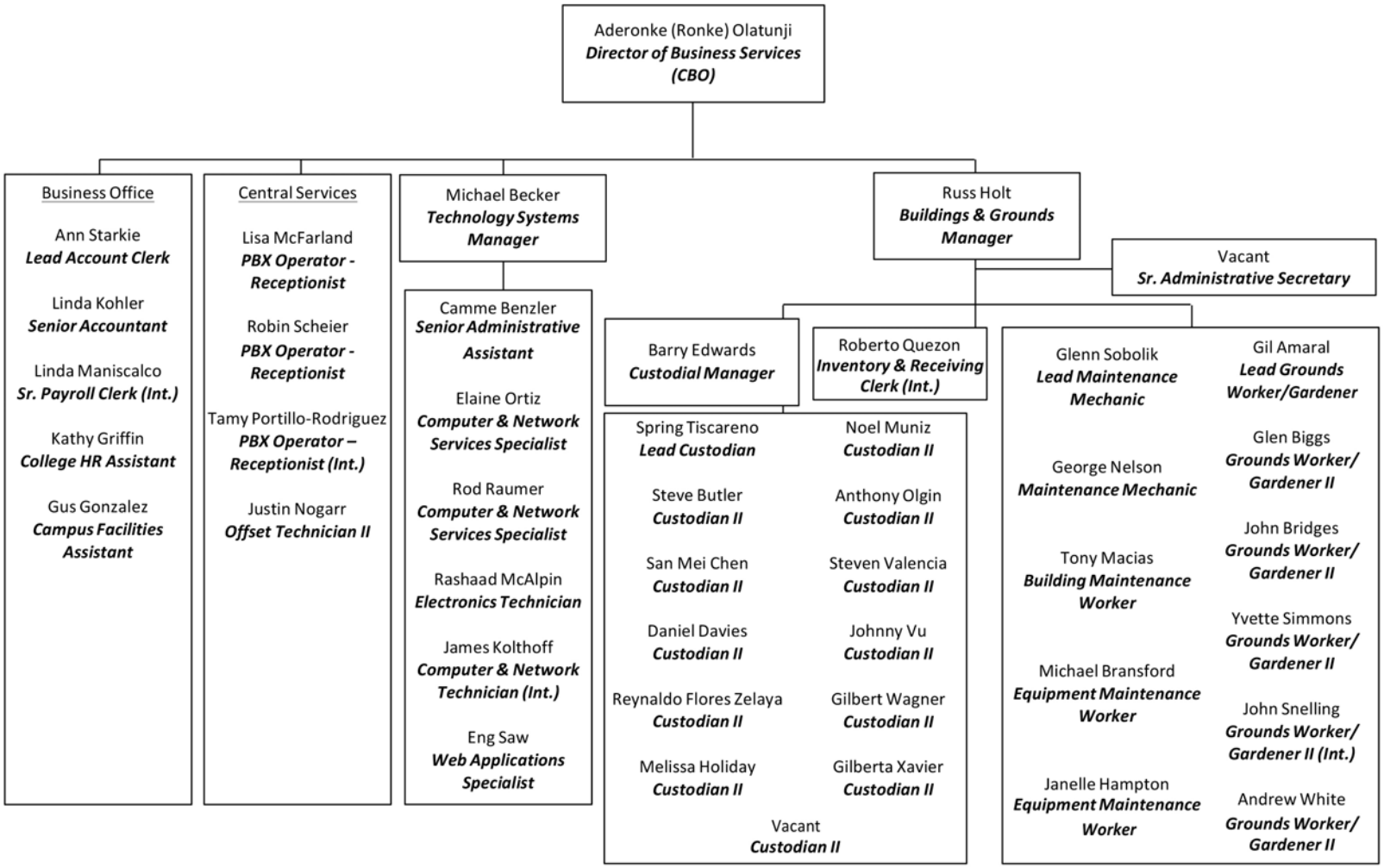


COUNSELING & STUDENT SUPPORT




STUDENT SUCCESS
Dave Belman
Dean of Student Success (Int.)
Carminda Gutierrez
Administrative Assistant
Jorge Cea
Academic/Student Services Manager – Outreach
Kathy Cullar
Administrative Assistant
Annica Soto
Information Center Assistant (Int.)
Guadalupe Valencia
Information Center Assistant – Evening (Int.)
Carole Rogers
Welcome Center Coordinator (Int.)
Carla Rosas
Director of Student Life & Transfer Programs (Int.)
Demetria Lawrence
Student Life Coordinator
Jamila Stewart
Student Life Coordinator (Int.)
Ade Origunwa
Transfer Center Coordinator (Int.)
Reginald Turner
Career Center Coordinator (Int.)
Learning Communities
Jennifer Saito*
Honors Program Coordinator
Elizabeth Abril† & Michael Yeong◊
Puente Program Coordinators
Tess Caldwell◊
Umoja Program Coordinator
Academy for College Excellence (ACE)
MESA Program
Transfer Academy
*FTE counted under Math Department
†FTE counted under Counseling Department
◊FTE counted under English Department

BUSINESS SERVICES



District-College Functional Map

Operational responsibilities and functions of the District Office and the colleges in the District are delineated in the document entitled District and College Roles, Responsibilities, and Service Outcomes – Functional Map (OR-14). The document was developed in 2010 by college and District Office personnel, who have responsibility for the functions listed in the document. Every major function performed in the District is listed, and the role of the colleges and the District Office for each function is stated. The document was updated in 2013 as a result of more centralization and consolidation due to restructuring at the District level. The document accurately reflects the roles and responsibilities of the colleges and the District Office and is followed in practice.

Every four years, as part of its administrative services review process (OR-15), each department at the District Office meets with its college counterpart(s) to review and update the document. In addition to the process for updating the Functional Map, the executive vice chancellors conduct informational sessions at various workgroup meetings at each of the colleges to communicate the application and reinforcement of the document. The chancellor also engages the college presidents and the cabinet in the discussions and review of the Functional Map.

Organization of the Institution - Evidence List

INT-2	2014 LMC-BRT Accreditation Data
INT-6	2014 LMC Administration Organizational Chart
OR-13	*SGC Position Paper March 2003*
OR-14	Functional Map-District and College Roles, Responsibilities and Service Outcomes
OR-15	District Office Department Unit Review Guide and Report Template

listed in alpha-numeric order

LOS MEDANOS COLLEGE

Certification of Continued Institutional Compliance with Eligibility Requirements

"I am deeply indebted to the faculty and staff for providing me with a phenomenal education that has opened up opportunities that I initially thought improbable. My recent acceptance into medical school is a testament to the nurturing atmosphere at the Los Medanos College Science Lab which greatly eased my transition from Uganda to the USA."

- Enock Teefe

Associate of Science in Math and Biological Science '08
Bachelor of Science, Bioengineering, University of California, Los Angeles
Recently admitted to Chicago Medical School at Rosalind Franklin University

Certification of Continued Institutional Compliance with Eligibility Requirements

Los Medanos College certifies its continued compliance with the Eligibility Requirements for the 2014 reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC).

1. **Authority**

   Los Medanos College is authorized to operate as an educational institution and to award degrees by all the appropriate governmental organizations and agencies as required by the jurisdictions in which it operates.

   Los Medanos College's authority as a degree-granting institution is based on the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education (ER-1). The College is also authorized to grant degrees by the Board of Governors of the California Community Colleges. The degree-granting authority is published in the College Catalog and can also be found on the College website (ER-2, INT-1).

2. **Mission**

   The Los Medanos College Mission Statement was reviewed by the campus community and representatives of the external community during the spring 2013 semester. Input was gathered from the internal and external community prior to reaffirming the Mission Statement. It was approved by the Shared Governance Council in May 2013 and by the Governing Board at its June 2013 meeting (ER-3, ER-4).

   The institution's educational mission is clearly defined, and demonstrates the institution's commitment to achieving student learning. It is published in the College Catalog, on the College website, and in the College's planning documents (ER-5, ER-6, ER-7, ER-8).

3. **Governing Board**

   Los Medanos College is overseen by the Governing Board of the Contra Costa College Community College District. This five-member Board is responsible for ensuring: the quality, integrity, and financial stability of the institution; that the College's mission is being carried out; and that LMC's financial resources are

used to provide a sound educational program. The members of the Governing Board are elected to four-year terms and each represents specific areas within Contra Costa County; the Board membership is sufficient in size and composition to fulfill its responsibilities.

As an independent policy-making body, the Governing Board reflects both constituent and public interests in its activities and decisions. Members of the Governing Board do not have employment, family, ownership, or other personal financial interest in the institution. They adhere to a District conflict of interest policy that: requires the disclosure of any interests; assures that such interests neither interfere with their impartiality, nor outweigh their duty to the Governing Board; and ensures the academic and fiscal integrity of the institution (ER-9, ER-10, ER-11, ER-12, ER-13).

4. Chief Executive Officer

The president of Los Medanos College serves as the chief executive officer for the institution and is appointed by the Governing Board of the Contra Costa Community College District. The Governing Board delegates to the president the authority to administer its policies for the College. As chief executive officer, the president's full-time responsibility is to the institution. Neither the College president nor the District chancellor serves as chair of the Governing Board (ER-14, ER-15, ER-16).

5. Administrative Capacity

Los Medanos College has adequate staff in number, experience, and qualifications to provide administrative support and oversight to facilitate accomplishment of the institution's mission (ER-17, ER-18, INT-6).

6. Operational Status

Los Medanos College is operational with approximately 8,800 students actively pursuing degrees, certificates of achievement, College Skills Certificates (locally-approved), and/or transfer at the Pittsburg campus, Brentwood Center, off-site academies, and through distance education. The College operates on a year-round schedule, with classes offered in fall, spring, and summer terms (ER-19, ER-20, ER-21, ER-22, INT-2).

7. Degrees

Los Medanos College offers 42 Associate Degree programs (including 18 degrees for transfer), 34 Certificates of Achievement, and 36 locally-approved Skills Certificates. A majority of the College's academic programs lead to a degree, and the degrees and requirements are identified in the College Catalog (ER-2, INT-1).

8. **Educational Programs**

Los Medanos College's educational programs are consistent with its mission of providing a quality education within its diverse community. The programs are based on recognized fields of study, including a number of degrees matching state Transfer Model Curriculum requirements. They are of sufficient content and length, and maintain appropriate levels of quality and rigor. The College has identified and published program-level student learning outcomes in the Catalog. Basic skills programs in English and mathematics help students develop the proficiencies necessary to advance to college-level curricula and/or to qualify for entry-level employment. Students with limited English proficiency may enroll in English as a Second Language courses. LMC offers courses in 62 disciplines. Associate Degree programs require at least 60 units; Certificates of Achievement, at least 18 units; and locally approved College Skills Certificates, fewer than 18 units (ER-2, ER-5, ER-6, ER-19, ER-20, ER-21, ER-23).

9. Academic Credit

The awarding of academic credit is based on Title 5, Section 55002.5, of the California Administrative Code. Guidelines on units of credit are clearly listed in the College Catalog (ER-2).

10. Student Learning and Achievement

LMC publishes specific program-level student learning outcomes for each program in the College Catalog, and for each course in the official course outline of record and syllabus. The College regularly assesses student learning outcomes and uses the results for institutional improvement. These assessments are based on proficiencies in the course outlines that directly relate to student grades and program completion, in order to assure that students completing programs have achieved these outcomes (ER-2, ER-24, ER-25, ER-26, ER-27, ER-28, ER-29).

11. General Education

All LMC degree programs require the Title 5-mandated minimum general education requirements to ensure breadth of knowledge and promote intellectual inquiry. Five broad student learning outcomes for all general education courses have been identified and are being assessed. Degrees require competence in both writing and mathematics. Based on course articulation with four-year schools and CI-D course articulation, the quality of degree applicable courses is consistent with Title 5 requirements, and with the academic standards appropriate to higher education (ER-2, ER-19, ER-30, ER-31, ER-32, ER-33).

12. **Academic Freedom**

The Governing Board Policy on Academic Freedom affirms its belief in the academic freedom of faculty, management, and students to teach, study, conduct research, write and challenge viewpoints without undue restriction. This freedom is balanced with a responsibility for accuracy and respect for others' opinions. An extensive statement on academic freedom is included in the College Catalog (ER-34).

13. **Faculty**

LMC meets the minimum legal requirement of the Faculty Obligation Number (FON) and the 50 percent instructional resources requirement. The names and degrees of all full-time faculty are published in the College Catalog. All faculty meet the requirements listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Faculty responsibilities, which include development and review of curriculum and the assessment of learning, are stated in Governing Board Policies, the *United Faculty Contract*, and the *Faculty Handbook* (ER-2, ER-35, ER-36, ER-37, ER-38).

14. **Student Services**

Los Medanos College provides appropriate services to support the educational needs of its increasingly diverse student body. The College provides all the support services of a typical California public community college. Support services directly support student learning and have learning outcomes that are assessed on a regular basis (ER-2, ER-39, ER-40).

15. Admissions

The admissions policies of Los Medanos College are consistent with its mission and conform to the requirements of Education Code, Title 5, and District regulations. These policies outline the specific qualifications for student admissions, and are published in the College Catalog, in the Schedule of Classes, and on the College website (ER-2, ER-19, ER-20, ER-21, ER-41, ER-42, ER-43, ER-44).

16. Information and Learning Resources

Los Medanos College provides specific long-term access to sufficient information, learning resources, and services to support its educational mission and instructional programs in all formats and locations offered. Resources and services are provided by a number of organizational units, but are the primary responsibility of Information Technology and the Library (ER-45, ER-46, ER-47).

17. Financial Resources

Through its processes and practices, Los Medanos College demonstrates and documents its funding base, monetary resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure fiscal stability. The majority of the College's financial resources come from the state of California, by way of the District. Additional funding is obtained from federal, state, and private sources; and all funds coming to the District and College are carefully tracked and documented. The District and the College together maintain adequate financial reserve levels (ER-48, ER-49, ER-50, ER-51).

18. Financial Accountability

The College is audited on an annual basis by an independent audit firm. The firm is selected by evaluating its experience, size and ability to provide adequate personnel with a wide range of expertise. The firm employs auditors with experience auditing colleges and universities. The Governing Board reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted firm (ER-52, ER-53, ER-54).

19. Institutional Planning and Evaluation

Los Medanos College regularly and systematically evaluates how effectively it is accomplishing its purposes, including assessment of student learning outcomes, and shares information about those efforts with the public. Evidence of College wide planning and improvement mechanisms exists within processes for program review, resource allocation, assessment of student learning, and measuring student achievement. The College has clearly developed goals, evaluates it progress toward those stated objectives, and bases its decision-making on that set of collective priorities. As part of its ongoing continuous improvement, Los Medanos College utilizes a cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to develop and further enhance its programs and services (ER-12, ER-26, ER-55, ER-56, ER-57, ER-58).

20. Integrity in Communication with the Public

The College issues an annual Catalog – in printed and electronic formats – that provides accurate and current information about the institution's general information, requirements, major policies affecting students, and locations or publications where other policies may be found (ER-2, ER-40, ER-59).

21. Integrity in Relations with the Accrediting Commission

Los Medanos College adheres to all the Eligibility Requirements, Accreditation Standards, and Policies of the Commission. The institution describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

The institution complies with Commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosure regarding all operations, practices, and programs (ER-60, ER-61, ER-62).

Eligibility Requirements - Evidence List

ER-1	ACCJC Reaffirmation Letter February 2009
ER-2	2014-2015 College Catalog
ER-3	SGC Minutes 8May2013-Approval of Mission Statement
ER-4	Governing Board Minutes 26Jun2013-Approval of LMC Mission Statement
ER-5	LMC Mission Statement College Catalog
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-7	*LMC Educational Master Plan 2006-2016*
ER-8	Program Review Submission Tool Homepage Screenshot
ER-9	CCCCD Governing Board Members Biographies
ER-10	CCCCD Governing Board Policies and Administrative Procedures
ER-11	Board Policy 1010, *Code of Ethics of the Governing Board*
ER-12	Board Policy 1020, *Conflict of Interest*
ER-13	Administrative Policy 1020.01, *Conflict of Interest*
ER-14	LMC President Bob Kratochvil Biography
ER-15	LMC President Bob Kratochvil's Contract
ER-16	Governing Board Meeting Minutes 23May2012-Approval of President's Contract
ER-17	District Office Organizational Chart-2013
ER-18	Chancellor's Cabinet Organizational Chart
ER-19	Spring 2014 Schedule of Classes
ER-20	Summer 2014 Schedule of Classes
ER-21	Fall 2014 Schedule of Classes
ER-22	Fall 2013 Schedule of Classes
ER-23	Los Medanos ADT Certification Form Signed
ER-24	Curriculum Committee Forms and Handbook Webpage Screenshot
ER-25	Sample Course Outline of Record-JOURN 010
ER-26	Journalism PSLO Assessment Summary 2013
ER-27	CCCCO Data Mart Program Awards Report for LMC 2012-2013
ER-28	CTE Completers Survey Results - 2012
ER-29	CTE Leavers Survey Results- 2012
ER-30	Curriculum and Instruction Procedure 4007, *Philosophy and Requirements for Associate Degree and General Education*
ER-31	Title 5 Section 55061
ER-32	General Education SLOs
ER-33	General Education Philosophy
ER-34	Board Policy 2018-Pg 37 of LMC 2014-2015 College Catalog
ER-35	*Minimum Qualifications for Faculty and Administrators in California Community Colleges 2012-2014*
ER-36	*United Faculty Contract 2011-2014*
ER-37	*Uniform Employment Selection Guide*
ER-38	*Faculty Handbook*
ER-39	*Student Handbook*
ER-40	In Step with Student Services Newsletter-spring 2014

ER-41	LMC Admissions & Records Webpage Screenshot
ER-42	LMC Registration Webpage Screenshot
ER-43	LMC Steps for New Students Webpage Screenshot
ER-44	Admissions and Records Policies Webpage Screenshot
ER-45	LMC Library Home Webpage Screenshot
ER-46	LMC Library Electronic Database Screenshot
ER-47	LMC Library Internet Resources Webpage Screenshot
ER-48	Adoption Budget 2013-2014
ER-49	New Allocation Model 6.9
ER-50	Annual Financial Report June 30, 2013
ER-51	Financial Report 2012-13 and Budget Report 2013-14
ER-52	Board Policy 5034, *Internal Audit Services (IAS) Charter*
ER-53	Board Policy 5007, *External Audit of District Funds*
ER-54	Business Procedure 21.01, *When to Contact Audit Services IAS*
ER-55	Program Review Submission Tool-Course and Program Assessment Repository Screenshot
ER-56	RAP Proposal Technology and Training Development Coordinator 2012-2013
ER-57	*Student Learning Outcomes: A New Model of Assessment spring 2012*
ER-58	*Interim Strategic Priorities 2012 - 2014*
ER-59	LMC Website Homepage Screenshot
ER-60	Board Policy 1017, *Accreditation*
ER-61	Accreditation Information-Pg. 3 of LMC 2014-2015 College Catalog
ER-62	LMC About Us Webpage Screenshot
INT-1	2014-2015 CCCCO List of Approved LMC Degrees, Certificates, Programs
INT-2	2014 LMC-BRT Accreditation Data
INT-6	2014 LMC Administration Organizational Chart

listed in alpha-numeric order

LOS MEDANOS COLLEGE

Certification of Continued Institutional Compliance with Commission Policies

"LMC's Nursing Program is not just a place to learn; it is a place to connect with individuals who share the same passion of touching people's lives. That is, and will forever be, the greatest lesson I've learned from LMC's nursing faculty and staff."

- Marc Ajero
Registered Nursing student

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and Correspondence Education

The College offers distance education, as defined in the Commission policy, primarily through the internet. This approach to distance learning is characterized by the same expectations for quality, integrity, accountability, effectiveness, and focus on student learning outcomes that apply to more traditional modes of instruction. Board Policy 4014 (CP-1) is designed "to ensure the integrity of distance and correspondence education offerings and comply with federal regulations and ACCJC policies."

Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

College policies are in place to ensure that all courses and programs taught through distance education, as well as the programs and services that support these courses and programs, are aligned with the total educational mission of the institution (ER-5, ER-6). All courses and programs at LMC must demonstrate how they meet the mission of the College as part of the approval process. Courses offered through distance education are intended to broaden access for students.

Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

All courses and programs at the College -- face-to-face or distance education -- follow the same curriculum development, implementation, and evaluation procedures. The student learning outcomes and the course outline of record are the same for the course, whether the course is taught face-to-face or in a distance education modality. In addition to completing the common Course Outline of Record (COOR) form (CP-2), distance education courses require the completion of an Online Supplement form (CP-3). All online supplements and COORs for courses that can be taught via distance education are reviewed and endorsed first by the Distance Education Committee, prior to review and approval by the Curriculum Committee. The Curriculum Committee votes separately to approve the Online Supplement, as required by state regulation. Both committees ensure that the student learning outcomes can be met in the distance education modality, and that effective and substantive instructor-student interaction can be accomplished in a distance education modality (CP-4, ER-24).

Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

The student learning outcomes (SLOs) and the course outline of record are the same for the course, whether the course is taught face-to-face or in a distance education modality. In addition to completing the common Course Outline of Record form (CP-2), distance education courses require the completion of an Online Supplement form (CP-3). The same SLO assessment process is applied to both face-to-face and distance education offerings (ER-57).

Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

The College provides adequate technological, financial, and human resources through established structures to ensure that the stipulated outcomes are achieved. The three colleges in the District provide distance education through a common Learning Management System, Desire 2 Learn, which is maintained by the District Office in collaboration with the College's Instructional Technology and Services (IT&S) Department. The College's Distance Education Committee is co-chaired by two faculty, who are provided reassigned time for their distance education leadership, to coordinate professional development and support the development of distance education curriculum, programs, and services. The vice president of instruction and student services serves on the Distance Education Committee and oversees all aspects of distance education compliance (CP-4, CP-5).

Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the substantive change process.

The College will provide the Commission with advance notice of the intent to initiate a new delivery mode, such as distance education, through the substantive change process.

Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% of more of the courses are via distance education or correspondence education, through the substance change process.

Los Medanos College reviews certificates and degrees to determine whether 50 percent or more could be offered through distance education and notifies the Commission of the intent through the substantive change process. Since the *2008 Self Evaluation Report*, the College has submitted and received approval for one substantive change proposal for distance education for ten programs (two associate degrees and eight certificates of achievement) in which more than 50 percent of the courses may be offered through distance education (CP-6, INT-8).

Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same person who participates every time and completes the course or program and receives the academic credit.

Faculty are required to use the College's current Learning Management System – Desire 2 Learn – as the home page for all online courses. The College has processes in place to establish that the student who registers in a distance education course or program is the same person who participates in the course or program and receives the academic credit. The institution verifies the student's identity by requiring a secure log-in through a unique student ID and password as part of the distance education learning management system. The District and colleges work to ensure that each student's password is protected against public disclosure. The District makes available to each student, at the time of registration, a statement of the process to ensure student privacy. Policies that ensure the protection of student privacy are published in the College Catalog (CP-1, CP-7).

LMC complies with the Policy on Distance Education and Correspondence Education.

Policy on Institutional Compliance with Title IV

The College offers both federal and state Financial Aid programs and is in compliance with federal regulations, per Title IV of the Higher Education Act (HEA). The College demonstrates diligence in keeping loan default rates at an acceptably low level and complies with program responsibilities as defined by the U.S. Department of Education.

Board Policy 3023 states that "all financial aid programs will adhere to guidelines, procedures and standards issues by the funding agency and will incorporate federal, state and other regulatory requirements" (CP-8, CP-9).
Los Medanos College monitors the institutional Cohort Default Rate (CDR) annually and provides comprehensive financial aid information and advising to student borrowers (CP-10). An external audit of student loan default rates affirms institutional compliance with federal requirements. As required, the College maintains three-year CDRs below 30 percent to avoid losing eligibility as a Title IV grant institution (CP-11). For the last three years, the LMC student loan default rates have been acceptable:

2011: 17.3% Draft Rate (3 year)
2010: 19 % (3 year)
2009: 26.6% (3 year)
2008: 13.3% (2 year)

The College is able to maintain a low default rate as a result of providing one-to-one financial aid advising to prospective new borrowers offered throughout the year and

especially prior to start of every semester. At these one-to-one appointments, students learn about their rights and responsibilities as a student loan borrower, the consequences of not repaying, encouraging successful repayments, and options available to them if they are having difficulty in making payments. LMC complies with federal requirements by requiring students to complete an online entrance counseling exam and master promissory note. Students are also directed to log into the National Student Loan Database System (NSLDS) at www.nslds.gov to review their loan history, servicer information, and calculate their anticipated loan repayment amount.

Per federal requirements, LMC student borrowers who graduate, withdraw, or drop below half-time are also provided exit counseling as a delinquency and default aversion measure. At this time, students learn about loan repayment obligations, the consequences of not repaying, encouraging successful repayments, and how to address delinquent repayments if it occurs.

The LMC Financial Aid Office actively manages the student loan portfolio by reviewing delinquent and default borrower reports accessible through various loan servicers and reaches out to delinquent and defaulted borrowers as an intervention measure. Former borrowers are contacted and encouraged to contact their loan servicer to find out information on how to resolve their delinquency or default loan status. These students are also encouraged to contact the Financial Aid Office should they need assistance in getting connected with the appropriate loan servicer.
Los Medanos College complies with the Commission Policy on Title IV.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The College makes available to students and prospective students clear and accurate information about itself in all College publications and electronic resources. The College exhibits integrity and responsibility in advertising, student recruitment, and representation of its accredited status.

Advertising, Publications, Promotional Literature

Educational programs and services are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities, including those presented in electronic formats. All statements are clear, factually accurate, and current.

The College Catalog is readily available in print and electronic formats, and accurately depicts all the required elements in the Commission policy (ER-2). Supporting documentation is kept on file in the Office of Instruction. The Marketing Office collaborates closely with the Office of Instruction and other offices in the College to ensure accuracy of content.

Required Information	Catalog	Schedule	Website
Official name, address, telephone, website	X	X	X
Mission statement, purposes, and objectives; entrance requirements and procedures	X	X	X
Information on programs and courses, with required sequences and frequency of course offerings explicitly stated	X		X
Degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate	X		X
Faculty with degrees held and conferring institution	X		
Facilities available	X	X	X
Rules and regulations for conduct	X	X	X
Institution's academic freedom statement	X		X
Tuition, fees, and other program costs	X	X	X
Financial Aid opportunities and requirements	X	X	X
Refund policy and procedures	X	X	X
Transfer of credit policies	X	X	X
Nondiscrimination policy	X	X	X
Other locations for policies	X	X	X
Governing Board members	X	X	X
Accredited status	X	X	X

Publications describing career opportunities provide clear and accurate information, including information on national and/or state legal requirements for eligibility of licensure or entry into an occupation or program for which education and training are offered. The College lists occupational programs in the College Catalog with licensure information and/or unique requirements, where applicable, such as the Registered Nursing and the Vocational Nursing programs. Gainful employment information is included for all occupational programs with certificates of achievement on the College website (CP-12).

Student Recruitment for Admissions

Student recruitment is guided and conducted by well-qualified professionals whose credentials, purposes and position with the institution are clearly specified. These professionals accurately represent the College and its programs. The College does not use any independent contractors for recruiting purposes.

Awards of privately-endowed restricted funds, grants or scholarships are made only on the basis of specific criteria related to merit or financial need.

Representation of ACCJC Accredited Status

The College's accredited status is affirmed in the College Catalog and other official publications and is stated accurately and fully, identifying the accrediting body in the manner required by ACCJC (CP-13, ER-2, ER-19, ER-62).

Los Medanos College complies with the Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Policy on Institutional Degrees and Credits

Los Medanos College conforms to all generally accepted standards and practices when awarding degrees and credits. The institution requires academic study of sufficient content, breadth, and length; levels of rigor appropriate to the programs and/or degrees offered; statements of expected student learning outcomes relevant to the disciplines; and assessment results which provide sufficient evidence that students are achieving key institutional and program learning outcomes.

All courses are reviewed for content, depth, breadth, length, levels of rigor, student learning outcomes, and assessment instruments by the Curriculum Committee. The articulation officer submits approved courses for articulation to the CSUs and UCs for transfer of credit.

As an accredited institution, the College conforms to the commonly accepted minimum program length of 60 degree-applicable credit hours for an associate degree. The College has in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it applies the policies and procedures consistently across courses and programs. The College applies the Carnegie Unit formula to determine credit hours based on Title 5, section 55002.4, and the California Community Colleges Chancellor's Office *Program and Course Approval Handbook* (PCAH). The Curriculum Committee applies the Carnegie Unit formula for lecture, lab, and activity components of a course when approving courses (CP-2). The College also adheres to the "out-of-class" work standard of two hours for each in-class lecture hour.

The institution implements the clock-to-credit conversion formula found in Commission policy for example for the clinical components of the Registered Nursing and Vocational Nursing courses.

The College Catalog includes a description of the relationship between units and college credit. (ER-2). Board policies and procedures are congruent with ACCJC policy requirements in this area (CP-14, CP-15, CP-16, CP-17, CP-18).

Los Medanos College complies with the Policy on Institutional Degrees and Credits.

Policy on Institutional Integrity and Ethics

The College exhibits integrity and subscribes to high ethical standards. The institution ensures that no false, erroneous or misleading statements or misrepresentations are made about it. Overall, the College demonstrates high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, staff, the Governing Board, external agencies and organizations, including the Commission, and the general public.

1. **An accredited institution will uphold and protect the integrity of its practices.**

   Los Medanos College upholds and protects the integrity of its practices through its mission, values, College procedures, Contra Costa Community College District Board policies, and compliance with the California Education Code and California Code of Regulations, Title 5.

2. **An institution applying for eligibility, candidacy or extension of candidacy, accreditation or reaffirmation of accreditation, or responding to Commission requests for information or reporting requirements, such as the annual reports, provides the Commission with information that is readily available, current, complete, and accurate, including reports of other accrediting agencies, licensing and auditing agencies. This includes any information on matters that may affect an institution's integrity.**

   Los Medanos College complies with all Commission reporting requirements accurately and in a timely manner.

3. **The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement; its educational programs; its admissions requirements; its student services; its tuition and other fees and costs; its financial aid programs; its policies related to transcripts, transfer of credit and refunds of tuition and fees. The institution reports accurately to the public its accredited status.**

   Los Medanos College publishes information related to its mission statement, educational programs, admissions requirements, student services, tuition and other fees and costs, financial aid programs, transcript policies, transfer of credit and refund of tuition and fees clearly and accurately in the College Catalog, the class schedule, and on the College website. Los Medanos College reports its accredited status accurately in the College Catalog, the Schedule of Classes, and on the College website. The College assures that the information is clear, accurate, current, and complete (ER-2, ER-19, ER-59).

4. The institution has policies to ensure academic honesty, policies to assure integrity in the hiring processes, and policies and procedures to prevent conflict of interest throughout the organization, including governing board decision-making and contracting, and policies that provide due process protections. Such policies are reviewed regularly and are widely available to institutional staff, students, governing board members and the public. The institution is able to provide evidence that it upholds its policies.

Los Medanos College and the Contra Costa Community College District have policies and procedures to ensure academic honesty including CCCCD *Student Services Procedure* 3027, *Student Code of Conduct* (CP-19), and *LMC Student Code of Conduct* (CP-20).

Policies to ensure integrity in the hiring process include CCCCD HR Procedure 1010.02, *Uniform Employment Selection Guide* (CP-21, ER-37).

Policies and procedures to prevent conflict of interest throughout the organization including the governing board decision-making and contracting include CCCCD Board Policy 1020, *Conflict of Interest* (ER-12); CCCCD Administrative Procedure 1020.1, *Conflict of Interest* (ER-13); CCCCD Business Procedure 11.24, *Code of Ethics for Purchasing* (CP-22); and CCCCD Board Policy 1010, *Code of Ethics of the Governing Board* (ER-11).

Policies and procedures to ensure that employees and students receive due process protections include CCCCD Human Resources Procedure 2070.01, *Academic Employee Discipline/Dismissal* (CP-23); CCCCD Human Resources Procedure 3210.01, Guidelines for Classified Disciplinary Action (CP-24); CCCCD Human Resources Procedure 3210.02, *Hearing Procedures for Suspension or Dismissal of Classified Employees* (CP-25); CCCCD Student Service Procedure 3027, *Student Code of Conduct* (CP-19).

The District Administrative Procedure 1001.01, *Process to Introduce New or Revise Existing Governing Board Policy* (CP-26), provides the process for revisions and additions to policies and procedures and regular review of policies through the shared governance process. All policies and procedures are widely available online.

5. The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services as well as statements and other information provided about its accredited status, its transfer of credit policies, and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations or non-governmental certification.

Los Medanos College demonstrates integrity and honesty in all interactions with students and prospective students. The College's accreditation status is posted on

the College's website, and included in printed Catalog and Schedule of Classes. Transfer-of-credit policies and information about licensure examinations are included in the College Catalog in print and electronically.

6. The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are to be resolved.

Los Medanos College publicizes policies ensuring institutional integrity in the College Catalog and through the *Student Code of Conduct* (CP-19). It is widely available online and in print to all students, staff, and faculty.

7. The institution establishes a governance process and policies to receive and address complaints regarding questionable accounting practices, operational activity which is a violation of applicable law, rules, and regulations, or questionable activities which may indicate potential fraud, waste, and/or abuse. The process shall allow for the confidential and anonymous submission of complaints.

The CCCCD District Board Policy 2055, *Whistleblower Protection* (CP-27), requires the Chancellor to establish procedures regarding the reporting and investigation of suspected unlawful activities by District employees and the protection from retaliation of those who make the report.

The District has implemented a confidential ethics hotline through a third-party provider, EthicsPoint. Students, employees or members of the public can make confidential reports by either calling or by going online. A link to this confidential site is on the home page of the District (CP-28), as well as the College (ER-59). Complaints submitted will produce a notification going to the District's executive vice chancellor of administrative services, the internal auditor at the District, and the College's director of business services. Each July, the chancellor apprises all employees via email about the hotline. The College makes available to all students information needed to file a complaint with either the institution or with external agencies.

8. The institution, in its relationship with the Commission, cooperates in preparation for site visits, receives evaluation teams or Commission representatives in a spirit of collegiality, and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies. The institution maintains an openness and commitment to external evaluation and assists peer evaluators in performing their duties.

Los Medanos College holds accreditation as a high priority, and cooperates with the Commission to prepare for site visits, receive evaluation teams, and Commission representatives collegially. The College maintains a spirit of openness and commitment to external evaluation and in assists peer evaluators in

performing their duties. The College complies continuously with Eligibility Requirement, Accreditation Standards, and Commission Policies.

9. **The institution makes complete, accurate and honest disclosure of information required by the Commission, and complies with Commission requests, directives, decisions and policies. The institution acknowledges that if it fails to do so, the Commission may act to impose sanction, or to deny or revoke candidacy or accreditation.**

   Los Medanos College makes complete, accurate and honest disclosures of information as required by the Commission, and complies with all Commission requests, directives, decisions, and policies.

Los Medanos College complies with the Commission Policy on Institutional Integrity and Ethics.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College contracts with a non-regionally accredited organization -- the Contra Costa Office of the Sheriff -- for the delivery of instruction in the Law Enforcement Academy through an Instructional Service Agreement.

The contracts are governed by Business Procedure 2.02, *Instructional Service Agreements (ISA)* (CP-29). The procedure complies with the Commission policy on contract stipulations and State Chancellor's Office regulations, which are based on the Education Code and Title 5. The contracts are developed/reviewed by College and District personnel and approved by the Governing Board (CP-30). The College must submit a compliance report to the District Office Finance Department for both the initial contract and the annual contract renewal, which addresses the 16 required contract provisions.

The College ISA has been approved by the Commission through the Substantive Change process (CP-31, INT-9).

The College is responsible for the quality and academic integrity of the performance of necessary control functions for the ISA educational offerings.

Los Medanos College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Compliance with Commission Policies – Evidence List

CP-1	Board Policy 4014, *Distance and Correspondence Education*
CP-2	Course Outline of Record Form
CP-3	Online Supplement to Course Outline of Record
CP-4	Distance Education Committee Webpage Screenshot
CP-5	Distance Education Webpage Screenshot of D2L
CP-6	LMC Distance Education Substantive Change ACCJC Approval Letter
CP-7	Board Policy 3013, *Student Information*
CP-8	Board Policy 3023, *Financial Aid*
CP-9	Student Services Procedure 3023, *Financial Aid*
CP-10	Cohort Default Rate Effects Guide
CP-11	LMC Cohort Default Rate History List
CP-12	Gainful Employment Webpage Screenshot
CP-13	LMC Accreditation Webpage Screenshot
CP-14	Board Policy 3006, *Awards Issued by the Contra Costa Community College District*
CP-15	Board Policy 4001, *Standards of Scholarship*
CP-16	Student Services Procedure 3006, *Awards Issued by the Contra Costa Community College District*
CP-17	Curriculum and Instruction Procedure 4001, *Standards of Scholarship*
CP-18	Curriculum and Instruction Procedure 4004, *Awards Issued by the Contra Costa Community College District*
CP-19	Student Services Procedure 3027, *Student Code of Conduct*
CP-20	Student Code of Conduct Webpage Screenshot
CP-21	Human Resources Procedure 1010.02, *Uniform Employment Selection Guide*
CP-22	Business Procedure 11.24, *Code of Ethics for Purchasing*
CP-23	Human Resources Procedure 2070.01, *Academic Employee Discipline/Dismissal*
CP-24	Human Resources Procedure 3210.01, *Guidelines for Classified Disciplinary Action*
CP-25	Human Resources Procedure 3210.02, *Hearing Procedures for Suspension or Dismissal of Classified Employees*
CP-26	Administrative Procedure 1001.01, *Process to Intro New or Revise Existing GB Policies*
CP-27	Board Policy 2055, *Whistleblower Protection*
CP-28	CCCCD Office Website Homepage Screenshot
CP-29	Business Procedure 2.02, *Instructional Service Agreements (ISA)*
CP-30	Governing Board Approval ISA Contract 2013-2014
CP-31	LMC Fire and Police Academies Substantive Change ACCJC Approval Letter
ER-2	2014-2015 College Catalog
ER-5	LMC Mission Statement College Catalog

ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-11	Board Policy 1010, *Code of Ethics of the Governing Board*
ER-12	Board Policy 1020, *Conflict of Interest*
ER-13	Administrative Policy 1020.01, *Conflict of Interest*
ER-19	Spring 2014 Schedule of Classes
ER-24	Curriculum Committee Forms and Handbook Webpage Screenshot
ER-37	*Uniform Employment Selection Guide*
ER-57	*Student Learning Outcomes: A New Model of Assessment spring 2012*
ER-59	LMC Website Homepage Screenshot
ER-62	LMC About Us Webpage Screenshot
INT-8	LMC Distance Education Substantive Change Proposal
INT-9	LMC Fire and Police Academies Substantive Change Proposal

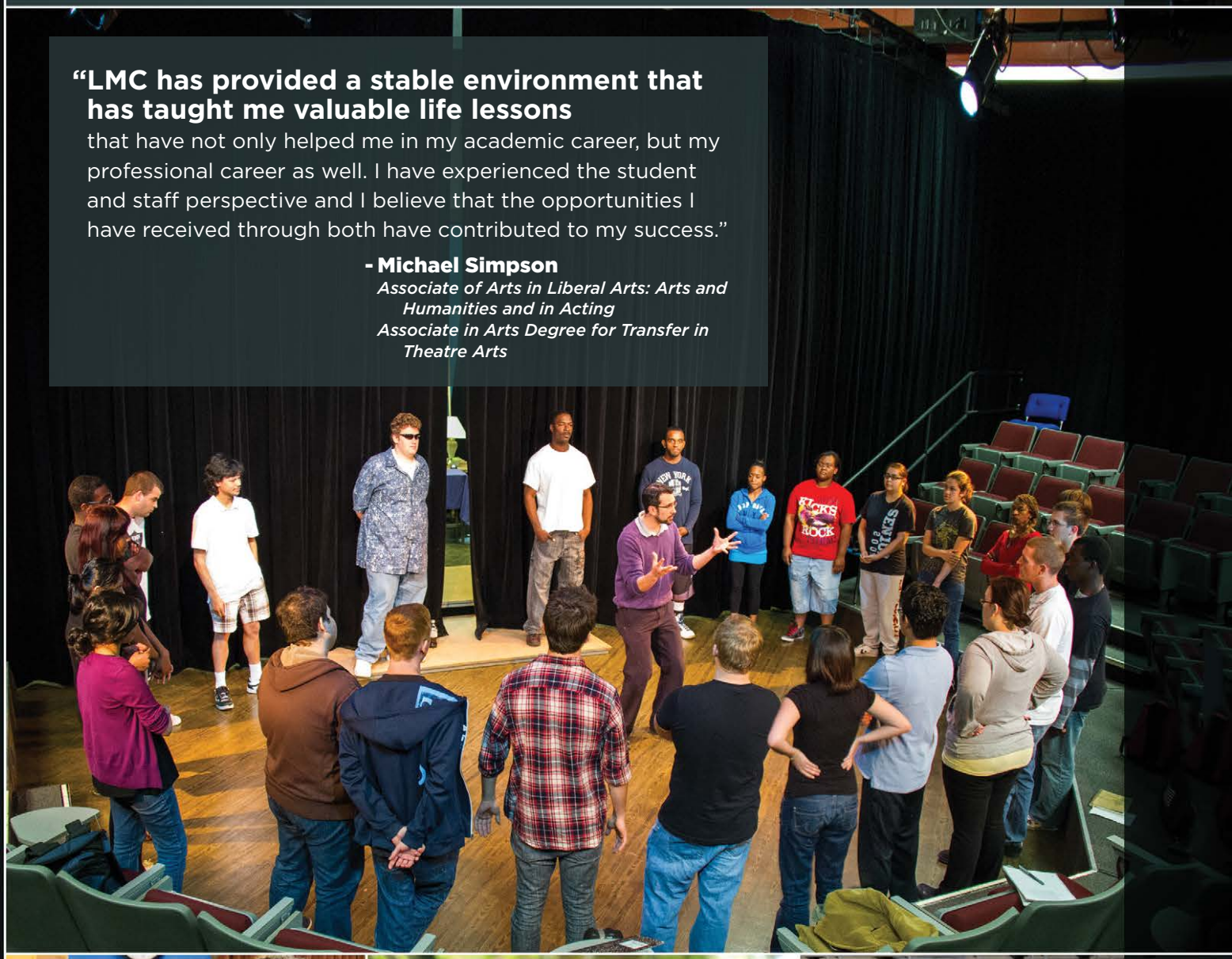
listed in alpha-numeric order

LOS MEDANOS COLLEGE

Responses to 2008 Visiting Team Recommendations

"LMC has provided a stable environment that has taught me valuable life lessons
that have not only helped me in my academic career, but my professional career as well. I have experienced the student and staff perspective and I believe that the opportunities I have received through both have contributed to my success."

- Michael Simpson
Associate of Arts in Liberal Arts: Arts and Humanities and in Acting
Associate in Arts Degree for Transfer in Theatre Arts



Responses to 2008 Visiting Team Recommendations

In the summer of 2008, Los Medanos College submitted its "Institutional Self Study Report in Support of Reaffirmation of Accreditation". The subsequent accreditation site visit, conducted in October 2008, and the Commission action taken in January 2009 resulted in three College Recommendations and four District Recommendations. The College then addressed College Recommendation 1 and District Recommendation 1 in a Follow-Up Report, submitted in October 2009. Further evidence of the institution's work to resolve District Recommendation 1 was included in an October 2010 Follow-Up Report. LMC's Focused Midterm Report, which was submitted in October 2011, addressed College Recommendations 1, 2, and 3, as well as District Recommendations 2, 3, and 4. The narrative that follows incorporates information from the 2008 accreditation report, the two follow-up reports, the focused midterm report, and other progress to date.

College Recommendation 1: Although the college has made significant strides in developing institutional and program SLOs, the team found that approximately 75 percent of the college's courses do not have SLOs as part of the course outline of record. Therefore, the team encourages the college to accomplish what it set out to do in meeting its timeline for reaching proficiency in its course-level SLOs by 2012. Furthermore, the team recommends that that process be implemented so that by 2012 the college will have developed and implemented methods for assessing those SLOs and use the results of those assessments to improve student learning in all its courses. (Standards IB1, IIA1a, IIA1c, IIA2a, IIA2b, IIA2e, IIA2f, IIA2g, IIA2i, IIA3, IIA6, IIA6a, IIB4, IIC1a, IIC2, IIIA1c)

Response to College Recommendation 1

All courses at Los Medanos College now have student learning outcomes (SLOs) clearly documented in every official course outline of record. Early in 2009, the president of the College appointed a taskforce to oversee the process to update 100 percent of the College's course outlines, while incorporating SLOs for the course and documenting the alignment of course SLOs with program SLOs in the official outline of record. All course outlines continue to be updated at least once every five years (CR-1, ER-25). All new and updated course outlines must include SLO and assessment information in order to be approved by the Curriculum Committee.

Since the last accreditation site visit in 2008, the College has spent substantial time and effort in reviewing, revising, and improving its SLO assessment model. In 2010-2011, LMC was selected as one of 15 colleges in the state to receive technical support from the Research and Planning Group's Bridging Research, Inquiry and Cultures (BRIC) Initiative to build institutional capacity in assessment. The three areas that the College selected for this technical support were Student Learning Outcomes

Assessment, Institutional Effectiveness Assessment, and Turning Data into Meaningful Action. Members from a variety of College groups - including the Shared Governance Council, the Teaching and Learning Project (TLP - the College's assessment committee), the Curriculum Committee, the Distance Education Committee, and the Academic Senate - were invited to participate. This initiative enabled the College to re-evaluate, redefine, and streamline its assessment cycles at all three levels of student learning outcomes: course, program, and institutional. As part of this process, General Education SLOs were re-defined as institutional SLOs.

In order to improve assessment processes, the TLP surveyed full-time and part-time faculty during the 2010-2011 academic year regarding assessment issues and processes (CR-2). Ninety-seven full-time and ninety part-time faculty responded to the survey. As a result of survey responses, the TLP determined that the SLO assessment model at that time was too complex and cumbersome. During the 2010-2011 academic year, the faculty SLO lead worked extensively with faculty, staff, and managers to synchronize the assessment cycles at the course- and the program-levels with program review and the cycle for updating of course outlines. The responsibility for the development and assessment of course- and program-level student learning outcomes lies with department chairs, based on the *United Faculty Contract* (ER-36). The structure and membership of the assessment committee – re-named the Teaching and Learning Committee (TLC) – was modified to include more faculty and department chairs, effective fall 2012.

The revised model for SLO assessment was approved by the Academic Senate and the Shared Governance Council in spring 2012 and the model was implemented beginning in fall 2012 (CR-3, CR-4). In particular, General Education SLOs became the only institutional-level SLOs. Course-level and program-level assessment is aligned with the five-year cycle for comprehensive program review and the annual program review updates. The new model also supports the five- year review and updating of course outlines of record. The five-year assessment cycle includes four years of course-level assessment (with 25 percent of the courses within an instructional program in the same cohort year); the fifth year is for program-level assessment. All courses offered at LMC were grouped into assessment cohorts beginning in fall 2012. New courses are added to cohorts as they are created and this information is included in the course outline.

Within the previous years' program assessment cycles, 100 percent of degree and certificate granting programs had completed program-level student learning outcomes assessment projects. As outlined in the assessment model implemented in fall 2012, program-level student learning outcomes in all degree, certificate, and skills certificate granting programs are scheduled to be assessed by spring 2017 (CR-5, ER-57). As of May 2014, 435 of the 625 courses listed in the College Catalog have been assessed. Included in the remaining courses are:

- courses that have not been offered due to budget and schedule reductions (approximately 50 courses);

- courses that have been assessed in cohort year 1 (2012-2013), but have not yet reported the results of assessment;
- courses scheduled for assessment in cohort year 2 (2013-2014); and
- new courses added to the catalog and scheduled to be assessed in the coming years.

Assessment results are compiled by program faculty and department chairs and reported using a Word document. The TLC has created recommended templates for both course-level and program-level assessment reporting, which are used by the majority of programs. Prior to November 2013, assessment reports could be submitted to the SLO coordinator or uploaded directly to the department's assessment folder on the "public drive" of the College (CR-6). Beginning in December 2013, course-level assessment reports can be uploaded directly to the College's Program Review Submission Tool (PRST) and are stored in the tool's data repository folders (ER-55). The assessment section of the PRST allows departments to view the course assessment cohorts and schedule that they have established, allowing for better tracking of assessments. Beginning in February 2014, program-level assessment reports can also be uploaded to the PRST. An executive summary of program-level assessment results is also uploaded to the College website for students (current and prospective), as well as for the community to access easily (CR-7).

Both the annual update and five-year comprehensive program/unit review include questions about program and course assessment. Assessment results are used to identify areas in a course and/or program that should be included in departmental planning. Through the program review process, departments are asked to identify objectives and activities that support the mission and goals of the District, College and/or department. Planning objectives also address areas of improvement identified as a result of assessment. These areas could be in pedagogy, assessment instruments, technology, inclusion of more hands-on learning, etc. Programs that require funds to make improvements as a result of assessment or other information document these needs in the program review prior to requesting resources through the Resource Allocation Process (RAP). Results of the CSLO and PSLO assessments are reviewed by a combination of the chief instructional officer, Office of Instruction, and the leadership of the TLC in order to identify areas where College wide discussion or professional development is required. As the College moves through year two of the five year assessment cycle, some programs are implementing new strategies to address previously identified needs through course and/or program assessment.

LMC has responded to this recommendation by including student learning outcomes in all course outlines, by streamlining and systematizing its assessment process, by using assessment results to improve student learning, and integrating assessment into the program review process and resource allocation requests.

College Recommendation 2: The team recommends that the college develop mechanisms to ensure the closer alignment of the Brentwood Center with college operations, services and practices. (Standards IIB3a, IIC.1.c, III.C.1.c, IVA.1)

Response to College Recommendation 2

Los Medanos College has made significant progress since the last accreditation site visit in 2008 to align its two locations: the main campus in Pittsburg and the Brentwood Center. Although coordination existed previously, the College has taken a number of concrete steps to improve alignment, since the visiting team's recommendation was written. These steps are outlined in the sections below:

Center Management Structure

For a number of years, administrative oversight for the Brentwood Center was exercised by a faculty coordinator with 100 percent reassigned time. The faculty coordinator reported to an academic dean located at the Pittsburg campus. While this structure worked for the interim, alignment between the two locations was not always optimal. Additionally, the College needed to create a formal management presence in Brentwood in order to meet the state requirements to achieve "center status", a designation granted by the Board of Governors (BOG) at its March 2012 meeting.

In 2011, in collaboration with the chancellor and the president of Diablo Valley College (DVC), the interim president of LMC arranged for the executive dean of the DVC's San Ramon campus to have management responsibility and oversight for both the San Ramon Center and the Brentwood Center. Following a transition in spring 2011, the executive dean assumed his duties in June 2011. For his Brentwood responsibilities, the executive dean reported to the LMC president and served as a member of the LMC President's Cabinet. This management structure remained in place through August 2012. LMC hired a permanent president in July 2012. In September 2012, the individual serving as the executive dean was hired as the LMC vice president for instruction and student services. The new vice president retained temporary responsibility for the Center to provide continuity during the 2012-2013 academic year. During the 2012-2013 academic year, the management structure of the College – including the Brentwood Center – was reorganized.

As a result, the senior dean of student services was designated to serve as the on-site administrator for the operations of the Brentwood Center. The vice president retained responsibility for the instructional programs offered at the Center and responsibility for community development in the Center's service area. The senior dean of student services and Brentwood Center focuses on the day-to-day operations of the Center, including all student services provided at that location – thus facilitating closer alignment of student services practices at both locations (INT-6).

Student Services Staffing

Student Services has been expanded significantly in the Brentwood Center in order to better serve those taking classes at that location. In order to coordinate those services and to serve as a liaison with the Pittsburg campus, a 1.0 FTE student services and instructional support coordinator (SSISC) was hired in fall 2009. Additionally, a 1.0 FTE tenure-track faculty position (counselor) was hired and assigned to the Center. The counselor conducts workshops and teaches counseling courses, in addition to counseling students by appointment and on a drop-in basis.

Budget reductions experienced during the 2011-2012 fiscal year resulted in the reduction in time base of the SSISC to .50 FTE, and one of the Admissions and Records staff was reduced to .75 FTE. Most of the hourly assistance available for supplemental staffing in Admissions and Records was eliminated. The individual serving in the reduced .50 FTE SSISC position transferred to a different position within the District resulting in a vacancy, which created an opportunity to once again reorganize available resources to provide services in these areas.

Overall staffing and operating budget reductions, due to reduced revenue to the District and College from the state, were proportional at both the Pittsburg and Brentwood locations.

Starting in the 2012-2013 academic year, the responsibility for the staff coordination of student services was assigned to the satellite center business services coordinator. The Admissions positions were reconfigured to create a higher level position (lead admission & records assistant) that enabled additional services to be offered at the Center (such as transcript analysis) and provide improved communication between the Admissions and Records Office in Pittsburg and the Center (CR-8). The current student services staff consists of:

1.0 FTESatellite Business Services Coordinator
1.0 FTELead Admission & Records Assistant
1.0 FTEAdmission & Records Assistant I/II
.75 FTEAdmission & Records Assistant I/II

In addition, beginning in fall 2013, Police Services staffing was expanded into the evening to provide coverage during all of the hours that the Center is open to the public.

There are other expanded student services in Brentwood, which have been implemented in collaboration with the Pittsburg campus:

- Financial Aid services are available one day per week.
- DSPS counseling is also available one day per week, and as-needed by appointment.
- Expanded information/outreach is offered to Brentwood students, including "Welcome Days" and student services information tables.

- The Transfer Center has arranged for university representatives to visit the Brentwood Center.
- The Career Center has offered classroom workshops, information tables, and career consultation appointments.
- The Employment Center provides job referral information and workshops.
- Assessment services for both math and English are available at the Center and are coordinated and facilitated by the satellite business services coordinator.
- The Bookstore opens a temporary outlet at the Center at the beginning of each semester to sell books for all the courses offered at the Center, as well as miscellaneous supplies. The temporary store is re-opened at the end of each semester to facilitate book buy back. In fall 2013, a new supplies vending machine was installed at the Center for necessary supplies (such as blue books, Scantrons, etc).

Scheduling Instructional Programs and Sections

A reorganization of the instructional management team in 2012-2013 resulted in more efficient schedule development for the Brentwood Center. The vice president, as the chief instructional officer, provides direct supervision to the three instructional deans overseeing all academic programs at the College. In fall 2013, the vice president and the three instructional deans collaborated closely to finalize a more balanced spring 2014 schedule for the Brentwood Center, providing additional review of draft department schedules submitted for approval. Students taking classes only at the Brentwood Center are now able to complete all associate degree requirements at the Center.

Instructional support and instruction has also increased and improved at the Center. Brentwood's first 1.0 FTE classified math lab coordinator was hired in August 2009. The first 1.0 FTE tenure track English faculty member was hired and assigned to the Center in fall 2012. New space for the math lab and for tutoring was added in January 2010. Tutoring and reading/writing consultations, delivered in conjunction with the Center for Academic Support at the Pittsburg campus, are now available eight hours per week at the Brentwood Center. Both the math lab and tutoring services are heavily used by students. Several smart classrooms, equipped with the latest instructional technology, were also added. The computer lab for instruction and for student use has also been upgraded – the computers are now as good, or better, than those at the Pittsburg campus. Several other student-use computers have been added at various locations in the Center. Brentwood Center computers have now been placed on the same replacement rotation cycle as those at the Pittsburg campus.

The library established a reserve book system for faculty and students to utilize at the Center. Reserve books are now available for students on-site at the Center, similar to the arrangement at the Pittsburg campus. Students may also request library books be delivered to the Center for check out. Finally, students taking classes at the Brentwood Center also have access to the library's vast array of electronic resources.

LMC has also demonstrated its commitment to the Brentwood Center in terms of facilities. Since the last accreditation site visit, the College has added four classrooms and a tutoring lab to the facility, which used to be a super market in a small strip mall prior to the extensive remodeling. Of greater long-term importance, the CCCCD Governing Board, at its November 2010 meeting, authorized $4.8 million to purchase a 17-acre property south of the city of Brentwood, funded by local bond revenues, for the construction of a permanent Brentwood Center (CR-9, CR-10). The land acquisition was completed in July 2011. The District and College have completed a needs study, an initial project proposal, a final project proposal (summer 2011), and an environmental impact report for the proposed new facility and location (CR-11, CR-12, CR-13, CR-14). The Governing Board seeked funding to build the permanent Brentwood Center facility through a June 2014 local bond measure. The 2014 local bond measure was approved and will provide the necessary funds to build and occupy the facility in 2017-2018 (CR-15, CR-16).

Finally, LMC continues to strengthen collaboration and communication with the Brentwood Center. Since 2009, the chancellor and the LMC president have met numerous times with employees at the Brentwood Center to share information and discuss items of mutual interest, particularly budgetary issues. The Academic Senate has an official Brentwood representative, a Brentwood classified staff member served on the Shared Governance Council for a two-year term, and a faculty member from the Brentwood Center serves on the Curriculum Committee. In addition to these specific positions, more general discussions continue on how to facilitate the participation of Brentwood Center employees' in College governance processes. In May 2011, a 10-year celebration of the Center (at its current location) was held with extensive participation by employees from both locations and significant community participation.

In summary, Los Medanos College has developed and implemented mechanisms to align the Brentwood Center and Pittsburg campus operations, services, and practices.

College Recommendation 3: In order to increase effectiveness and respond fully to the previous recommendation, the team recommends that the college implement an integrated professional development plan to ensure that employees have regular structured training on information technology and instructional design.

Response to College Recommendation 3

Los Medanos College has made substantial progress in implementing an integrated professional development plan. Aspects of this plan ensure that employees have regular structured training on information technology and instructional design through the intentional planning, design, and continual expansion of the professional development program at LMC. Each of these aspects is outlined in the following sections:

- Professional Development Advisory Committee
- Technology Workshops, Trainings, and Resources
- Distance Education – Best Practices in Pedagogies
- Continuous Improvements

Professional Development Advisory Committee

During fall 2007, the Shared Governance Council (SGC) authorized the creation of a Professional Development Task Force to analyze needs and recommend improvements for the professional development program on campus. This task force, comprised of 12 active members representing faculty, classified staff and managers, presented its proposal to the SGC in May 2009. The SGC and the College president accepted the proposal, which included a professional development Mission Statement and related values, outcomes, guidelines, and operational procedures (CR-17).

As a result of this proposal, the Professional Development Advisory Committee (PDAC) was established in spring 2010. Due to funding cutbacks in the California Community College System at that time, full staffing as recommended in the proposal was not possible. However, per the president's decision, modified staffing was provided through the Office of College Advancement for PDAC and its various programs and activities. The senior foundation director provides management oversight and direction to PDAC and professional development activities on campus, and the Office of College Advancement administrative assistant fills the role of the campus wide professional development coordinator, providing day-to-day leadership and support to the program. These two staff persons are PDAC co-chairs and collaboratively facilitate planning and continuous improvement for the campus wide professional development program and plan (CR-18).

PDAC's mission is "to strengthen and support a dynamic learning environment that promotes and enhances the personal, professional, and organizational development for all employees with the ultimate goal of student success". As a shared governance committee, PDAC receives its charges from the SGC annually (CR-19, CR-20). PDAC membership is comprised of representatives from each of the campus constituencies, including students (CR-21), and the committee structure includes six standing sub-committees: Conference Review, Health and Wellness, Leadership, Orientation, Teaching and Learning, and Technology. Additionally, in an effort to further integrate professional development planning, PDAC has included LMC's Local Planning Group (the group contractually responsible for planning and approval of all faculty Flex activities) as an integral part of PDAC (CR-22).

In spring 2013, PDAC completed a two-year strategic plan (2013-2015), which includes goals and objectives, to focus the work of the committee. Several resources were used to guide the development of this plan, including SGC's charges, the District's *Strategic Plan*, LMC's *Educational Master Plan* and *Interim Strategic Priorities*, PDAC's self-assessment, the District's professional development survey results, LMC's Flex evaluations, and the 2008 Accreditation Visiting Team's Recommendations. Two focus areas of the visiting team's third recommendation -

"structured trainings regarding technology and instructional design" - are addressed in these goals and objectives and in the related activities' design (CR-23).

PDAC has made it a priority to connect and collaborate with other professional development initiatives on campus. There has been an intentional "cross-pollination" between PDAC's membership on other campus committees in order to support a network of professional development communications reaching across the campus. Additionally, PDAC's integrated approach is enhanced by inviting non-PDAC members to participate on PDAC sub-committees. As a result of this on-going professional development network, PDAC has been able to support other campus committees by publicizing their professional development activities, assisting with online registrations and evaluations, and in making appropriate professional development linkages. By identifying these areas for collaboration, PDAC is creating more effective and efficient use of resources and is helping to break down "silos". Examples of such collaborations include:

- Collaborative Learning: In response to information about the need for technology trainings from various campus departments and programs, PDAC co-sponsored activities with other committees, and to address these needs.
- Joint Planning, Program Development and Implementation: PDAC worked closely with the LPG, the IDEA Committee, and with members of the General Education Committee to create the on-going campus wide professional development initiative, "Looking In – Looking Out Initiative: A respectful and inclusive exploration of cultural humility, unconscious bias, and competence at LMC".
- Conference Review Team: This group works closely with grants, committees and departments, resulting in consistent procedures for conference funding requests, recommendations, and approval processes.
- PDAC reaches out across the campus, identifying faculty, staff and managers to facilitate workshops and other professional development activities throughout the year.

Professional development activities on campus, including technology-related trainings and activities, are provided through various delivery modes, such as employee- and consultant-facilitated workshops, peer mentoring, inquiry groups, teaching communities, and off-campus workshops and conferences. Professional development activities are regularly scheduled during pre-semester Flex days and throughout each semester. Additionally, links to professional development resources are available online on PDAC's websites and the websites of several campus committees and departments. The Office of College Advancement also regularly shares professional development resources, such as reports and articles, and professional development opportunities like webinars, conferences, and trainings. This information is shared on the Professional Development website (CR-24), through e-mail or one-to-one communications, as appropriate.

Continuous improvement, as a result of on-going assessment, is an important value and practice for LMC's professional development program. PDAC and the Office of

College Advancement contribute to a participatory culture of institutional learning through regular assessment, documentation, and building on lessons learned from all of its professional development activities (CR-25, CR-26, CR-27, CR-28).

Technology Workshops, Trainings and Resources

Since the establishment of PDAC in 2010, there has been a concerted effort to determine LMC's campus-specific technology professional development needs. These needs are determined through an annual employee survey (CR-29, CR-30) – conducted by the District and disaggregated by each campus and by constituency needs – and through PDAC's campus wide network. The identified needs for technology professional development trainings and activities are shared by PDAC and by the professional development staff with PDAC's Technology Sub-Committee or with the Academic Senate's Distance Education Committee. The professional development staff in the Office of College Advancement works closely with LMC's technology systems manager as well as the distance education coordinator, who reports to the Office of Instruction. This new 25 percent faculty reassigned-time position was instituted in fall 2013, along with funding for increased distance education trainings, based on needs identified through professional development surveys, the campus program review process, and a proposal submitted by the Information Technology Department through the resource allocation process (ER-56). The new reassigned-time position and increased training greatly assisted with the start-up of the District's new learning management system, Desire2Learn, and LMC's focus on creating a thoughtful and strategic *Distance Education Plan*. PDAC, the Distance Education Committee, and related staff work collaboratively in the planning and implementation of all professional development related to online education.

Since the last accreditation visit, there have been regular and focused efforts to address the desk-top technology training needs of all LMC employees and the specific in-class and online technology training needs of faculty. Workshops on Microsoft Office programs, LMC's web-design software - Contribute, and trainings on the District's Colleague software and reporting functions, program review online submission tool, and other LMC-utilized software programs have been offered at various times throughout the semesters. Additionally, there have been faculty peer-to-peer workshops on how to use classroom and student support services technologies, including curriculum and student services focused software, social media, blogs, podcasts, and learning management systems (CR-31, CR-32).

In order to emphasize the importance of technology-related professional development, Goal #3 of the PDAC Strategic Plan states: "Faculty, staff and managers are using current technologies to support student success". Two activities under this goal are: 1) "LMC employees will participate in technology trainings which will result in increased job efficiency and competencies"; and 2) "All faculty who teach fully online or hybrid classes, or who use a learning management system as a supplement for their face-to-face classes, will be trained to use the District's new learning management system, Desire2Learn" (CR-23).

Professional development activities and trainings on desktop technologies are conducted during pre-semester Flex days and regularly throughout the year for all employees. Professional development for technology-related activities and trainings are provided through various delivery modes, including employee- and consultant-facilitated workshops, peer mentoring and off-campus workshops and conferences. A majority of the workshops provide Flex credit for faculty. Online resources are also available through distance education (CR-24, CP-5).

PDAC requires participant evaluation of each training/workshop – evaluations of technology sessions have been overwhelmingly positive (CR-27).

Distance Education – Best Practices in Pedagogies

Professional Development is offered to all faculty who desire to teach fully online or hybrid (face-to-face combined with online) classes, and for those who want to use a learning management system as a supplement to a face-to-face class. Training sessions focus on effective online teaching practices. Faculty are taught how to utilize various learning management system (LMS) tools in order to design online courses that enhance interaction between faculty and students. Best practice emphasizes the constant involvement of the instructor with students and course materials through the use of these technological tools. Distance education training also exposes faculty to the benefits and the pitfalls of teaching online. Workshops are offered about accessibility and Section 508 compliance and include such topics as distance education accessibility guidelines and updated information from the Center for Assistive technology and Environmental Access (CR-33, CR-34).

Additionally, the CCCCD Teaching Academy, a collaborative project of the Academic Senates of the three colleges, has offered an online course, "Web-based Retention/Persistence Strategies for Online and Face-to-Face Classes". This no-cost course, which offered one unit of District-only, upper-division credit upon successful completion, covered such topics as best practices for online teaching, useful software and approaches to developing pedagogically sound online content, creating flexible methods of offering contact hours with students, and increasing online retention and completion (CR-35, CR-36, CR-37).

To supplement face-to-face and online trainings, an extensive "best practices" document is posted on the LMC Distance Education Committee webpage (CR-38). In addition to formal training, experienced online faculty mentor other faculty who are beginning to teach online, working with them from the design of the online classroom though all aspects of instruction. Additional trainings are available through the state Chancellor's Office Telecommunication and Technology Infrastructure Program and other online teaching resources. Links to these resources are available on the PDAC and the Distance Education Committee websites.

Continuous Improvements

While Los Medanos College has made substantial advancements in the implementation of an integrated professional development plan, College employees

understand that professional development is not a one-time activity with an end point, but rather it is an ongoing activity to promote student success. In order to teach and learn new job skills and approaches to student success, there is the need for a sustained approach to professional development. In this spirit of ongoing and continuous professional growth and learning, LMC is exploring additional program improvements, which include additional staffing, a dedicated space for professional development, and more focused outcomes-based assessment processes for professional development.

Los Medanos College has addressed this recommendation through its progress to implement an integrated professional development plan and its focus on technology training.

District Recommendation 1: The team recommends that in order to improve its resource allocation process, the District should expedite development of a financial allocation model, including the following (Standards III.C.1, III.D.1a, III.D.2a, III.D.3, IV.B.3c):

a) the model as a whole;
b) funding for adjunct faculty in a way that will support the District and college intentions to increase student enrollment; and
c) technology funding.

Response to District Recommendation 1

In response to the team's recommendation to expedite development of a financial allocation model, the District began a modification of its allocation process using the Chancellor's Cabinet as the task force working with the District Finance Department. The visiting team clearly suggested that an overall fiscal resource review and allocation process be formalized by the college and linked into the District process and that the District improve its resource allocation processes.

For many years, the District had determined the level of funding for each of the colleges through the use of separate classified, adjunct faculty, and operating funding formulas. However, formulas were not used for the allocation of management, full-time faculty positions, District Office and District wide services. Additions and reductions for positions in all employee groups were determined by the Chancellor's Cabinet.

Realizing that more consistency, equity and transparency were needed in the allocation formulas, District leadership began to review and revise the budget policies and procedures, including funding formulas, for the 2005-2006 academic year. In 2006, SB 361 was passed by the state legislature; it provided a base allocation for each college and center, as well as per FTES funding by credit, non-credit, and CDCP FTES (Career Development College Placement). Following the implementation of

SB 361 in 2007, the formulas for college operations and classified staff, other than what was covered in the original Business Procedure 18.03, were codified (DR-1). The District codified college operations in Business Procedure 18.02 (DR-2) and other operational staff (Business Procedure 18.03, now incorporated into Business Procedure 18.01). Not since the late 1990s had the District undertaken a comprehensive review of the allocation formulas.

With the change in leadership of the finance area at the District Office, work on the allocation formulas resumed in the fall of 2008. The following areas were identified as problems because the allocation model at that time was:

- difficult to understand due to the number of formulas;
- not transparent;
- patriarchal in approach, with the District bearing all responsibility;
- not funding colleges appropriately in the adjunct faculty allocation; and
- lacking in management and maintenance and operations funding formulas.

In renewed efforts to develop an improved allocation model, the Chancellor's Cabinet took into consideration those areas addressed in the accreditation Standards at that time:

- technology support (Standard III.C.1);
- integration of financial planning that supports institutional planning (Standard III. D.1a);
- appropriate allocation and use of financial resources to support student learning programs and services (Standard III.D.2a);
- assessment of the effective use of financial resources and use of the results as a basis for improvement (Standard III.D.3); and
- fair distribution of resources that support effective college operations and the strategic directions of the District and the colleges (Standard IV.B.3c).

The Chancellor's Cabinet reviewed various principles and fundamentals for allocation models and chose the following guiding principles for development of its new allocation model:

1. simple and easy to understand;
2. fair;
3. predictable;
4. consistent;
5. uses quantitative, verifiable factors;
6. minimizes internal system conflict;
7. efficient to administer;
8. provides for financial stability;
9. protects the integrity of base funding;
10. provides for appropriate reserves;
11. responsive to planning processes, goals and objectives;
12. recognizes cost pressures;

13. efficient use of District resources and provides sensible use of public funds;
14. flexible enough to allow for decisions to be made at the local level;
15. allows for colleges to initiate, implement, and be responsible for new program initiatives;
16. provides transparency for District Office and District wide expenditures in support of college operations;
17. matches resources with service levels using objective standards or measures;
18. adequate and sufficient to sustain operations;
19. does not adversely impact any college; and
20. recognizes individual contributions of the colleges and District wide services to the overall mission to serve of all the communities in the CCCCD.

After reviewing a presentation and concepts of how other multi-college districts allocate resources, the Chancellor's Cabinet chose a "College First" approach that links a whole model to revenues, with an emphasis on a clear delineation between college and District roles. This model was selected as most appropriate based on the autonomous culture of the colleges and historical funding patterns. Further, this model allows for the financial decisions at the college level to meet student and community needs, while taking advantage of the centralization of services where economies of scale can be achieved.

After modeling the SB 361 allocation funding for all three colleges for fiscal years 2007-08 and 2008-09, it became clear in May 2009 that adopting a pure SB 361 model would not meet the principles adopted by the Chancellor's Cabinet, in particular the principle of not having an adverse impact on any college. Variations of SB 361 were explored, with the intent that a revenue-driven SB 361 model to allocate growth, coupled with considerations for student population and historical funding patterns, would best serve all three colleges. Using SB 361 as the metric would acknowledge any subsidies or shortages for all the colleges.

During April 2009, budget forums were conducted throughout the District during which the concept of SB 361 funding and a College First model were presented. The budget forums were held at all three colleges and the two centers, and at the District Office. All employees were invited to attend the forums -- participation ranged from approximately 45 participants at Contra Costa College to 70 participants at Los Medanos College. On April 29, 2009, the Governing Board's annual study session on the budget focused on "Considerations for a New Allocation Model".

The Chancellor's Cabinet developed a strategy to complete work on the model as a whole (District Recommendation 1a) during 2009, with a planned implementation date of fiscal year 2010-11. During 2009-10, the existing allocation formulas were adjusted to better fund the colleges by creating management, maintenance, and operations formulas, in addition to addressing a phased-in approach for stable technology funding. The adjunct faculty formula documentation and issues were addressed through:

1. Reflecting the actual cost of adjunct faculty payroll hours per FTEF from the existing 540 hours per FTEF to 605 hours for CCC, 589 hours for LMC, and 571 hours for DVC;
2. adjusting FTES/FTEF productivity assumptions to match targets; and
3. formalizing the elements for calculating the adjunct faculty formula noted in Business Procedure 18.02 (DR-2).

A presentation on the allocation model was given to the District Governance Council on August 25, 2009. It included a discussion about the progress on the allocation formula at that time in a paper on "Revenue Allocation in Multi College Districts" and a paper called "Allocation Model – August 18, 2009." The information contained in the "Allocation Model" provided the DGC with the background on the work to date, as well as the principles developed by the Cabinet for creating a new allocation model. Dates were set at the September 1, 2009, DGC meeting for expanded meetings for October and November 2009 to provide input on the Allocation Model.

During the October 13, 2009 DGC meeting, a presentation was given outlining community college funding in relation to the entire state budget process. This led into a discussion about collaborative working relationships between constituencies and finally into goals and principles specific to the proposed new SB 361 allocation model. The principles of fairness, equity and transparency were discussed at length and the definitions for these principles were articulated. It was determined that future meetings would be needed to further understand the process and the principles that would guide the SB 361 allocation model.

On November 10, 2009 DGC met again during an expanded session to discuss the SB 361 allocation model. The goal of the meeting was to develop four to five principles to guide the model. A list of principles previously discussed at the Chancellor's Cabinet was presented to DGC for review and refinement. With approximately 20 individuals participating from management, classified, faculty and students, DGC developed a list of 17 principles to be discussed and combined into higher-level principles in further meetings. The meeting concluded with a presentation from management on why a revenue-based model was preferred. Discussion and questions about this presentation were eventually halted due to time constraints; it was then decided to incorporate future discussions of the SB 361 model into the regular DGC agendas in order to maximize attendance.

The December 1, 2009 DGC meeting resulted in agreement on the values and principles of the model: transparency, flexibility, accountability, local control, simplicity and shared governance. With the goal of implementing the new model by July 2010, it was agreed that DGC's role would be to provide input and feedback on the model as it developed. Also, with several individuals at DGC having missed last meeting's presentation on the rationale behind developing a revenue-based model, it was presented again for everyone's benefit.

The agreed upon budget principles were reviewed and passed by motion in the January 26, 2010 DGC meeting. Notwithstanding the approval, DGC's various constituencies also brought up a number of issues that were of concern. Since many of these issues were yet to be resolved or were still being considered at the Chancellor's Cabinet, it was agreed that the DGC meeting in May would have a report addressing the concerns.

After receiving input from all constituencies regarding the principles and values the SB 361 revenue allocation model should adhere to, the Chancellor's Cabinet and college business directors worked on fine-tuning the model within the approved framework. Thus, in February 2010, administration began the process of creating and/or amending policies and procedure to codify the new funding model. This resulted in Business Procedure 18.01, *The Contra Costa Community College District General Fund Budget*, being approved on July 28, 2010, and Business Procedure 18.02, *Parameters for Budget Development and Preparation*, being approved on June 22, 2010. Both procedures went through the shared governance process for approval.

Over the next few months, Chancellor's Cabinet and the college business director's worked on implementing the SB-361 model for fiscal year 2010-11. Giving updates to DGC at each of their next four meetings (March 2010 through June 2010), administration was able to keep all constituencies aware of, and involved with, how the new funding model was taking shape.

As hoped, the model was ready to be utilized for fiscal year 2010-11 and was ultimately approved by the Chancellor's Cabinet, DGC, Faculty Senate and the Board of Governors through Business Procedure 18.01

The final rendition of the model for fiscal year 2010-11 ultimately achieved success in including all five principles:

- Transparency – This was achieved in the process leading up to the formulation of the model and within the model itself. The numerous meetings that were held and the openness of administration in not only explaining what was happening but also in asking for feedback and guidance during the developmental process was critical for District wide buy-in. In addition, the inner workings of the model were easy to understand and were explained to each constituency's representatives on an on-going basis.
- Flexibility – The model itself provided great flexibility to the colleges. District wide costs -- such as utilities, legal, technology and the District Office operations itself -- were taken off the top before any allocations were made to the colleges. This allowed the colleges to receive their annual allocations and make all local decisions without having to set aside monies for unavoidable costs. The decisions on how best to utilize their allocation were up to the colleges to make.
- Accountability – Alongside the flexibility to make decisions comes the accountability to live with them. There were incentives built into the model to make certain that colleges would meet their FTES goals; not meeting those goals could result in loss of funds to a sister college. Moreover, the colleges

were allowed to carry forward their own fund balances which incentivized rational spending and got rid of the "use it or lose it" mentality which had existed previously.
- Local control – Perhaps the greatest change brought by the revenue allocation model was the local control that the colleges now had with their budget and decision-making. The model allowed for the colleges to be responsible for their actions and to make decisions quickly when opportunities arose. This change created a sense of entrepreneurialism at the colleges.
- Shared Governance – The implementation process was done through shared governance from beginning to end. In addition, unlike most business procedures, Business Procedure 18.01, *The Contra Costa Community College District General Fund Budget*, requires consultation at all shared governance levels in order for any changes to be made. This means that any future revisions to the model will necessitate approval of Chancellor's Cabinet, DGC, Faculty Senates Coordinating Council and the Governing Board. The procedure has a built-in shared governance mechanism.

The District and colleges have responded to the visiting team's recommendation to expedite development of a financial allocation model to address the model as a whole (District Recommendation 1a), funding for adjunct faculty in a way that will support the District and college intentions to increase student enrollment (District Recommendation 1b); and funding for technology (District Recommendation 1c).

The District developed a strategy to implement the whole model in 2010-11. The whole model linked the following elements with the revenues received for apportionment funding:

- classified funding formula;
- adjunct faculty funding formula;
- operating funding formula;
- management funding formula;
- buildings and grounds funding formula;
- technology funding formula; and
- full-time faculty funding.

During 2009-10, the District provided an adjunct faculty formula which was more equitable for funding the colleges, implemented a management formula and addressed maintenance and operations funding. The adjunct faculty formula was reworked to adjust hours per FTEF and productivity assumptions. The elements of the formula were also documented in the proposed revisions to Business Procedure 18.02.

The District also implemented a phased-in approach to stabilizing funding for District wide technology. A multi-year budget was created to identify all technology-projected costs that is being implemented over several years through adding money each year to the budget. The first phase of this approach began with the added allocation of $982,133 in the unrestricted general fund in budget year 2009-10, which

included $276.285 for all Microsoft licensure costs, Datatel Colleague hardware maintenance fees, Wide Area Network (WAN) frame relay costs and an additional portion of the Datatel Colleague software licensure costs. These costs had previously been funded with one-time monies. The budget reduction noted between fiscal years 2008-09 and 2009-10 is the result of one-time funding for hardware replacement resulting in server virtualization in 2008-09. Total annual funding projections across the multi-year technology budget fluctuate based on planned needs for replacements and upgrades.

Through the shared governance process, it was decided that the revenue allocation model would incorporate all the various funding formulas into one allocation methodology. Thus, the formulas that had been used previously for funding various positions (adjunct, management, full-time faculty etc.) as well as District wide technology and several other District wide costs were eliminated. In its place were "assessments" taken off the top to pay for regulatory, contractual or committed costs. After these obligations were met, all sites would receive an allocation and would have to cover its personnel costs with it -- no more separate formulas, just an overall annual allocation with which to cover its commitments.

The Chancellor's Cabinet continued to work to condense the various funding formulas into one formula based upon revenue received by the District. The expectation is that new policies and procedures reflecting a one-formula allocation model based upon revenues received were approved through the shared governance process and put in place for fiscal year 2010-11.

The following chart summarizes the action agenda that was approved by the Chancellor's Cabinet and reported previously to ACCJC:

Time Period	Process
Fall 2009	• Explore and dialogue appropriate centralized services. • Begin to build assumptions and develop a new allocation model, based on revenue received, that best reflects the culture of Contra Costa Community College District. • Develop assumptions for appropriate expenditures for District Office/District wide and college size. • Test assumptions against established principles for new formula.
Winter 2009-10	• Vet proposed allocation model through accepted shared governance processes.
Spring 2010	• Write appropriate policies and procedures and initiate the shared governance approval process for District policies and procedures.
Summer 2010	• Submit for Governing Board Approval
Fiscal Year 2010-11	• Implement new allocation model District wide.

The planning agenda listed above was all completed. The District used the participatory governance process in 2013 to recommend revisions to Business Procedure 18.01, *The Contra Costa Community College District General Fund Budget,* which was adopted by the Governing Board in 2014.
Since the District has responded fully to this recommendation, no additional action plans are necessary.

District Recommendation 2: In order to meet the standard, the district should establish a written code of professional ethics, which includes managers. (III.A.1.d)

Response to District Recommendation 2

The District drafted a proposed Board policy to create a code of ethics that included managers. The new policy followed the participatory governance approval process – it was presented to District Governance Council (DGC) and to employee groups (Local 1, United Faculty and Management Council) for input. Following consideration of all the input, the new Board policy was submitted to the Chancellor's Cabinet and then to the Governing Board for final approval.

The Governing Board adopted new Board Policy 2056, *Code of Ethics*, at its October 21, 2009 meeting (DR-3). The policy applies to all members of the District community, including managers. In addition, Human Resources Procedure 1040.08, *Employee Code of Ethical Behavior*, previously adopted by Chancellor's Cabinet on April 5, 2005, covers all District employees, including administrators (DR-4).

The policy calls for the "District to apply the highest ethical principles and standards of conduct to all members of the District community." It stipulates that the District is committed to the principles of "trustworthiness, respect, responsibility and stewardship."

The new policy is included in the Board Policy Manual in hard copy and is easily accessible on the District website.

Additional plans: This recommendation has been addressed and resolved.

District Recommendation 3: In order to meet the standard, the district should integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes. (III.A.1.c)

Response to District Recommendation 3

Faculty have a direct responsibility for student progress toward achieving the stipulated student learning outcomes (SLOs) so the District has incorporated assessment of SLOs into the faculty self-evaluation process. To that end, 15 distinct self-evaluation forms, tailored to instructor status and method of instruction, have been developed: Classroom Faculty (adjunct, tenure track, tenured, repeated for each instructor classification), Counselors, Learning Disabilities Specialists, Librarians and On-line Classroom Faculty. As part of the self-evaluation process, faculty evaluate themselves on the following two measurements related to this recommendation:

- I use appropriate and varied tools for evaluating and assessing student learning outcomes.
- I participate in department committees/tasks (i.e. curriculum development, SLOs, Course Outline/Title 5 rewrites/Content Review) (DR-5).

Once the faculty member completes the self evaluation, the results are incorporated into the evaluation packet by the evaluation review team. The evaluation for full-timers occurs annually for non-tenured faculty and every three years thereafter once the faculty member is tenured.

The evaluation of student learning outcomes criterion was implemented as part of the faculty evaluation process during the fall 2010 semester. All faculty evaluated since that time responded to the queries on his/her progress in the two required areas.

In a related change, the United Faculty and District agreed to modify Article 6.2.3.2 of the UF Contract to add to department chair duties to "oversee and facilitate the development and assessment of course and program-level student learning outcomes." (DR-6)

Additional plans: This recommendation has been addressed and resolved.

District Recommendation 4: In order to meet standards, the district should develop a policy and implement procedures for evaluating the effectiveness of the district's administrative organization, the delineation of responsibilities of the district and the colleges, and the governance and decision making structures. The results should be widely communicated and used as a basis for improvement. (IV.A, IV.A.1, IV.A.2, IV.A.3, IV.B.E, IV.B.3.a, IV.B.3.b, IV.B.3.e, IV.B.3.f, IV.B.3.g)

Response to District Recommendation 4

The District has developed policies and implemented procedures for evaluating the effectiveness of its administrative organization, college and District roles/responsibilities and decision-making structures. The District's administrative organization is referenced in the Rules and Regulations of the Governing Board and the roles and responsibilities of the colleges and District are included in the same document. The governance and decision-making structure as a whole is now defined in the revised Board Policy 1009, *Institutional Leadership and Governance* (DR-7).

The District delineates the operational responsibilities and functions of the District and colleges in the document *District and College Roles, Responsibilities and Service Outcomes* (DR-8). The document was developed in 2010 by college and District personnel with responsibility for the functions listed in the document. Every major function performed in the District is listed and the role of the colleges and District Office for each function is stated. The document was updated in 2013 as a result of additional centralization due to downsizing of the District. The document accurately reflects the roles and responsibilities of the college and District and is followed in practice. Every four years, as part of the administrative services review process, each department at the District Office meets with its college counterpart(s) to review and update the document.

The recommendation also asks the District to develop a policy and implement procedures for this evaluation process. The District already had two policies in this area, but needed to revise them in order to provide clarification regarding institutional leadership/governance and institutional effectiveness. Those two revised policies, Board Policy 1009 (with related Administrative Procedure 1009.01) and Board Policy 1012 (with related Administrative Procedure 1012.01), are evidence (DR-7, DR-9, DR-10, DR-11). The policies/procedures provide for a regular cycle of review for assessing the effectiveness of the delineation of roles and responsibilities of the District/colleges and the governance and decision-making processes. In addition, the District Governance Survey has been developed and implemented to solicit feedback from stakeholders on the effectiveness of the governance and decision-making process. The survey was administered in 2010, 2011 and 2012. The District Governance Council reviews and shares the results of the survey with all constituency groups. The Chancellor's Cabinet also conducts an annual self evaluation.

Each department at the District Office also conducts an administrative review every four years. The review includes a survey of users, the Department/Unit Services Assessment Survey, which is used to determine the extent to which clients who make use of the services are satisfied with the services they receive. The results of the surveys are used to make improvements designed to ensure continuous improvement and that the colleges are provided with the support necessary to meet students' educational goals.

The chart below summarizes actions taken to satisfy District Accreditation Recommendation 4:

Policy/Procedure/Survey	Action
• Board Policy 1009, *Institutional Leadership, Governance and Decision-Making*	Revised (1/11) to include institutional leadership and alignment with the governance and decision-making structure
• Administrative Procedure 1009.01, *Participatory Governance*	Revised (11/10) to acknowledge the "participatory" governance structure; it also includes management in that structure.
• Board Policy 1012, *Institutional Effectiveness: Planning, Assessment, and Continuous Improvement*	Revised (1/11) to address institutional effectiveness and broaden the scope to include assessment, continuous improvement and a linkage to budget allocations
• Administrative Procedure 1012.01, *Institutional Effectiveness: Planning, Assessment, and Continuous Improvement*	Developed (11/10) new procedure which delineates roles and responsibilities and addresses assessment and continuous improvement activities
• District-Level Governance and Decision Making Assessment Report	Developed assessment survey through District Governance Council to solicit feedback from District stakeholders in order to assess effectiveness of District's governance and decision-making structure.

	Survey was administered District wide on February 24, 2011 and results were shared first with Chancellor's Cabinet on May 4, 2011 and then with DGC on May 17, 2011 and June 14, 2011. DGC then developed an initial set of recommended actions which were vetted and shared with Chancellor's Cabinet for final review prior to implementation.

Additional plans: This recommendation has been satisfied – there are no additional plans.

Responses to Recommendations - Evidence List

CP-5	Distance Education Webpage Screenshot of D2L
CR-1	LMC List of LMC Approved Courses-29Apr2014
CR-2	Appendix V-Survey Instrument Summary of SLO New Assessment Model
CR-3	SGC 11Apr2012 Minutes-Approval of SLO Assessment Model
CR-4	Academic Senate Minutes 12Mar2012-Approval of SLO Assessment Model
CR-5	List of 2012-2013 Cohorts Courses Assessed
CR-6	Public Drive Course Level and Program Assessment Folder Screenshot
CR-7	Program Assessment Results Executive Summary Webpage Screenshot
CR-8	2014 LMC Brentwood Center Organizational Chart
CR-9	CCCCD Governing Board Meeting Agenda 10 Nov 2010-Brentwood Center
CR-10	CCCCD Governing Board Meeting Minutes 10Nov2010-Brentwood Center
CR-11	CCCCD Governing Board Meeting Agenda and Minutes 28Mar2012
CR-12	Brentwood Center Needs Study 2011
CR-13	CCCCD Governing Board Approval of Environmental Impact Report-25 May 2011
CR-14	CCCCD Governing Board Minutes 25May 2011-Approval of Brentwood Center Project
CR-15	CCCCD Governing Board Minutes 26Feb2014-June 2014 Bond Approval
CR-16	E-mail Governing Board Approves Local Education Bond Measure on June 2014 Ballot
CR-17	PDAC Report to SGC 01May2009
CR-18	PDAC Plan B Report December 2009
CR-19	PDAC Charges 2011-2012
CR-20	PDAC Charges 2013-2014 and 2014-2015
CR-21	PDAC Membership Roster 2012-2013
CR-22	LPG Membership Roster 2013-2014
CR-23	PDAC 2013-2015 Goals and Objectives Approved May 2013
CR-24	Professional Development Webpage Screenshot
CR-25	Flex Workshop Evaluation Form Template-spring 2012
CR-26	Survey Monkey E-mail-Focused Flex spring 2014
CR-27	Final Evaluation Summary of PD Flex Activity Looking In Looking Out-Jan 2013
CR-28	Overall Flex Evaluation Summary by Theme September 2012
CR-29	LMC-District wide Survey on Professional Development Results 2013
CR-30	LMC Brentwood Center-District wide Survey on Professional Development Results 2013

CR-31	Flex Technology Trainings spring 2012
CR-32	List of Flex Technology Related Workshops
CR-33	Workshops on Section 508 Compliance
CR-34	DSPS Faculty Handbook-508 Compliance Webpage Screenshot
CR-35	CCCCD Spring 2013 Teaching Academy
CR-36	CCCCD Fall 2013 Teaching Academy
CR-37	CCCCD Teaching Academy Web-based Retention Strategies spring 2013
CR-38	Distance Education Best Practices Webpage Screenshot with Guide
DR-1	Business Procedure 18.01, *Contra Costa Community College District Budgeting System*
DR-2	Business Procedure 18.02, *Guidelines for College Operating Budget Allocations*
DR-3	Board Policy 2056, *Code of Ethics*
DR-4	Human Resources Procedure 1040.08, *Employee Code of Ethical Behavior*
DR-5	United Faculty Revised Evaluation Forms
DR-6	United Faculty Contract-Department Chair Duties
DR-7	Board Policy 1009, *Institutional Leadership and Governance*
DR-8	*District Level Governance and Decision Making Assessment Report*
DR-9	Administrative Procedure 1009.01, *Participatory Governance*
DR-10	Board Policy 1012, *Institutional Effectiveness: Planning, Assessment and Continuous Improvement*
DR-11	Administrative Procedure 1012.01, *Institutional Effectiveness: Planning, Assessment and Continuous Improvement*
ER-25	Sample Course Outline of Record-JOURN 010
ER-36	*United Faculty Contract 2011-2014*
ER-55	Program Review Submission Tool-Course and Program Assessment Repository Screenshot
ER-56	RAP Proposal for Technology and Training Development Coordinator 2012-2013
ER-57	*Student Learning Outcomes: A New Model of Assessment spring 2012*
INT-6	2014 LMC Administration Organizational Chart

listed in alpha-numeric order

LOS MEDANOS COLLEGE

Standard I: Institutional Mission and Effectiveness

Mission

Improving Institutional Effectiveness

★

"LMC and Dow Chemical have a strong collaborative relationship.

Over the years, several LMC leaders, including the president and several senior deans, have sat on the Dow Community Advisory Panel. As well, Dow personnel regularly participate in LMC's strategic planning sessions and program advisory panels. In 2005, Dow partnered with LMC, industry, and the Workforce Development Board to set up a Process Technology program. Dow provided an executive for a year to start-up the program, and after that successful launch, Dow worked with LMC to set up an Electrical/ Instrumentation Technology program. Dow Chemical and the surrounding industry could not ask for a better community college partner."

- Alan Ichikawa
Organizational Effectiveness Leader
The Dow Chemical Company Pittsburg Site

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Los Medanos College (LMC) has a clearly defined Mission Statement that states its educational purpose, its intended student population, and its commitment to achieving student learning.

The College mission is: "Los Medanos College is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our performance as an institution. To that end we commit our resources and design our policies and procedures to support this mission" (ER-7).

LMC recently went through a process to review its Mission Statement, which was led by the Shared Governance Council (SGC), the highest shared governance body of the College comprised of the College president and representatives from the faculty, classified staff, management and students (OR-13). A task force comprised of all College constituencies (faculty, classified staff, managers, and students) worked together to solicit College wide input regarding the Mission Statement. The process began with a survey to all College constituents for input based representation from broad areas and diverse perspectives (I.A.1-1, I.A.1-2). The process reaffirmed that this mission continues to be relevant and continues to meet the needs of the surrounding communities. The Governing Board approved the Mission Statement at its meeting in June 2013 (ER-4).

LMC's Vision Statement briefly states that "Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most" (ER-7).

To guide LMC's work in fulfilling the mission and working towards achieving the vision, the College has adopted a set of values -- these values serve as guide to enable the College to remain focused in its work. "Values remind us of what matters most. Los Medanos College is an educational community that cares deeply about learning, collaboration, effective communication and engagement with the surrounding community" (ER-7).

Learning:
Student learning and student success are the focal points of our college. We strive to create a dynamic environment that encourages life-long engagement with academic and societal challenges. We value the importance of critical thinking, effective communication, ethical behavior and diversity. We engage in on-going assessment to measure and improve student achievement and institutional effectiveness.

Collaboration:
While we value the contributions of the individual, most of our endeavors require collaboration, communication, and cooperation. It is in working together that we spark creative and innovative approaches, build on each other's ideas, and give mutual support. It is in collaboration that we learn to value multiple perspectives and resolve conflict in constructive ways.

Communication:
Communicating clearly and effectively is critical to both student success and organizational effectiveness. We want our students to read critically and write clearly. We also want them to compose oral presentations that demonstrate poise, competence, and an understanding of new technologies. We want an organization that has clear decision-making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures.

Engagement:
Our mission is to provide educational opportunities for the people that live in our surrounding communities. We must be responsive to changing needs and seek partnerships that promote the well-being of our diverse and growing communities.

Los Medanos College serves East Contra Costa County, which includes Clayton, East Concord, Bay Point, Pittsburg, Antioch, Oakley, Brentwood, Knightsen, Byron, and Discovery Bay. Since 2000, East Contra Costa County has grown in total population by 19 percent. The largest growth during this time period has been in Hispanic residents (57.3 percent increase from 2000 to 2011), which represents 35 percent of the population in LMC's service area. Student enrollment at LMC is generally representative of the surrounding service area (I.A.1-3, INT-10).

LMC's institutional goals, outlined in the *Educational Master Plan* (EMP), are aligned with the Mission Statement and guide College wide activities supporting implementation of strategies enabling the College to meet its objectives (ER-7, ER-2).

In keeping with the mission, LMC offers academic programs and services to meet the needs of its diverse student population. The fall 2013 unduplicated student head count was 8,725. The College currently offers 42 Associate Degree programs, 34 Certificates of Achievement, and 36 locally-approved College Skills Certificates (INT-1).

Included in the above-mentioned associate degree programs are 18 associate degrees that were developed and approved in support of SB 1440, and the approved the transfer model curriculum, for the following programs:

1. Administration of Justice
2. Anthropology*
3. Art History
4. Business
5. Communication Studies
6. Computer Science
7. Early Childhood Education
8. English
9. History
10. Journalism
11. Kinesiology
12. Mathematics
13. Music*
14. Physics
15. Psychology
16. Sociology
17. Studio Arts
18. Theater Arts

*Pending District Governing Board approval and California Community College Chancellor's Office approval.

Online education programs and services offer an additional mode of delivery for students as they attempt to balance employment, family commitments, transportation challenges, and/or physical disabilities that may limit their mobility. The College currently offers two Associate Degrees and eight certificates in a distance education format (INT-8).

LMC offers robust student and instructional support services at the Pittsburg campus, which are also offered/accessible at the Brentwood Center and on-line (INT-7). Additionally, LMC sponsors the Basic Fire Academy and the Sheriff's Law Enforcement Academy at two off site locations, where a range of student services are accessible for students (INT-9).

The College offers a wide range of student services, all of which are designed to help students achieve their educational goals. Services and units include admissions and records, academic counseling, transfer services, financial aid advising and workshops, veterans assistance, scholarship program, Welcome Center, disabled student programs and services (DSPS), counseling and testing, library resources, high school outreach, assessment testing, new student orientation, Summer Bridge, associated student activities, CARE, EOPS, CalWORKs, Career Center, Employment Center, bookstore, Child Care Center, Q Spot (gay, lesbian, bisexual, transgender), Associated Students/Student Leadership Program, Police Services, crisis intervention, confidential student assistance program through Managed Health Network (MHN), campus tours, athletics, and academic probation/dismissal interventions (ER-2).

Many instructional services are also provided, such as Cooperative Work Experience Education (CWEE) Workshops, Center for Academic Support (Reading/Writing consultations and tutoring services), math labs, computers labs, and the District study abroad program.

LMC has developed a variety of programs referred to as learning communities that offer "linked" courses or courses arranged together with a common theme, common materials and/or common content. The same cohort of students enrolls in two or more classes and shares learning and social experiences, and student support services. These learning communities were developed through institutional discussion as a means to address priority action items guided by the institution's strategic plan. Each learning community, in one form or another, is a response to institutional priorities such as closing the achievement gap, increasing access for underrepresented populations, and identified gaps in needs for the local workforce.

Current learning communities include:

- ACE (Academy for College Excellence)
- Career Advancement Academy
- Puente Program
- Transfer Academy
- Umoja Scholars Program
- Honors
- MESA (Mathematics, Engineering, Science Achievement)

LMC's prestigious Honors program (www.losmedanos.edu/honors/) offers its high achieving members an enhanced academic experience and benefits such as transfer partnerships with top universities. The College's MESA program (www.losmedanos.edu/mesa/) offers students looking to excel in math and science individualized academic planning, study skills training, peer group learning techniques, career exploration, parent involvement, professional development, transfer assistance, and special orientation classes and services.
To round out the academic experience, LMC also provides its students and the community at large a full-service library, student newspaper, art gallery, debate, drama and music events, Nature Preserve, planetarium shows, College Foundation events/community partnerships, and athletic programs.

Self Evaluation

Los Medanos College meets Standard I.A.1. LMC has a well-established institutional shared governance planning process that integrates planning, assessment, evaluation, and resource allocation (OR-13). Instructional programs, administrative units, and student service programs engage in a comprehensive program review every five years, with a significant annual update during the other years (I.A.1-4). Task forces are also formed to address new initiatives that surface during these planning processes, aligning with the mission and institutional goals (I.A.1-5, I.A.1-6).

The *Interim Strategic Priorities* (2012-2014) (ER-58), is an example of a College wide process that aligned LMC's strategic planning cycle with the District's planning cycle, and linked the College's strategic priorities with goals listed in the District's Strategic Plan and LMC's *Educational Master Plan*. The Planning Committee, established and charged by the SGC, developed the *Interim Strategic Priorities* based on evidence, input, and data from multiple research and planning efforts. The strategic planning process resulted in the recommendation of four interim strategic planning priorities:

1. Increase and Accelerate Student Program Completion
2. Build Stronger Relationships Among Faculty, Staff and Students to Increase Engagement and Student Success
3. Increase and Accelerate Student Completion of Basic Skills Sequences
4. Improve the Academic Success of our African American Students

Supporting objectives were developed based on measurable data for each interim strategic priority, along with a list of suggested activities that would contribute to making progress towards the stated goal outcomes.

The spring *2011 Los Medanos College Institutional Effectiveness Report* measured effectiveness indicators for each institutional goal (I.A.1-7). The publication, a collaborative effort by the College's Planning Committee and the then LMC Office of Institutional Research (now centralized as the District Research and Planning Office), was designed to assist units and programs in developing goals and plans to better serve students. Data from many sources -- including a fall 2010 personnel survey, fall 2010 student survey, data from program review, ARCC, California Community College's Chancellor's Office Data Mart, California Postsecondary Education, career technical education programs, Foundation Office, et cetera -- provided detailed information and observations measuring achievements and areas in need of improvement. This report was used in the development of the *Interim Strategic Priorities*.

Student Learning Outcomes: A New Model of Assessment, developed by the College's Teaching and Learning Committee (TLC), was approved by the Academic Senate and SGC in spring 2012. It revised and streamlined the existing assessment model to improve the alignment of the course, program, and institutional assessment cycles; and integrated assessment with program review and resource allocation. The new model of assessment provided a better way to structure dialogue and reflection about

teaching and learning to continuously improve student learning, to encourage wider participation and dialogue across the entire College community, and to consider not only outcomes, but the experiences that led to those outcomes (ER-57).

LMC continues to develop institutional strategies to involve the entire college in implementing workforce development. While the College has always provided excellent programs in career technical education, until 2012 there was no workforce development strategic plan, institutional structure or system in place to implement workforce development at an institutional level. An initiative called "Vision 20/20: Preparing Tomorrow's Workforce Today" began in fall 2011 to draft a workforce development strategic plan. Workshops, community events, and retreats followed, with participation by a broad range of College constituents, industry and workforce partners, and community members. Based on employment and program data, planning and collaboration, and the College mission, this initiative resulted in developing the College's first *Workforce Development Strategic Plan* with strategic priorities, guiding principles, and values with the goal of having an integrated, highly functioning workforce development system and structure in place by 2015. This plan was formally adopted by the Shared Governance Committee in spring 2012 (I.A.1-8, I.A.1-9). The year-long planning initiative and the resulting strategic plan were critical in conceptualizing and developing the proposal for the Trade Adjustment Assistance for California Community Colleges Training (TAACCCT) regional grant. The East Bay region received a $14.9 million Department of Labor federal grant with LMC as the fiscal agent, and LMC's share of the grant is $1.2 million, to establish a College wide and regional workforce development system. This is just one example of excellent collaborative planning that prepared the College for a grant to effect institutional change and improve institutional effectiveness.

As a Hispanic Serving Institution (HSI), LMC has received two multi-million dollar five-year U.S. Department of Education HSI grants, which promote LMC's EMP goals and strategic priorities. The EXITO Grant and the STEM Transfer Velocidad grants both work to increase the number of Hispanic and other under-served and first-generation college students to transfer to four-year institutions. The EXITO grant focuses on the transfer success in all areas of study, while STEM Transfer Velocidad grant focuses on students with majors in science, technology, engineering and math (I.A.1-10, I.A.1-11).

LMC periodically conducts student engagement surveys to learn about student perspectives for planning purposes. The Survey of Entering Student Engagement (SENSE) was conducted in fall 2012 with incoming first-year college students at the end of the third week of the fall semester. The SENSE survey focuses on students' experiences from the time they decide to attend college. This survey provided data on practices that are most likely to strengthen early student engagement (I.A.1-12).

Two additional surveys were conducted in spring 2013 to measure institutional effectiveness. The Community College Survey of Student Engagement (CCSSE) was administered to a cross-section of continuing students and gathers information

about students' overall experience and student behaviors related to learning, persistence, and completion. In addition, a student satisfaction survey that addressed specific LMC services was administered in spring 2013 (I.A.1-13, I.A.1-14).

Assessment testing as part of the Matriculation process is offered in English and math to all incoming students to ensure proper course placement. Assessment testing data also assists the developmental education faculty and department chairs in curriculum development.

Student success, access, and equity are at the forefront of discussion and planning at LMC. The Institutional Development for Equity and Access (IDEA) Committee was charged by the SGC to address these issues. The purpose of IDEA is to inspire and advocate for an institutional culture that defines, values and promotes equity, inclusion, and social justice for all members of the LMC community.

Actionable Improvement Plan

None.

I.A.2: The mission statement is approved by the governing board and published.

Descriptive Summary

The College's existing Mission Statement was reaffirmed and approved by the Contra Costa Community College Governing Board at its meeting in June 2013 (ER-4). The College ensures that any revisions to the Mission Statement occur through the LMC shared governance process with widespread input from all College constituent groups before approval by the District Governing Board. The Mission Statement is published in both print and electronic formats for easy access.

Self Evaluation

Los Medanos College meets Standard I.A.2. The Mission Statement is broadly published: in the College Catalog (ER-2), in the Class Schedule (I.A.2-1, I.A.2-2), and on the College website (ER-6).

Actionable Improvement Plan

None.

1.A.3: Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Los Medanos College provides opportunities for broad input in the Mission Statement review process, which occurs on a regular basis, and incorporates feedback from all constituent groups in making revisions.

Self Evaluation

The College meets Standard I.A.3. During the fall 2012 semester, the Shared Governance Council (SGC) led the process to review the Mission Statement (I.A.3-1, I.A.3-2, I.A.3-3). The process for reviewing the Mission Statement was presented by the College president at the College Assembly held on February 4, 2013 (I.A.3-4). An online survey was sent to all members of the College community (students, staff, faculty, managers, and community members) by the task force appointed for this purpose. The process ensured broad representation and diverse perspectives as part of the process (I.A.3-5).

The survey was conducted online and was distributed via email, the College website, and the College's *Facebook* and *Twitter* pages (INT-3). The survey was sent to all LMC employees, District Office employees, students, and more than 200 community members. The College received 366 responses and the results of the survey were shared at the College Assembly on March 4, 2013 (I.A.3-6). A task force comprised of classified staff, faculty, students, and managers was established to work on reviewing the Mission Statement and considering possible revisions. The task force reviewed the survey results and themes from the College wide survey, examined Mission Statements of many other colleges, and discussed whether revisions to the existing LMC Mission Statement were needed (I.A.3-7). The task force then reported its findings and recommendations on the Mission Statement back to SGC.

At the April 29, 2013 College Assembly, the College president shared the recommendation of the task force with the College (OR-6). At its May 8, 2013 meeting, the SGC endorsed the task force's recommendation to reaffirm the existing Mission Statement (I.A.3-8). The College president accepted this endorsement and forwarded the College's Mission Statement to the Governing Board for approval, which took place at the June 2013 meeting (ER-4).

Actionable Improvement Plan

None.

1.A.4: The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The LMC mission is central to all the College plans. The LMC *Educational Master Plan* (2006-2016) states: "Through the contributions of many, this document articulates the shared vision, mission, values, and goals that will continue moving the College toward excellence in classroom teaching and learning, workforce preparation, economic development, and services to students" (ER-7).

The College *Interim Strategic Priorities* (2012-2014) (ER-58) were developed based on four values identified in the *Educational Master Plan* (2006-2016): Learning, Collaboration, Communication, and Engagement. Each of these values leads to activities that support the LMC Mission.

The student learning outcomes assessment, program review, and resource allocation processes all require that the goals of programs and services and their resource requests, be directly connected to supporting the College's strategic priorities, which in turn directly support the mission of the College.

Self Evaluation

The College meets the Standard. Over the years, LMC has made continuous progress in tying together the processes for planning and resource allocation to the College's mission, vision, and values. The College was commended by the visiting team after the 2008 accreditation site visit for "developing and implementing a resource allocation process that links to program review and institutional planning" (ER-1). The College continues to improve the assessment process (at the course, program, and institutional levels), while connecting it with the program review and the resource allocation processes. Assessment reports are now uploaded into the electronic Program Review Submission Tool (PRST) (I.A.4-1, I.A.4-2). These processes enable LMC to focus on activities and initiatives that embody the mission of the institution.

The District Office initiated a new strategic planning cycle that will require each of the three colleges within the Contra Costa Community College District (CCCCD) to develop new strategic plans that will support and align with the new District Strategic Plan. The *District Strategic Plan* (2014-2019) was completed in spring 2014. LMC began engaging in the development of a new strategic plan in spring 2014, which will be completed in fall 2014. The *LMC Strategic Plan* (2014-2019) will serve as the basis for all other College plans such as the next *Educational Master Plan*, student equity plan, technology plan, facilities master plan, et cetera.

Actionable Improvement Plan

None.

Standard I.A - Evidence List

ER-1	ACCJC Reaffirmation Letter February 2009
ER-2	2014-2015 College Catalog
ER-4	Governing Board 26Jun2013-Approval of LMC Mission Statement
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-7	*LMC Educational Master Plan 2006-2016*
ER-57	*Student Learning Outcomes: A New Model of Assessment spring 2012*
ER-58	*Interim Strategic Priorities 2012-2014*
I.A.1-1	Mission Statement Survey Questions spring 2013
I.A.1-2	Mission Statement Survey Results spring 2013
I.A.1-3	CCCCD *Fingertip Facts* 2013
I.A.1-4	Program Review Process - Memo from Pres. Kratochvil 02Nov2012
I.A.1-5	President Bob Kratochvil Email-Meeting the Needs of Student Veterans at LMC
I.A.1-6	SGC Minutes 042314
I.A.1-7	*Institutional Effectiveness Report* spring 2011
I.A.1-8	Appendix VI: *Workforce Development System Strategic Plan 2012-2015*
I.A.1-9	CTE Brochures
I.A.1-10	STEM Grant Awarded to LMC September 2011 Webpage Screenshot
I.A.1-11	HSI - Title V Grant Awarded to LMC September 2010 Webpage Screenshot
I.A.1-12	SENSE 2012 Survey Results
I.A.1-13	CCSSE 2013 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.A.2-1	Fall 2013 Class Schedule - Mission Statement
I.A.2-2	Spring 2014 Class Schedule-Mission Statement
I.A.3-1	SGC Minutes 102412
I.A.3-2	SGC Minutes 111412
I.A.3-3	SGC Minutes 112812
I.A.3-4	College Assembly February 2013 Accreditation Update PowerPoint
I.A.3-5	President Bob Kratochvil Email 08Feb2013, 2012-13 Unit Program Review and RAP documents due 25Feb2013
I.A.3-6	President Bob Kratochvil Email 08Feb2013 LMC Mission Statement Review Process-An Opportunity to Provide Input
I.A.3-7	SGC Minutes 022713
I.A.3-8	SGC Minutes 050813
I.A.4-1	Screenshot of Course Assessment Page in PRST
I.A.4-2	Screenshot of Program Assessment Page in PRST
INT-3	College Assembly PowerPoint 4Mar2013
INT-7	LMC Brentwood Center Substantive Change Proposal

INT-8	LMC Distance Education Substantive Change Proposal
INT-9	LMC Fire and Police Academies Substantive Change Proposal
INT-10	2013 Environmental Scan External
OR-6	College Assembly April 2013 Accreditation and Mission Statement PowerPoint
OR-13	*SGC Position Paper March 2003*

listed in alpha-numeric order

I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1: The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

The *Educational Master Plan* (ER-7), *Interim Strategic Priorities* (ER-58), and program review (I.A.1-4, I.B.1-1) guide the work of the College. LMC's shared governance processes ensure that all constituency groups are involved in the dialogue and in institutional processes.

LMC engages in self-reflective dialogue about the continuous improvement of student learning and institutional processes in committees such as the Shared Governance Council, the Academic Senate (I.B.1-2), the Classified Senate (I.B.1-3), the Planning Committee (I.B.1-4), the Teaching Learning Committee (I.B.1-5), the Curriculum Committee (I.B.1-6, I.B.1-7, I.B.1-8) , the General Education Committee (I.B.1-9), the Developmental Education Committee (I.B.1-10), the Career Technical Education Committee (I.B.1-11), and the Matriculation Committee (I.B.1-12). Additionally, the College creates opportunities for self-reflective dialogue through General Education and Honors retreats, Flex activities and programs, and at College Assemblies (I.B.1-13, I.B.1-14).

These deliberative bodies report their activities and findings to the College as a whole through periodic College Assemblies, committee minutes and agendas placed on the website and/or the InSite Portal (I.B.1-15).

All the shared governance committees -- the Planning Committee, Sustainability Committee, Safety Committee, Institutional Development for Equity and Access (IDEA) Committee, Professional Development Advisory Committee (PDAC), Technology Advisory Committee, and the Teaching Learning Committee (TLC) -- report regularly to the SGC (I.B.1-16, I.B.1-17,I.B.1-18, I.B.1-19).

Self Evaluation

The College meets the Standard. LMC created a ten year *Educational Master Plan* in 2006 (ER-7). A similar, however separate, *Educational Master Plan* was also created for the Brentwood Center in 2006 (I.B.1-20). The process for participation in the development of the plans was broad-based and relied on extensive participation from all constituencies. In January 2009, a College Assembly was dedicated to the review the progress towards the *Educational Master Plan* goals (I.B.1-21) – the entire College community is encouraged to participate in the College Assemblies.

In anticipation of developing a facilities bond campaign to be placed on the ballot in November 2002, LMC created a new five-year *Facilities Master Plan* in spring 2001 (I.B.1-22, I.B.1-23). Later, in November 2006, the voters of Contra Costa County approved a second facilities bond, Measure A. In September 2007, LMC approved a new ten-year *Facilities Master Plan* (I.B.1-24). The *Facilities Master Plan* (2007) was updated again in 2010 (I.B.1-25) to address specific needs in greater detail for the east side of the campus. Work on the athletics-related projects on the east side of the campus has been delayed due to the lack of available state matching funds. In March 2013, the decision was made to combine funding from several approved projects funded by the 2006 Measure A bond to fully fund a revised version of the previously-approved new PE Building, now called the new PE Complex. The District Governing Board then decided to place a third facilities bond measure on the June 2014 ballot. The local bond has been approved by the voters of Contra Costa County, and will fund the construction of the new Brentwood Center and the remodel of the original Classroom Complex at the Pittsburg campus.

The SGC requires a report annually from all shared governance committees before re-authorizing them. This enables SGC to provide affirmation, clarification, or modify the focus before re-authoring the shared governance committees (I.B.1-18). In January 2010, the SGC "de-authorized" the Distance Education Committee (DEC) as a shared governance committee (I.B.1-26, I.B.1-27). The de-authorization meant that the DEC would no longer report to the SGC. In April 2010, the SGC accepted the DEC's proposed 2009 Strategic Plan (I.B.1-28, I.B.1-29). The DEC currently reports to the Academic Senate for the purpose of reviewing the required Course Outline of Record Online Supplement.

The Planning Committee is responsible for the program review process. Since the last accreditation visit, a tremendous amount of work and progress has been made to continuously improve the effectiveness of program review at LMC. In 2009, the College implemented SharePoint as the electronic submission tool for the required annual program/unit review update. This new submission tool enabled a more efficient review process of the annual program/unit review update. In 2010-2011, the Planning Committee determined that a validation process needed to be developed to provide feedback to units and programs to increase the value of the program review process. In 2011-2012, the SGC charged the Planning Committee with developing a validation process. The Planning Committee developed and led a process that

enabled annual updates to be validated in spring 2012. The review process led to the recognition that the College community needed increased training and enhanced tools to develop more relevant and effective objectives that would lead to continuous improvement and student learning. A "Focused Flex" session was developed on the topic (I.B.1-30, I.B.1-31, I.B.1-32) in fall 2012. The format of the validation process proved to be cumbersome, if applied to the comprehensive program/unit review, so the only validation that took place after the comprehensive program/unit review was a review by the supervising manager along with informal feedback to the program/unit.

In an effort of continuous improvement, the program review submission tool was revamped and rebuilt on an SQL database platform. The 2012-2013 five-year comprehensive program review, as well as the annual program/unit review update were submitted on this new program review submission tool (ER-8, I.B.1-33, I.B.1-34, I.B.1-35). A survey is conducted after each program review process and suggestions are gathered to improve the tool and the process in the subsequent year (I.B.1-36).

Student learning outcomes (SLO) assessment has been ongoing at LMC since 2002, when it was first mandated by the Accrediting Commission for Community and Junior Colleges (ACCJC). More recently, following a year and a half (August 2010-December 2011) of institutional reflection, discussion, and evaluation of the College's assessment structure, including participation in the Bridging Research, Information and Cultures Initiative (I.B.1-37), the assessment committee, called the Teaching and Learning Project (TLP), proposed a revised and streamlined assessment model with a well-defined five-year cycle of assessment synchronized with program review. The new model, which was formally adopted by the Academic Senate and the Shared Governance Council in spring 2012, was implemented in fall 2012. It integrates SLO assessment more closely with the revision of course outlines, professional development, and the resource allocation process by aligning the timeline with the five-year comprehensive unit/program review and planning process, and the annual program/unit review update. Since a large number of courses are taught by part-time faculty, they are currently being compensated at the conclusion of the assessment. This provides increased assessment data and a higher quality level of engagement in the assessment of student learning outcomes (ER-57).

The assessment model had previously undergone a minor revision in 2006 to assign the responsibility for assessment with the five institutional student learning outcomes (ISLO) committees affiliated with the TLP. During the 2009-2010 academic year, the TLP faced a leadership challenge when no faculty member applied to fill the leadership vacancies after the original TLP faculty co-coordinators completed their terms and stepped down.

As a result of this faculty leadership void, the College president appointed a manager to temporarily chair the TLP, and the SGC charged the Teaching and Learning Project to:

- Create and implement a College wide work plan and timeline for ongoing assessment of Institutional, Program, and Course-level SLOs and related professional development to meet the accreditation timelines.
- Produce an expanded TLP "position paper", including structures, responsibilities, and succession plans.
- Report assessment progress through quantitative and qualitative outcome findings related to ISLOs, PSLOs, and CSLOs to the campus community each semester.
- Evaluate the effectiveness of the TLP.

A veteran faculty member then stepped forward to serve as chair of the TLP for two years, and in that role facilitated an evaluation of the assessment initiative on campus that included a Faculty Survey on Assessment. The 37-question survey (I.B.1-38) was completed by 168 faculty members representing 87.4 percent of full-time faculty and 24.6 percent of adjunct faculty. Respondents took time to write 821 related comments making the survey data especially rich. Analysis of the data, as well as interviews with instructional units on campus and advice from the BRIC technical assistance team, led the TLP to revise the assessment calendar, process, and leadership structure (ER-57).

The Title V ÉXITO Planning Team began its planning process by: (1) reviewing the *Educational Master Plan* and a wide range of surveys, studies, institutional data and research; (2) identifying the strengths, weaknesses and major problems of LMC—Core Problem To Be Addressed: Too few LMC students are transferring to four-year institutions; (3) relating *Educational Master Plan* goals, including the objective on closing the opportunity gap for Hispanic/Latino and African American students, to identify the problems, and set measurable goals, for the ÉXITO Initiative; (4) selecting the focus as building a strong transfer pipeline—from outreach to welcoming our students and their families—with particular attention to Hispanic and low-income college students—to their successful transfer to four-year colleges and universities; (5) synthesizing the substantial research conducted with model programs and the significant input received from faculty, staff, students, administration and members of the local community through conversations, focus groups and town hall meetings; and (6) selecting the strategies proposed in this application (I.B.1-39, I.B.1-40, I.B.1-41, I.B.1-42, I.B.1-43, I.B.1-44, I.B.1-45, I.B.1-46, I.B.1-47, I.B.1-48).

The EXITO Grant, now in the fourth year of a five-year grant cycle, focuses on creating a robust transfer culture at LMC and increasing transfer rates. As evidence of the grant initiative and College wide efforts to improve transfer, in the 2012-2013 academic year, LMC set a record for the largest number of transfers to UC and CSU in a single year (I.B.1-49). Such progress is a result of College wide commitment to implement programs for new students, conduct research that informs practice, and provide professional development. The Transfer Academy, now in its third academic year, has a cohort-based programmatic approach significantly improving success and retention rates of first-time students. The program provides strong support inside and

outside the classroom – counseling, tutoring, workshops, social and cultural experiences, leadership development, and university tours. The College had its second annual Summer Bridge cohort in 2013. The four-week program targets incoming high school graduates to provide them a boost for their first year at LMC. In fall 2012, the College participated in the Survey of Entering Student Engagement (*SENSE), and in spring 2013, the College participated in the* Community College Survey of Student Engagement (*CCSSE*) to better understand the experience of entering and continuing students. In partnership with other College committees, EXITO has supported professional development opportunities on culturally relevant practices and strategies for serving a diverse student body. A consortium of educational leaders in East Contra Costa County was formalized in 2012 to strengthen the pipeline from high school to post-secondary education in the region, supporting the vision to improve college-going rates for all students. This consortium expanded on the work of the previous Tech Prep consortium, which was establish to build the CTE pipeline from high school to college to career (I.B.1-50, I.B.1-51, I.B.1-52, I.B.1-53, I.B.1-54, I.B.1-55, I.B.1-56).

The Y&H Soda Foundation grant (2011-2013) to improve student services and the success of low income CTE students led to the creation of the CTE Student Success Initiative (CSSI). This project has positively impacted student services provided to CTE and other students in many ways. The initiative has bolstered the focus on career pathways across most, if not all, elements of student services, including outreach, orientation, advising, counseling, and student retention. The initiative has enabled counselors, career center staff, and CTE faculty to participate in professional development activities and workshops at the College, and in the San Francisco Bay Area. Going forward, the College will continue to refine the many successful elements of the initiative, including new student orientations focusing on majors – CTE and others, contextualized counseling courses, and the implementation of specialized student retention software (Ellucian) to proactively track student retention (persistence) and success of cohorts of CTE students. Details of the specific impacts of the CTE Student Success Initiative are documented in two reports covering work accomplished from January 1, 2012 – June 30, 2012 and from July 1, 2012 – June 30, 2013 (I.B.1-57, I.B.1-58).

LMC continues to improve its effectiveness in communicating the work being accomplished by the various College committees in support of the strategic priorities to the institution at large. College committees working on implementing the strategic priorities of the institution upload their documents to InSite and/or the College website. In 2008, LMC began to make available to an increased number of staff and faculty the ability to update committee web pages and upload committee agendas, minutes, and reports on the College website. In fall 2009, a new SharePoint based portal product, InSite, was introduced, which enables faculty, students, and employees to store and share documents, develop department, committee, and class sites, engage in online discussions, and more. The big advantage of this new product was that it could be accessed easily from off-campus -- individuals were no longer required to be on-campus to log onto the network to access or upload documents.

Increasing access to materials and documentation related to the continuous improvement of student learning and institutional processes, such as meeting minutes, agendas, reports, has created an overall increased awareness of the dialogue taking place at the College.
The District Office took the lead in fall 2013 in developing a new *District Strategic Plan* (2014-2019). An environmental scan was conducted of Contra Costa County. The data and overview by individual college service area (INT-10) were presented at the first of three District wide strategic planning "charrettes" (I.B.1-59) in fall 2013. The three colleges are in various stages of developing their strategic plans in alignment with the District wide plan. Los Medanos College begun its formal strategic planning process with an Opening Day exercise in January 2014 (I.B.1-60). The draft strategic directions of the District, along with the input gathered from the Opening Day exercise, have served as the basis for discussions in three strategic planning retreats held at Los Medanos College in spring 2014 (I.B.1-61, I.B.1-62, I.B.1-63).

Actionable Improvement Plan

None.

I.B.2: The Institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

In order to continually assess progress towards achieving the *Educational Master Plan* (EMP) goals, a College wide activity was conducted on All College Opening Day in spring 2009, at which measures for the EMP were developed (I.B.1-21). Subsequently, in the spring 2011, the Planning Committee, in collaboration with the then Office of Institutional Research, gathered data on these measures and published an *Institutional Effectiveness Report* updating the College on progress towards achieving the EMP goals (I.A.1-7). The research function has now been centralized in the District Office of Research and Planning for all three colleges in the District and there no longer is an Office of Institutional Research at LMC. As a result of this report, the SGC and Planning Committee jointly developed a draft list of potential strategic priorities (I.B.2-1).

In spring 2012, this effort was carried forward in order to both align LMC's interim strategic planning cycle with the District's interim strategic planning cycle, as well as to develop more specific measurable goals for the College. A process to develop interim (fall 2012- fall 2014) strategic priorities was conducted (I.B.2-2) and a sub-

committee of the Planning Committee was charged with organizing it. In order to develop an initial draft of potential priorities, the sub-committee collectively reviewed the following:

1) The draft priorities developed in spring 2011 by the SGC and the Planning Committee (I.B.2-1).
2) Feedback from the fall 2011 All College Opening Day session, where the discussion centered on being outcomes focused (I.B.2-3).
3) Recommendations from a Certificate/Degree Completion Task Force from spring 2008 (I.B.2-4).
4) The spring 2012 study conducted by the SGC on outcomes (I.B.2-5).
5) The spring 2012 *Workforce Development Strategic Plan* (I.A.1-8).
6) The *Contra Costa Community College District Strategic Plan* (I.B.2-6).
7) Additional achievement data (ER-58, I.B.2-7).

Upon completion of this review, a draft list of priorities, quantitative measures, and corresponding activities was developed by the Planning Committee. This list was then distributed to the LMC community and feedback sessions inviting all constituent groups were held to gather reactions from each group (I.B.2-8). Additionally, an online survey was distributed to the entire campus community soliciting feedback on the proposed priorities (I.B.2-9). Upon integrating the feedback obtained, the *Interim Strategic Priorities* and the corresponding quantified objectives (ER-58) were officially recommended for approval by the SGC and then approved by the College president (I.B.2-10).

The *Interim Strategic Priorities* (2012-2014) are:

1) Increase and Accelerate Student Program Completion
2) Build Stronger Relationships Among Faculty, Staff and Students to Increase Engagement and Student Success
3) Increase and Accelerate Student Completion of Basic Skills Sequences
4) Improve the Academic Success of African American Students

In order to align the activities of individual units and programs to the objectives in the *Interim District Strategic Plan* and the *Interim College Strategic Priorities*, every unit or program is required to link its unit/program objectives in the annual program review update to the priorities in these plans (I.B.2-11). In addition, as units and programs request new funding, they must align the objectives and activities that require additional resources to either College or District goals, or to their SLO assessments (ER-8, I.B.2-12, I.B.2-13).

The activities and objectives of *Interim Strategic Priorities* are also being implemented through many major grants, initiatives and committees in the College (I.B.2-14, I.B.2-15). The *Professional Development Advisory Committee Strategic Plan* (I.B.2-16) and the *Workforce Development Strategic Plan* (I.A.1-8) also align with these priorities.

As a result of the spring 2013 communication from ACCJC to all the member institutions about establishing reasonable institution-set standards for student success and achievement, the College held discussions about setting these standards in the Accreditation Steering Committee, the Teaching and Learning Committee, the department chairs group, and the management council (I.B.1-5, I.B.2-17, I.B.2-18, I.B.2-19, I.B.2-20, I.B.2-21)

Based on these discussions, the following institution-set standards were established and reported on in the 2013 Annual Report:

- Institution-set standard for course completion rate: 68 percent
- Institution-set standard for student fall to fall percentage rage: 45 percent
- Institution-set standard for student degree completion: 408
- Institution-set standard for student transfer to 4-year colleges/universities: 300
- Institution-set standard for student certificate completion: 387

In spring 2014, standards were established at the departmental level to include benchmarks for licensure and other program-specific goals. A template to assist instructional programs in setting standards was developed as a result of discussions in each of the bodies listed above, and the template form was formally adopted by the Teaching and Learning Committee in January 2014. The template includes standards for course completion, course success, number of completions, and transfers. This form was incorporated into the annual program/unit review process in spring 2014, and every instructional department uploaded its completed form into the Program Review Submission Tool after dialogue within each department (I.B.2-22, I.B.2-23, I.B.2-24). Progress on achieving these institution-set standards will be discussed and commented on in the annual program review/unit update during the 2014-2015 academic year by individual departments.

Self Evaluation

LMC meets Standard I.B.2. The institution has spent significant time and energy formulating goals and ensuring that a mechanism for these goals to be addressed is in place. The objectives contained in the *Interim Strategic Priorities* (ER-58) are clear and measureable -- therefore, the extent to which these objectives are attained is easily monitored. A mid-point review of progress towards achieving the goals, at a College Assembly on April 7, 2014, indicates that most of the goals have been met by the end of year one of the two year *Interim Strategic Priorities* (I.B.2-25).

The Academy for College Excellence (ACE) is one of many initiatives at the College engaged in interventions to promote student success. A recent study conducted by TRI International of multiple cohorts at four "ACE Colleges", including LMC, shows that students who complete the one-semester ACE program complete transfer-level English and math at a greater velocity than non-ACE students. Quoting the study, "At Los Medanos College (LMC), the ACE program has led to significant improvements in student performance in both English and math. One semester after attending ACE at LMC, students were 7.8 times more likely to pass transfer-level math and English courses than the comparison group. Two semesters out, they were 4 times more likely

to pass transfer-level math and English courses than the comparison group." (I.B.2-26). This initiative supports the College's goal of increasing completion rates in general (interim strategic priority #1), but that of African-American students in particular (interim strategic priority #4). In most of the ACE cohorts between fall 2010 and fall 2013, one-third of the students were African-American and another one-third were Hispanic. The completion and success rates for students in the ACE cohorts were almost always remarkably higher than in the non-ACE cohorts (I.B.2-27).

Another initiative (addressing several of the *Interim Strategic Priorities*) at the College is "Path2Stats", which is an intensive one-semester developmental math course. This course has no pre-requisites and prepares students in majors, that are not math-intensive, to advance to college-level Statistics in one semester instead of over multiple semesters. This course is "a solution to the well-documented problem of attrition in the remedial math pipeline in community colleges, a problem that disproportionately impacts students of color. Overall, Path2Stats students are 3 times more likely to complete a college-level math course when compared to students in the traditional remedial math sequence (60% vs. 19%), with rates 2 to 4 times higher than students with comparable math placement scores". It has been noted that "Path2Stats students pass college statistics at essentially the same rate as students coming from Intermediate Algebra (73% vs. 74% with a C or better…". (I.B.2-28, I.B.2-29). This acceleration work is also published by Research and Planning Group in *Curriculum Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project* (April 2014).

Actionable Improvement Plan

None.

I.B.3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Los Medanos College has instituted an effective, integrated planning process that aligns campus goals and efforts with the *District Strategic Plan*. The LMC Planning Committee is a shared governance committee charged by the SGC and is comprised of faculty, staff, student, and management representatives from diverse programs and units at the College. The representatives are appointed by their respective senates and the College president. The committee meets monthly during the two semesters of the academic year, and provides leadership for the College in evaluating institutional effectiveness based on institutional data and surveys (I.B.3-1, I.B.3-2).

The Planning Committee and the recently created Office of Planning and Institutional Effectiveness, develop and update a planning cycle calendar (I.B.3-3. I.B.3-4) to outline expectations and establish institutional timelines. Some of the major efforts led by the Planning Committee and the Office of Planning and Institutional Effectiveness include the development of strategic plans (ER-58), and the annual and comprehensive program/unit review processes, which are linked to the resource allocation process (ER-8, I.B.3-5, I.B.3-6, I.B.1-33, I.B.1-34, I.B.1-35). These processes demonstrate integrated planning across the College and a systematic approach designed for evaluation and improvement.

A subgroup of the Planning Committee drafted the College's *Interim Strategic Priorities* (2012-2014) after assessing and evaluating institutional data (ER-58, I.B.2-4, I.B.2-9, I.B.3-7, I.B.3-8, I.B.3-9). This plan was approved by the College community after it was vetted in various constituency open meetings, where input and feedback were gathered and incorporated in to the final document (I.B.2-3, I.B.2-4, I.B.2-8, I.B.2-9, I.B.2-10, I.B.3-10). The priorities of the College's *Interim Strategic Priorities* (ER-58) align with the *District Strategic Plan* (I.B.2-6) and are revised as part of the same cycle. The current *Interim Strategic Priorities* is effective until fall 2014.

The Planning Committee, and now the Office of Planning and Institutional Effectiveness, provide the leadership for the annual program/unit review update process and the five year comprehensive program/unit review. The goal of program/unit review is to provide a mechanism for each program/unit to evaluate its progress and success, needs, and priorities in support of student learning outcomes, while aligning with College and District priorities and plans.

The Planning Committee has worked to establish a culture of data-driven decision making at LMC. Prior to the start of the annual program review process, the District Office of Research and Planning gathers disaggregated data such as retention and completion rates for each program/unit. This data, along with Perkins Core Indicator data, is uploaded in the Program Review Submission tool (I.B.3-11, I.B.3-12). The tool also includes a link to the state wide Student Success ScoreCard data. The data provided are clearly presented, highly relevant and helpful throughout the program review and planning process of each program/unit. The Planning Committee determined the quantity and type of data that would be most useful to provide each department/unit by surveying the current needs and uses of data in program review by constituents across campus (I.B.1-36, I.B.3-1, I.B.3-13, I.B.3-14, I.B.3-15).

To support the campus community during the program review process, the Planning Committee has collaborated with other campus groups, including the Professional Development Advisory Committee (PDAC) and Information Technology, to develop useful tools and provide professional development ((I.B.1-31, I.B.3-16, I.B.3-17). The Planning Committee provided input to help design the updated program review submission tool (introduced during the 2012-13 academic year) to enable programs/units to access data more easily and streamline the entire program review process. This new tool has made it easier for units/programs to access past data, link

current efforts with past work, and connect new objectives with the College strategic priorities (I.B.2-11).

In order to facilitate the completion of more meaningful program reviews, the Planning Committee established a process to provide additional guidelines and more thorough feedback for programs/units during the 2011-2012 academic year. A rubric with additional helpful information (definitions, instructions) was developed by the Planning Committee and provided to all programs/units prior to the beginning of the program review process (I.B.3-18). Once the program reviews were submitted, three-person teams (comprised of one staff member, faculty member and manager) reviewed and provided written feedback for all program reviews submitted in spring 2012 (I.B.3-19). To prepare the campus for the comprehensive program/unit review, and to address some of the challenges identified during the feedback process (I.B.1-36, I.B.3-15, I.B.3-20), a day-long professional development workshop was provided during Flex in fall 2012 as a collaborative effort between the PDAC and the Planning Committee (I.B.1-31). This workshop provided information and training on using the new Program Review Submission Tool, writing clear objectives and connecting planning and with resource allocation and student learning outcomes assessment (I.B.3-16, I.B.3-21, I.B.3-22, I.B.3-23).

To launch the program/unit review and planning process in fall 2013, the Office of Planning and Institutional Effectiveness, in collaboration with the District Office of Research and Planning along with the LMC faculty SLO Coordinator conducted several workshops during the fall semester and during spring 2014 Flex (I.B.1-1, I.B.3-24, I.B.3-25, I.B.3-26). Hands-on training was also provided for coaching on the newly enhanced Program Review Submission Tool. The workshops including the following topics:

1. Conducting a thoughtful, effective, and collaborative program review.
2. Turning data into meaningful action – Learning how to analyze SQL data and the Student Success ScoreCard data before developing new objectives for 2014-2015 and beyond.
3. Incorporating the program review into the Program Review Submission Tool.

The connections between assessment, program review, planning, and the resource allocation process (RAP) continue to be streamlined as well. RAP proposals are directly linked to objectives in the program review (I.B.2-14), and all program review objectives are linked to Strategic Priorities at the College and/or the District, and assessment results of student learning outcomes. The timeline and process for completing the resource allocation process are clearly communicated to the LMC community (I.B.3-27).

In addition, the College has developed *Educational* and *Facilities Master Plans* with input from the College community (ER-7, I.B.1-24, I.B.1-25, I.B.2-1, I.B.2-4). LMC has made significant efforts to include the entire community when developing these plans, and has utilized various mechanisms to collect ideas and feedback, such as breakout sessions during opening day and College Assemblies (I.B.2-1, I.B.2-4).

Self Evaluation

Los Medanos College meets Standard I.B.3. LMC uses quantitative and qualitative data in planning, program review and resource allocation cycles, and continues to assess their effectiveness. All of the efforts described previously demonstrate integrated planning across the College and systematic evaluation leading to continuous improvement. The campus community is involved in all aspects of planning, from developing objectives within programs and units to providing feedback on master plans. Additional opportunities for professional development related to the program review and the assessment of student learning outcomes continue to be explored and implemented based on feedback from the LMC community. The Planning Committee continues to discuss and refine mechanisms to evaluate the program review process. The Office of Planning and Institutional Effectiveness, created in 2013-2014, is now responsible for implementing and improving the program review and planning process (I.B.3-28). In addition, the District continues to evaluate the effectiveness of the research and planning processes across the three colleges. The District centralized the research function for all three colleges in 2011. The current District structure includes a senior dean of research and planning, along with four research analysts. Each college in the District has a planning committee. To provide leadership and centralize integrated planning activities on campus, LMC created the position of a senior dean of planning and institutional effectiveness during a reorganization of its management structure at the end of the 2012-2013 academic year (effective July 1, 2013). The Office of Planning and Institutional Effectiveness enables the College to integrate and support all planning efforts on campus and collaborates with the District Research and Planning Office on research needs of the College (I.B.3-29, INT-6).

The Planning Committee, and now the Office of Planning and Institutional Effectiveness, continue to improve the efficiency and effectiveness of the program review process at LMC. During the 2012-2013 program review cycle, a new submission tool (web application) was implemented. Based on annual surveys and user feedback, this tool continues to be evaluated and improved by the Office of Planning and Institutional Effectiveness in collaboration with the Information Technology and Services Department and the Planning Committee (I.B.3-30, I.B.1-36).

Actionable Improvement Plan

None

I.B.4: The Institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

All campus constituents are invited to participate in institutional planning and resource allocation through their involvement in college processes, shared governance, and representative groups. Examples of College processes include the *Interim Strategic Priorities* (2012-2014), the Vision 20/20 *Workforce Development Strategic Plan*, 2014-2019 strategic planning process currently in progress, program/unit review and planning, resource allocation, and grant applications.

LMC's shared governance model is structured around broad-based involvement of all constituencies in planning and decision making at the College, following criteria set forth in the *Shared Governance Position Paper* adopted in 2003 (OR-13).

The position paper states that issues affecting the College as a whole should be addressed by the Shared Governance Council (SGC), comprised of three representatives from each of the three College senates – faculty, classified staff and students – and management, including the College president (I.B.4-1). The president selects the management representatives, who are non-voting members of the Council. SGC is charged to be "the Keeper of the Plan", and makes recommendations to the president based on the mission and vision of the College and the *Educational Master Plan* (EMP) of the College, the *District's Strategic Plan*, and LMC's *Interim Strategic Priorities* (ER-7, I.B.2-6, ER-58).

SGC authorizes shared governance committees and assigns them annual charges that align with the mission and strategic priorities of the College (I.B.1-16, I.B.1-17). Shared governance committees rely on research and input by all constituent members, who are expected to take ideas and policy issues back to their representative groups for further review and discussion -- this practice allows for a widespread input and helps to identify potential conflicts in the planning, decision making, and formal approval processes.

All constituency members have the opportunity to participate in the SGC, committees, and task forces when openings occur and/or the need arises. Committees and task forces work on important issues like accreditation, strategic planning, and the College Mission Statement. Task force openings are announced and recruited through the senates at meetings, College Assemblies, emails to the College community, phone calls and word of mouth.

LMC's annual program/unit review and planning process requires collaboration by all unit/program members, giving a voice in the planning process to all employees in the department/unit (I.A.3-5, I.B.1-1, I.B.4-2, I.B.4-3, I.B.4-4, I.B.4-5).

Other opportunities for involvement in College planning and decision making include participation in College Assemblies (I.B.4-6), and Flex and other staff development activities (I.B.4-7). Periodic surveys on a variety of College wide issues are sent out electronically to the LMC community, which provides another avenue for faculty, staff, and students to have a voice. The President's Office sent out a survey to all College employees, students and more than 200 members of the external community to gather their input on the College's Mission Statement during the review process in 2012-2013 (I.A.3-6).

The College facilitated an Employee Satisfaction Survey in fall 2010 and in spring 2014 (I.B.4-8, I.B.4-9). A crosswalk document was created to compare the results by employee group (classified, faculty, and managers), since the questions between the employee satisfaction surveys varied slightly between the two years (I.B.4-10). When asked in the 2014 survey, if they participate in the program/unit review and planning process, 80.3 percent of the faculty strongly or moderately agreed, 100 percent of the managers strongly or moderately agreed, and 65.5 percent of the classified staff strongly or moderately agreed.

SGC and all shared governance committees, and the senates -- faculty, classified staff and students –upload their agendas, minutes and other important information on the LMC website or the In-Site Portal, enabling all constituents the opportunity to read, reflect upon, and provide feedback to their representatives concerning College wide issues, processes, and decision making.

LMC's resource allocation is designed to lead to improved institutional effectiveness and student success. The mechanism to request additional funds through the resource allocation Process (RAP) occurs after the annual program review and planning process is completed. Departments and units may make requests for increases to their base budget, funds for program maintenance, additional staffing, and for new initiatives. The need for funds requested through RAP must be specifically demonstrated in the unit's annual program review objectives, which must be tied to the results of the assessment of student learning objectives, to College goals, and/or College or District strategic priorities. The process has been improved and simplified every year resulting in larger numbers of requests (I.A.3-5, I.B.4-3, I.B.4-11, I.B.4-12).

SGC reviews and prioritizes RAP requests annually in spring after a brief presentation by the proposer, a discussion of the proposals, vetting of concerns, and evaluation. At the conclusion of the annual RAP process, the president issues a memo to the LMC community announcing the funding decisions for all proposals submitted guided by the recommendations of the SGC. The College makes every effort to fund proposals after a thorough review of all available funding sources, which includes the College's operating funds, grants, and private donations to the LMC Foundation.

During some budget years, not all requests can be funded; some are placed on hold until funding becomes available, while others may need further review. Some are not approved if they do not meet the necessary criteria during the review and prioritization process.

The LMC Foundation conducts a "mini-grant" process when funds are available. Approved mini-grant proposals during the last few years have resulted in a variety of opportunities for students to participate in activities outside the classroom, such as the prestigious NASA national competition, debate tournaments, university transfer tours, and conferences, as well as program equipment and supplies (I.B.4-13).

The College also received two multi-million dollar five-year U.S. Department of Education HSI grants, which support LMC's mission and strategic priorities. The EXITO Grant and the STEM Transfer Velocidad grants both augment the number of Hispanic and other under-served and first-generation College students to transfer to four-year colleges and universities. The EXITO grant focuses on the transfer success of students in all areas of study, while the STEM Transfer Velocidad grant focuses on students majoring in science, technology, engineering, and math. The Vision 20/20 *Workforce Development Strategic Pla*n positioned LMC to apply for the $14.9 million Trade Adjustment Assistance for California Community Colleges Training (TAACCCT) regional grant to support workforce development in the region. This allocation is a consortium grant, which includes 14 Bay Area community colleges and three workforce development boards, with LMC as the fiscal agent receiving $1.2 million of these regional funds (I.B.4-14, I.B.4-15).

New building and classroom expansion projects and major upgrades and improvements are funded through state monies and two District wide capital improvement bonds approved by voters in 2002 and 2006. The 2012 Bond Report to the community includes a complete list of projects. Recent LMC examples are the Nursing and Emergency Medical Technology classrooms, labs in the College Complex, and the purchase of 17.5 acre site for the permanent location of the Brentwood Center (I.B.4-16).

Self Evaluation

Los Medanos College meets Standard 1.B.4. Attendance at Faculty and Classified senate meetings remains adequate and all employees receive agendas and minutes by email. Many faculty members are highly involved and engaged, particularly in SGC and the committees under its purview. In a prior academic year, the Academic Senate had trouble getting a quorum – however, this problem has been solved and attendance is no longer an issue. In general, there is broad attendance and participation in College Assemblies and Flex activities. The College has a devoted group of classified employees who are very involved and engaged in shared governance matters, but some do not participate in committees and task forces, due to concerns about completing their regular assignments. Annual department program review and planning is another avenue for all employees to be involved and have a voice at the department level. Student participation has been especially strong during the 2013-

2014 academic year in shared governance, strategic planning, and in the accreditation self-evaluation process. In some academic years, it has been difficult to recruit students to serve on all the shared governance committees.

LMC's successful program review and resource allocation processes have resulted in improved institutional effectiveness, enhancing the educational environment and learning for the students served by the College. The program review and RAP processes are evaluated and improved annually to ensure on-going reliability in allocating resources aligned with LMC's institutional, mission, goals, and priorities.

The College is midway through developing the 2014-2019 Strategic Plan. The process began on Opening Day in January 2014 with all faculty, staff, and managers participating. This was followed by three retreats between February and March 2014 – the first for the LMC community, the second for the external community, and the third for the LMC community. The first retreat had 60 participants that included faculty, classified staff, managers, and students. The second retreat also had 60 participants that largely included members of the community, along with some faculty, staff, managers and students. The final retreat had 40 participants, which included some faculty, staff and managers; a large number of students, and a few members of the community. The retreats provided some key areas to focus on as a College when developing our strategic directions. Information gathered from the retreats, along with a review of data and progress checks of our existing plans will enable the College to finalize its next five-year strategic plan in fall 2014 (I.B.4-17, I.B.4-18, I.B.4-19).

Actionable Improvement Plan

None.

I.B.5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College collects course-level student learning outcomes assessment (CSLOs) results, program-level student learning outcomes assessment (PSLOs) results, General Education or institutional (ISLO) assessment results from instructional programs. These results are now incorporated into program review. The reports are uploaded into the Program Review Submission Tool (PRST) for review by the College (ER-55). An executive summary of program-level assessment is written with the public and potential students in mind and is posted to the website (CR-7).

Student Services similarly conducts assessments and gathers data and results about program and service quality in order to make continuous improvements. This

information is published in a newsletter to the College community and is also posted to the College website (I.B.5-1, I.B.5-2).

The centralized District Office of Research and Planning gathers disaggregated data on enrollment, retention, completion, success, and productivity and provides these data to the colleges regularly for program review and planning. External environmental scans are conducted and student success data are gathered and posted to the District website (I.B.5-3). The LMC Office of Planning and Institutional Effectiveness website links to the District Research website (I.B.5-4). The District develops and posts an annual report called *CCCCD Fingertip Facts* on District wide student success posted to the website (I.A.1-3, I.B.5-5). It also develops an annual report called *LMC Quick Facts* for the College posted on the LMC Planning and Institutional Effectiveness website (I.B.5-6, I.B.5-7). Annual Student Success ScoreCard data are posted on the home page of the LMC website (ER-59).

The CTE programs participate in the career technical education (CTE) outcomes data pilots conducted by the RP Group. The College has participated in the first and second year of the pilots. The results are shared with the CTE programs at the College and are posted on the website of the Office of Planning and Institutional Effectiveness (I.B.5-6, I.B.5-8).

Successes are also shared at conferences and in newsletters. The success of the Academy of College Excellence program in improving completions in math and English were included in the Academy for College Excellence Student Outcomes Studies (I.B.2-27). Similarly, the success of acceleration in LMC's Path2Stats – a one semester course that has no prerequisites – enables students to prepare for transfer-level, led to national recognition by the American Association of Community Colleges. This option for students helps to close the achievement gap among minority students since so many have placed three or more levels below college math. The success of this program has been shared in the news and on the LMC website (I.B.5-9).

LMC utilizes a variety of methods to communicate data both internally and externally – to the District, management, faculty, staff, students, advisory boards, K-12, potential students, community partners, and the general public. Internally, data are shared through intranet sources such as the "P Drive" (the local server for Los Medanos employees accessible from off campus too), InSite (the District portal), email, College meetings, and committees.

Externally, the College provides access to its data to the public via internet resources like the College website, publications, community presentations, and on/off site meetings with advisory boards and local high schools (ER-59).

The College collects data, produces qualitative assessment results, and communicates its institutional excellence to the public through various media: The *CCCCD Fingertip Facts* (I.A.1-3) illustrates LMC's dedication to access, equity, innovation, opportunity, support services, and student success. *Chapter 3: Environmental*

Assessment and Analysis of the *2006 - 2016 LMC Educational Master Plan* (ER-7) illustrates the College's demographics and projections of Student/Fiscal/ Transportation/Work Force Trends for a ten-year period. The data collected from this document are shared with campus employees via email, College wide meetings and is presented at the District-level at District Governance Council (DGC) meetings (I.B.5-10).

Core indicator data is collected by the Office of Instruction and provided to the CTE faculty through the Program Review Submission Tool. These data are studied and reported on in program review, and are the basis of resource requests to address program areas of weakness and to address the needs of special populations. Core indicator data are used as a benchmark for CTE programs to measure progress in skill attainment, completions, persistence, employment, and underrepresented student participation (I.B.5-11). CTE programs report annually through the program review process on progress toward meeting these indicators (I.B.5-12).

The CTE Committee serves as the main committee to facilitate K-12 to college CTE program outreach, and articulation, and does so with administrative assistance from the Office of Instruction. The Committee, along with the SB-70 Advisory Committee (I.B.5-13), collaborates to provide middle and high school outreach, and articulation activities. Linking activities with K-12 partners, such as the Educational Partners Breakfast (I.B.1-56) and the C5CTE Collaborative (I.B.5-14), provide an opportunity to work across secondary and post-secondary boundaries in a regional way and share information and data about student success.

The HSI transfer grant has been an integral component to data collection in order to improve student success among underserved students. In 2009, LMC partnered with the University of Southern California's Center for Urban Education (CUE) (I.B.5-15). The LMC Evidence Team (I.B.5-2) has adopted the CUE Equity Model. In 2010, the Institutional Effectiveness Report (I.A.1-7) revisited institutional goals from previous years to assess the current status of students' success and achievement data.

As a result of reviewing the initial assessment structure in practice, the SGC charged the Teaching and Learning Project (TLP) to create and implement a College wide plan and timeline for assessment of institutional student learning outcomes (ISLOs), program learning outcomes (PSLOs), and course learning outcomes (CSLOs) to synchronize with required course outline updates (I.B.5-16). The TLP position paper, titled *Student Learning Outcomes: A New Model of Assessment* (ER-57) – the plan was finalized in May 2012 and has been adopted. Analysis of assessment data is currently taking place primarily at the department level through the program review process. Programs are asked to reflect on the assessment of their PSLO's and make that information available to students interested in their programs (I.B.5-17).

The institution also collects feedback from the community on the performance of other long-term initiatives, such as the 2002 and 2006 Facilities Bonds. The Measure A Citizens' Oversight Committee is comprised of members of the public, as well as the District and colleges (I.B.5-18). The committee is directly involved with the

oversight of each of the facilities programs outlined in the two earlier bond campaigns (I.B.5-19).

Self Evaluation

Los Medanos College meets Standard 1.B.5. The College communicates the high quality of its programs and services through the College website, newsletters, publications, the intranet, email, and College meetings. The institution demonstrates its integrity by relaying information accurately to the proper constituencies via state reports, grant reports, newsletters, statistics, websites, and community/industry outreach.

In spring 2013, the College developed a public website that made available a summary of the results of each program-level student learning outcomes (PSLOs) assessment (CR-7). Every program and course has student learning outcomes (SLOs), which indicate to students what they should know or be able to do by the end of the course or program. By comparing and measuring the results of student progress against these SLOs, faculty gather information on how the program or course is doing and make adjustments if necessary. Each summary report addresses what was assessed, what was learned from the assessment results, and what faculty plan to work on to achieve continuous improvement and learning in programs and courses. The program-level SLOs are published in the College Catalog, which is also available electronically. SLOs for every course are documented in the official course outline of record, and are listed in every syllabus to educate students on what they should know and be able to do at the end the course.

The website of the District Research and Planning Office (I.B.5-3) is now the centralized site for all data and surveys related to the District and the three colleges. The website of the LMC Office of Planning and Institutional Effectiveness (I.B.3-28) is the centralized site for all College plans, accreditation, and links to the program level assessment site (I.B.5-3).

Actionable Improvement Plan

None**.**

I.B.6: The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The SGC has charged the Planning Committee with reviewing, assessing, and, if necessary, proposing changes to the College's ongoing planning and program review processes (I.B.1-16, I.B.1-17). A program review survey is conducted every year and improvements to the process are made annually (I.B.3-15, I.B.3-19, I.B.3-29, I.B.6-1, I.B.6-2).

The Planning Committee did assess and develop *Interim Strategic Priorities* (I.B.2-8, I.B.2-9, I.B.2-10) in April 2012 in order to clarify and improve effectiveness regarding cultural competency and contextualized learning. In order to streamline the assessment cycles, the Teaching and Learning Committee revised the assessment model and cycles of the College after an extensive survey. The Planning Committee worked collaboratively with the Teaching and Learning Project so that new assessment cycles align with program review and course outline updating cycles (ER-57). These changes are designed to ensure that all programs and units within the institution conduct assessments with the current Assessment Model in mind and allow time for gathering and analyzing data, identifying needs, planning and implementing appropriate improvements, and assessing the effectiveness of any changes in each planning cycle.

SGC evaluated the resource allocation process in fall 2013 and made changes to the process and the forms for spring 2014 (I.B.1-18, I.B.1-19, I.B.3-5, I.B.3-6).

The Planning Committee initiated a review process of annual program/unit reviews in order to provide feedback and strengthen the quality of planning in individual programs and units (I.B.3-18). This review led to a collaboration with the professional development committee (PDAC) and to professional development activities focused on improving the quality of program reviews (I.B.1-30, I.B.1-31, I.B.1-32, I.B.6-3), as well as training sessions about the new program review submission tool (I.B.6-4, I.B.6-5).

The Program Review Submission Tool was further modified in summer 2013 to incorporate SLO assessment reports as part of program review, to develop new objectives based on assessment results and other program needs, and to document the resources that may be required (ER-55). RAP proposals must reference objectives stated in program review to be considered for funding (I.B.6-6). Each year after the resource allocation process is completed, it is evaluated by SGC (I.B.1-18, I.B.1-19). Improvements are made to the process based on this evaluation -- such as changes to

the application forms, the instructions, the review process, and the timelines (I.B.3-5, I.B.3-6). Similarly, each year after the program/unit review process is completed, a survey is conducted. Based on the feedback received in spring 2013, the submission tool was modified in fall 2013 (ER-8, ER-55).

Research has been centralized in the District Office under the leadership of a senior dean of research and planning. All research requests are made online and the research is conducted by members of the team of research analysts in the District. The data are uploaded to the District Research and Planning website and the data in the SQL reporting system is accessible by all College personnel through the InSite Portal. There is also a link to the SQL reporting system from the Program Review Submission Tool for programs to review data during the program review and planning process.

Self Evaluation

The College has taken measures to assure that both the program/unit review and planning process and the resource allocation process are effective and well aligned. LMC assesses these processes annually and modifies them as necessary. The College Planning Committee is currently developing a more sustainable validation process for program/unit review since the initial model implemented in 2012, while effective, is not sustainable given the number of hours each validation took. In the interim, the manager overseeing the program or unit is reviewing the program/unit review and providing feedback.

Actionable Improvement Plan

Led by the Office of Instruction and the Planning Committee, the College will evaluate, revise and codify a sustainable process for reviewing and responding to annual program review updates and comprehensive reviews.

I.B.7: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The Planning Committee is responsible for assessing College's evaluation mechanisms, consistent with the charges given to it by SGC. The following are some examples of how the College evaluates processes in order to improve effectiveness:

- The College administered the national Survey of Entering Student Engagement (SENSE) survey, which surveys for student engagement in fall 2012 (I.A.1-12).

- The College administered the national Community College Survey of Student Engagement (CCSSE), which surveys for student engagement in spring 2013 (I.A.1-13).
- The College also administered a Student Satisfaction Survey in spring 2013 (I.A.1-14).
- The College administers an Employee Satisfaction Survey every three years – 2007-08; 2010-11, and 2013-14 (I.B.4-8, I.B.4-9, I.B.7-1))
- The *2011 Institutional Effectiveness Report*, linked to the *Educational Master Plan*, measured the recommended indicators of institutional effectiveness (I.A.1-7)
- The April 7, 2014 College Assembly provide a mid-term update on progress towards achieving the goals of the *Interim Strategic Priorities* (2012-2014) (I.B.2-25).
- Each program/unit submits an annual program review update through an online submission tool. During spring 2012, an evaluation a rubric was developed. The rubric was then used by sub-committees to provide feedback regarding the program/unit reviews (I.B.3-18)
- On a pilot basis, a program review validation team provided feedback to each program and unit that submitted a program review report and the Planning Committee held a Flex workshop in fall 2012 in order to improve the quality of each individual report (I.B.1-30, I.B.1-31, I.B.1-32).
- A link to the SQL reporting tool is included in the Program Review Submission Tool. Data such as achievement data are included. A variety of student services reports provide achievement data in areas such as Athletics, DSPS, and EOPS (I.B.7-2).
- Core indicator data for CTE Programs is included in the Program Review Submission Tool. Review and analysis of this data is a required by the program review annually for all CTE programs (I.B.7-3)
- The College developed a new cohort data tool for special learning communities, such as Puente, MESA, Transfer Academy, and Honors. The tool enables the College to more effectively track the progress of these student cohorts (I.B.7-4).
- LMC programs analyze course level SLO and program level SLO assessment results and respond to them in order to improve student learning (ER-26, I.B.5-17, I.B.7-5, I.B.7-6).
- The Planning Committee evaluated the online Program Review Submission Tool through a survey (I.B.3-30). The LMC IT staff created a new online Program Review Submission Tool to upload program/unit reviews from instruction, student services and administration in 2012. The PRST was modified in 2013 based on results of the survey.

The Title V EXITO grant had an institutional effectiveness component, one aspect of which was to assess research and planning needs for special programs (Honors, Umoja, Puente, et cetera) on campus. A special program project summary report was developed (I.B.7-7). Several recommendations are in the document and the first phase is currently being implemented. The new data tool for learning communities and the new template for special programs came out of the recommendation of the report.

This new reporting tool provides achievement data for programs and courses. The new data tool for learning communities also creates and tracks cohort of students by semester and ethnicity. The tool provides information based on headcount (number of students), seat count (number of enrollments), success rates (number of enrollments that result in an A, B, C, or P), completion rates (number of enrollments that do not result in a W), number of students who attain transfer-prepared status, term-to-term persistence rates, and certificates and degrees obtained by the cohort.

Each department and program analyzes its course and program student learning outcomes and uses that information to revise and update course outlines of record (COORs). The information is also used to improve pedagogy and the delivery of services. Departments also use the information to integrate any new student learning outcome objectives into the comprehensive unit/program review and planning report or yearly update. Resource requests then can be made, based on needs that were identified by the assessment and evaluation processes.

The Shared Governance Council debriefs and discusses the annual resource allocation process. Changes are made as a result of the feedback. The forms were redesigned in 2013-2014 based on the feedback received at the end of the process in spring 2013 (I.A.3-8, I.B.1-19).

Self-Evaluation

LMC meets standard 1.B.7. The College uses a variety of mechanisms to gather evidence about the effectiveness of programs and services: i.e. program/unit review, surveys, resource allocation, and various data collection tools. The new data available for learning communities and special programs will further improve the effectiveness of the evaluation process for these programs, which should result in improvements.

Planning Agenda

None

Standard I.B - Evidence List

CR-7	Program Assessment Results Executive Summary Webpage Screenshot
ER-7	LMC *Educational Master Plan 2006-2016*
ER-8	Program Review Submission Tool Homepage Screenshot
ER-26	Journalism PSLO Assessment Summary 2013
ER-55	Program Review Submission Tool-Course and Program Assessment Repository Screenshot
ER-57	*Student Learning Outcomes: A New Model of Assessment spring 2012*
ER-58	*Interim Strategic Priorities 2012-2014*
ER-59	LMC Website Homepage Screenshot
I.A.1-4	Program Review Process - Memo from Pres. Kratochvil 02Nov2012
I.A.1-7	*Institutional Effectiveness Report* spring 2011
I.A.1-8	Appendix VI: *Workforce Development System Strategic Plan 2012-2015*
I.A.1-12	SENSE 2012 Survey Results
I.A.1-13	CCSSE 2013 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.A.3-8	SGC Minutes 050813
I.B.1-1	Email-Get Ready for Program Review November 2013
I.B.1-2	Academic Senate Minutes 24Mar2014
I.B.1-3	Classified Senate Minutes 21Feb2014
I.B.1-4	Planning Committee Minutes 06Mar2014
I.B.1-5	Teaching and Learning Committee Minutes 21Jan2014
I.B.1-6	Curriculum Committee Minutes 04Dec2013
I.B.1-7	Curriculum Committee Minutes 05Feb2014
I.B.1-8	Curriculum Committee Minutes 19Feb2014
I.B.1-9	General Education Committee Minutes 15Nov2013
I.B.1-10	Developmental Education Committee Minutes 30Apr2013
I.B.1-11	Career Technical Education Committee Minutes 27Nov2012
I.B.1-12	Matriculation Committee Minutes 13Feb2012
I.B.1-13	List of Flex Workshops-January 2013
I.B.1-14	List of Flex Workshops-spring 2014
I.B.1-15	College Assembly 31Mar2014 GE Assessment PowerPoint
I.B.1-16	SGC Sub-Committee Charges 2011-2012
I.B.1-17	SGC Sub-Committee Charges 2013-2014
I.B.1-18	SGC Minutes 100913
I.B.1-19	SGC Minutes 121113
I.B.1-20	*LMC Brentwood Center Educational Master Plan 2006-2016*
I.B.1-21	Educational Master Plan Opening Day-January 2009 Activity Summary
I.B.1-22	*LMC Facilities Master Plan 2001*

I.B.1-23 CCCCD Governing Board Approval of 5 Year Construction Plan
I.B.1-24 *LMC Facilities Master Plan 2007*
I.B.1-25 *LMC Eastside Campus Master Plan Update 2010*
I.B.1-26 SGC Minutes 012710
I.B.1-27 SGC Distance Ed Committee De-Authorization spring 2010
I.B.1-28 SGC Minutes 041410
I.B.1-29 *Distance Education Strategic Plan 2009*
I.B.1-30 Survivor Program Review Island Agenda for Day 8-15-12
I.B.1-31 Survivor Program Review Island Focused Flex Flyer 8-15-12
I.B.1-32 Survivor Program Review Island Focused Flex Email from Ryan 25May2012
I.B.1-33 Comprehensive Review Template Administration and Support Units-fall 2012
I.B.1-34 Comprehensive Review Template Instructional Programs-fall 2012
I.B.1-35 Comprehensive Review Template Student Services Programs-fall 2012
I.B.1-36 Program Review Survey Results Summary spring 2014
I.B.1-37 RP Group Website Screenshot
I.B.1-38 Faculty Survey on Assessment Results spring 2011
I.B.1-39 College Assembly Notes 15Mar2010
I.B.1-40 Cohort Community Coordinator Meeting May 2010
I.B.1-41 Goal 2 for Program Review 2010 as of 02Nov2010
I.B.1-42 Insights spring 2010
I.B.1-43 College Assembly 01Nov2010 CUE Presentation PowerPoint
I.B.1-44 Governing Board Presentation 25May2011
I.B.1-45 HSI Latino Advisory Meeting II 24May2010
I.B.1-46 General Education Presentation 10Dec2010
I.B.1-47 College Assembly 21Jan2011 EXITO-HSI Presentation PowerPoint
I.B.1-48 LMC HSI EXITO Grant Webpage Screenshot
I.B.1-49 UC-CSU Transfer Data 1989 to Present
I.B.1-50 School Leader Invitation 25Jan2012
I.B.1-51 Educational Partners Breakfast Agenda-February 2012
I.B.1-52 Notes from Educational Partners Breakfast 23Feb2012
I.B.1-53 Educational Partners Breakfast Agenda 05Dec2012
I.B.1-54 Notes from Educational Partners Breakfast December 2012
I.B.1-55 Educational Partners Breakfast Agenda 06Nov2013
I.B.1-56 Notes from Educational Partners Breakfast November 2013
I.B.1-57 CTE Student Success Initiative Report September 2012
I.B.1-58 Analytics Los Medanos Website Content Drilldown
I.B.1-59 District Strategic Planning 1st Charrette
I.B.1-60 LMC Opening Day Big Ideas for Strategic Plan 2014-2019
I.B.1-61 LMC Strategic Planning 1st Retreat
I.B.1-62 LMC Strategic Planning 2nd Retreat
I.B.1-63 LMC Strategic Planning 3rd Retreat

I.B.2-1 Appendix III - spring 2011 SGC Planning Priorities

I.B.2-2	Steps to Complete Interim Plan 01Mar2012
I.B.2-3	Appendix IV - Combined Notes from Opening Day fall 2011
I.B.2-4	Appendix II - Recommendations from the Certificate Degree Task Force spring 2008
I.B.2-5	Appendix V - SGC Study of Big O spring 2012
I.B.2-6	*Contra Costa Community College District Strategic Plan 2014-2019*
I.B.2-7	Appendix I - LMC Additional Data
I.B.2-8	Strategic Plan Sessions Input spring 2012
I.B.2-9	Survey Feedback on Proposed Strategic Priorities
I.B.2-10	SGC Minutes 042512
I.B.2-11	Program Review Objectives Linked to Strategic Plans PRST Screenshot
I.B.2-12	Program Improvement and Development Rating Form 2013-2014
I.B.2-13	Program Improvement and Development Form 2012-2013
I.B.2-14	EXITO Activity Objectives 29Sep2011
I.B.2-15	STEM Grant Objectives spring 2011
I.B.2-16	PDAC Strategic Plan 24Oct2012
I.B.2-17	Accreditation Steering Committee Meeting Minutes 02Feb2014
I.B.2-18	Teaching and Learning Committee Minutes 19Nov2013
I.B.2-19	Department Chairs Meeting Agenda and Minutes 01Oct2013
I.B.2-20	Department Chairs Meeting Agenda 04Feb2014
I.B.2-21	Management Council Agenda October 2013
I.B.2-22	Email to Department Chairs on PRST and Institution Set Standards
I.B.2-23	Institution Set Standards-Blank Form Template
I.B.2-24	RN Program Institution Set Standards Completed
I.B.2-25	*Interim Strategic Priorities* Update Data Presentation PowerPoint 07Apr2014
I.B.2-26	Student Outcomes Studies Academy of College Excellence Webpage Screenshot
I.B.2-27	District Research Report on Academy of College Excellence
I.B.2-28	LMC Path2Stats
I.B.2-29	BSI Completion Resource 18Oct2013
I.B.3-1	Planning Committee Webpage Screenshot
I.B.3-2	Planning Committee Charges 2013-2014
I.B.3-3	Planning Calendar 2008-2009
I.B.3-4	Planning Cycles and Accreditation Excel Spreadsheet fall 2006 – spring 2012
I.B.3-5	RAP Timeline for 2014-2015 Funding
I.B.3-6	RAP Request Form 2014-2015
I.B.3-7	2011 ARCC Data Report
I.B.3-8	IDEA Phase I 13Dec2011
I.B.3-9	IDEA Inquiry Phase II 26Jan2012
I.B.3-10	Vision 20/20 Notes and Retreats on *Interim Strategic Priorities* 2012-2014
I.B.3-11	Accessing Program Review Data fall 2012

I.B.3-12	Accessing Program Review Data fall 2013
I.B.3-13	Program Review Webpage Screenshot
I.B.3-14	Planning Committee Minutes 03Mar2011
I.B.3-15	Unit Program Review General Feedback spring 2012
I.B.3-16	Unit Program Review - Definitions and Examples
I.B.3-17	Program Review Outline and Instructions fall 2011
I.B.3-18	Program Review Rubric 2011-2012
I.B.3-19	Program Review Feedback Form 2011-2012
I.B.3-20	Program Review Survey Questions-spring 2014
I.B.3-21	Objectives Rationale Activities Flex 15Aug2012
I.B.3-22	Gil Game Flex 15Aug2012
I.B.3-23	Program Review Workshop PowerPoint November 2013
I.B.3-24	What is Program Review?
I.B.3-25	Steps to Conducting a Thoughtful Program Review
I.B.3-26	Guide to Program Unit Review 2014-2015
I.B.3-27	RAP Timeline for 2013-2014 Funding
I.B.3-28	Office of Planning and Institutional Effectiveness Webpage Screenshot
I.B.3-29	Research Department Admin Services Survey Pre-Post Summary 05Jun2012
I.B.3-30	Program Review Submission Tool Feedback 26Apr2013
I.B.4-1	SGC Position Paper-2003 Flow Chart
I.B.4-2	President Bob Kratochvil Email 02Nov2012, 2012-13 Unit Program Review & RAP documents due 022513
I.B.4-3	President Bob Kratochvil Email-RAP Update on 2013-14 Funding
I.B.4-4	RAP Update on 2013-14 Funding Memo to Campus Community 24May2013
I.B.4-5	LMC President's Email Memo Announcing Outcome of RAP Process 19Sep2013
I.B.4-6	Calendar of Monday Meetings spring 2014
I.B.4-7	Flex Webpage Screenshot
I.B.4-8	LMC Employee Satisfaction Survey-fall 2010
I.B.4-9	LMC Employee Satisfaction Survey-spring2014
I.B.4-10	LMC Employee Satisfaction Survey Crosswalk 2010 and 2014
I.B.4-11	RAP Memo to LMC Community 2011-2012 R. Livingston, President
I.B.4-12	Program Maintenance Requests Funded 2011-2012 R. Livingston, President
I.B.4-13	Foundation Mini-Grants Funded 07Mar2013
I.B.4-14	District Receives TAA Grant Email 19Sep2012
I.B.4-15	ETA News Release-$500 million grant award
I.B.4-16	2012 Bond Report to the Community
I.B.4-17	LMC Strategic Planning 1st Retreat-RSVP Sign-in Sheets
I.B.4-18	LMC Strategic Planning 2nd Retreat-RSVP Sign-in Sheets
I.B.4-19	LMC Strategic Planning 3rd Retreat-RSVP Sign-in Sheets

I.B.5-1	Student Services E-Newsletter Webpage Screenshot
I.B.5-2	LMC Newsletter – February 2010
I.B.5-3	District Research and Planning Webpage Screenshot
I.B.5-4	Research Request from Office of P&IE Webpage Screenshot
I.B.5-5	Fingertip Facts District Webpage Screenshot
I.B.5-6	Planning Data and Surveys Webpage Screenshot
I.B.5-7	LMC Quick Facts fall 2013
I.B.5-8	CTE Employment Outcomes Survey Results – 2013
I.B.5-9	LMC Math Program Boosts Probability of Success Webpage Screenshot
I.B.5-10	District Governance Council Meeting Minutes Webpage Screenshot
I.B.5-11	Accounting Core Indicator Data
I.B.5-12	Electrical Instrumentation Technology Program Review Core Indicators 2014-2015
I.B.5-13	SB-70 Advisory Minutes 11Nov2013
I.B.5-14	C5CTE Agenda February 2014
I.B.5-15	Center for Urban Education Equity Model FAQs
I.B.5-16	Accreditation Focused Mid-Term Report 15Oct2011
I.B.5-17	Journalism Program Assessment Results Webpage Screenshot
I.B.5-18	Measure A 2002 and Measure A 2006 Bond Oversight Committee Membership
I.B.5-19	Bond Oversight Committee Meeting Minutes 23Oct2013
I.B.6-1	Program Review Survey spring 2014 Email
I.B.6-2	Program Review Survey spring 2014 Results Charts
I.B.6-3	Evaluation Summary Focused Flex fall 2012
I.B.6-4	Research and Planning Committee Minutes 06Dec2012
I.B.6-5	Program Review Submission Tool Now Available Email 04Dec2012
I.B.6-6	LMC SharePoint-RAP Proposals and PR Objectives spring 2012
I.B.7-1	LMC Employee Satisfaction Survey 2007
I.B.7-2	ETEC SQL Data Program Review Screenshot
I.B.7-3	ETEC CTE Core Indicator Page Program Review Screenshot
I.B.7-4	Learning Community Cohorts Student Tracking System
I.B.7-5	JOURN 010 CSLO Assessment FA11
I.B.7-6	JOURN 016 CSLO Assessment SP13
I.B.7-7	Special Program Project Summary Report fall 2011
INT-6	2014 LMC Administration Organizational Chart
INT-10	2013 Environmental Scan External

listed in alpha-numeric order

LOS MEDANOS COLLEGE

Standard II: Student Learning Programs and Services

Instructional Programs

Student Support Services

Library and Learning Support Services

★

"The most valuable thing I learned while at LMC was how to plan and carry out developmentally appropriate group times.

Besides curriculum, I learned how to supply, set up, and organize a safe learning environment for children. I learned how to use conscious discipline, and gained an entirely different language while talking with children. LMC also taught me how to work with teachers, families, and communities in order to help each child grow and succeed to their fullest potential. Thanks LMC!"

- Ashley Pate
LMC Child Development alumna
BA and Teaching Credential,
Sacramento State University
Currently teaching in Danville, CA,
San Ramon Unified School District

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports personal and civic responsibility and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A: INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

Los Medanos College's Mission Statement exemplifies the commitment to student learning and success and to the community: "Los Medanos College is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission" (ER-2, ER-7, ER-19, ER-20, ER-21).

New programs under consideration are reviewed for appropriateness and alignment with the College mission, as well as the availability of resources by the Shared Governance Council, the Academic Senate, and the Curriculum Committee (II.A-1, II.A-2, II.A-3). The Curriculum Committee, which is a sub-committee of the Academic Senate, ensures that all course offerings align with, and support, the mission of the College and are of appropriate academic rigor, breadth, and depth for an institution of higher education. Curricula are kept current through the regular revision of course outlines of record (COORs) -- all COORs are reviewed and updated at least once every five years. The review process includes the update of content, textbook and supplemental materials, mode of delivery, and student learning outcomes

II.A.1: The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A. 1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Los Medanos College identifies and meets the varied educational needs of its students and offers programs consistent with their educational preparation, diversity, demographics, and the regional economy. This approach is reflected in the instructional programs and student support services which the College offers, including learning communities like Puente, MESA, and Umoja that focus on the particular needs of LMC's diverse student population. Through the program/unit review process, all programs annually review available data relevant to their program and the students that they serve. Data collection is supported by the District Office of Research and Planning, and is further supported by a senior dean of planning and institutional effectiveness at the College. The most recent environmental scan, along with results of CCSSE and SENSE surveys have provided a wealth of data including, but not limited to, demographics of the College service area and students enrolled, high school student graduation rates, public four-year university eligibility, and median income information, as well as feedback on levels of student engagement. All this data is available on the College and District websites (I.A.1-12, I.A.1-13, INT-10). Additionally, representatives from the District and College have presented relevant research data in a variety of LMC forums, including College Assemblies, committee meetings, and meetings with community leaders in feeder high school districts. Progress toward achieving stated learning outcomes is monitored through course- and program-level assessment as defined in the *Student Learning Outcomes: A New Model of Assessment spring 2012* (ER-57).

Self Evaluation

A spring 2011, Faculty Survey on Assessment completed by 97 full-time faculty (87.4 percent of 111 full-timers) and 70 adjunct faculty (24.6 percent of 285 adjuncts) found there is a high level of participation by faculty in assessment (I.B.1-38). A majority of the faculty responding reported that they made changes in instructional methods and to the course structure, and that their departments or programs made changes to the course outlines of record in terms of student learning outcomes, in the sequence of courses, and/or to the program requirements. The new assessment model itself is an improvement plan already in action. It was the end result of more than a year of self-evaluation and analysis, and integrates evaluation at the midpoint and end

of each five-year cycle. Each evaluation will lead to needed improvement in the model.

Actionable Improvement Plan

None

II.A.1.b: The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

LMC offers a variety of scheduling options to serve its students, including traditional semester-length classes, short-term classes, evening and weekend classes, distance education classes, and off-site classes. Many departments offer students multiple options of modes of instruction, including self-paced (i.e. some math courses), fully online courses (Travel Marketing program), and hybrid online courses.

The Curriculum Committee, a sub-committee of the Academic Senate, approves each course, along with its specific mode(s) of delivery before a course can be offered. When evaluating courses for approval, the committee evaluates the mode of delivery -- whether lecture, lab, activity, online, or hybrid -- in the context of the content of the curriculum, the student learning outcomes, and whether effective and substantive instructor-student contact can be achieved based on the design of the course (CP-3).

All course outlines intended for online or hybrid delivery are reviewed by the Distance Education Committee (DEC), comprised of faculty with expertise in online teaching and learning, as well as staff and administrators, prior to the course being reviewed for official approval by the Curriculum Committee. Teaching and learning in courses delivered via distance education are also reviewed when the instructor is evaluated. Instructors who teach fully online or hybrid courses are evaluated based on the same criteria as instructors who teach face-to-face courses, with the addition of an evaluation item that specifically addresses instructional effectiveness within the online medium. In addition, students are asked to evaluate their individual online course in various ways, such as instructor-generated questions and campus wide inquiries. Data is gathered and presented on the Distance Education website and was included in the *Substantive Change Proposal: Distance Education* (December 19, 2012), which was approved by ACCJC in March 2013 (INT-8). Student learning outcomes in online or hybrid courses are assessed as other courses are, with slight modifications to address the online format. Assessment results are reviewed by departments as part of the annual program review update process and the comprehensive program review, which takes place every five years.

Choices about which courses are to be offered in a distance education mode are made by the discipline faculty, based on their expertise and evaluation of what content can be communicated well in an online environment, as well as through the guidance of program advisory boards, in the case of CTE courses. For example, LMC's Travel Marketing program, which was offered for many years in a face-to-face mode of instruction, was one of the first programs to begin offering courses entirely online. Since travel professionals now utilize the Internet not only to research and book travel, but also to market their businesses, online courses provide a hands-on approach to learning the technology that will be used on a daily basis by travel professionals. During the 2009-2010 academic year, the Computer Science Department worked with its advisory board to assess the latest needs of industry and review the local job market. It then developed several new programs leading to degrees and certificates. The curriculum for these programs includes both new and existing courses -- and some of the existing courses had been offered completely online for five or more years.

To ensure that on-line courses meet the rigor of quality instruction, an Online Supplement form is required to be completed when the course outline of record is (COOR) is initially proposed or updated (CP-3). The form specifically requires the author to describe how the student learning outcomes will be successfully achieved in an online mode of instruction, as well as how effective and substantive instructor-student contact will be achieved. This online supplement is reviewed carefully first by the Distance Education Committee, and then by the Curriculum Committee and approved separately and in addition to the official COOR.

In the fall of 2008, with a clear process already in place to ensure the quality and rigor of individual online course offerings, the College formed a Distance Education Task Force to draft an overall plan for distance education. The purpose of the plan was "to provide recommendations and direction to the College in providing online services of rigor, breadth, and depth that are substantiated through an ongoing cycle of planning, assessment, and improvement". The plan was developed by the Task Force in the fall of 2009 and adopted by Shared Governance Council. The Distance Education Committee remains the planning and online course review body for the College. Chaired by a faculty member, the DEC:

- Reviews and makes a recommendation to the Curriculum Committee for each online supplement form completed for the corresponding course outline of record
- Advises the Technology Systems Manager and the system administrator for the learning management system (LMS) on the operation of the College's LMS
- Reviews and develops new training courses and materials for online instruction
- Drafts and submits for approval to the Academic Senate and SGC policies related to online instruction
- Participates in the training for the new District wide learning management system, Desire2Learn (D2L).

Another way in which LMC has taken action to improve students' experience with online instruction is the transition from Blackboard to Desire2Learn in 2013-2014. The new D2L system allows for all instructors to have access to the online platform regardless if they teach face-to-face or in an online or hybrid format. This provides reliable access to course information for students, decreases the need for printed materials, and increases opportunities for faculty to become familiar with the new LMS system. An additional benefit of D2L is that it is designed to enhance learning by aligning student learning outcomes to assignments and exams within the course room.

The College also utilizes other technologies for teaching, learning, and assessment. Examples of this include clickers in Automotive Technology and Process Technology (PTEC), whereby immediate feedback and measurements can be used to enhance learning. To facilitate use of technology in the learning environment, LMC Pittsburg campus and its Brentwood Center have 62 smart classrooms between the two facilities, with additional smart classrooms outlined in the College's *Educational Master Plan*.

Self Evaluation

The Distance Education Committee made good progress in 2013-2014 in planning for a more coherent approach to online instruction. The transition to D2L and the work done to date on updating a strategic plan for distance education has focused attention on how to advance plans for training of online instructors and expand College wide dialogue on the possibility of offering additional online certificates and degrees. However, there is not yet a process in place to evaluate the breadth and pattern of LMC's online course offerings at an institutional, rather than a departmental, level. The College needs a fuller institutional discussion about data provided by District Research on comparative success and retention rates for face to face vs. fully online or hybrid offerings. The College also needs to have in-depth discussions about the efficacy and desirability of offering an online degree. In the 2014 LMC Employee Satisfaction Survey, 24.6 percent of 66 faculty responding "strongly disagree" that the College should expand distance education courses and offer online degrees. It should be noted, however, that the 66 faculty who responded to the Satisfaction Survey represent only 18 percent of all faculty, and the survey did not distinguish between full-time and adjunct faculty (INT-10). From a student perspective, when 924 students were surveyed on their satisfaction with online courses, about 35 percent were satisfied or very satisfied with their experience, about 15 percent were dissatisfied or very dissatisfied, and about 50 percent considered the question non-applicable or didn't respond, presumably because they had not taken an online class (I.A.1-14). This data provides a jumping off point for discussion, generation of additional questions, and possible new lines of inquiry.

Actionable Improvement Plan

Led by the Distance Education Committee and the Office of Vice President of Instruction and Student Services, the College will examine the degree to which the breadth and pattern of online offerings is meeting student needs and supporting student completion of certificates and degrees and; analyze data on the success and completion rates of online and hybrid courses to inform efforts to improve student learning and success.

II.A.1.c: The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Student learning outcomes have been developed for all courses included in the College Catalog and Chancellor's Office approved certificates and degrees. In spring of 2013, the College began developing outcomes for all of its locally-approved "Skills Certificates" as well. General Education outcomes, which currently serve as institutional-level outcomes, have also been developed for all GE courses. Course-level outcomes are aligned with program and/or institutional (GE) student learning outcomes.

Assessments developed by discipline faculty, designed to measure knowledge, skills, abilities, or behaviors, are in place at the institutional-, program-, and course-levels. Assessment results are documented on the College's Public drive and the reports are now included in the annual program/unit review. The assessment model and cycle were revised during the 2011-2012 academic year after a College wide survey and dialogue in order to systematize assessment at all levels and to document the close integration of assessment, program/unit review, planning, and resource allocation (ER-57, I.B.1-38).

The recently revised assessment model at LMC is designed as a five-year cycle to synchronize with the Title 5-mandated timeframe for revising course outlines of record. In addition, it attempts to be as simple and sustainable as possible, resulting in economies of time for faculty and economies of resources for the institution. The following are highlights of the revised process:

- A five-year cycle integrates assessment, course outline revision, program review and planning, professional development and the resource allocation process.
- Courses are grouped by instructional departments into four cohorts for the purpose of assessment and course outline revision by the discipline faculty.
- Approximately 25 percent of the courses are assessed each year for four years of assessment at the course level, assessing all CSLOs in all courses in each of

the four course cohorts. This calendar achieves assessment of each course at least once in every five-year assessment cycle (CR-5).

- One year of assessment at the program level, during year five, assessing all PSLOs in each instructional program. Student Service programs will assess all PSLOs once during the five year cycle, depending on the best fit for the work flow for each of its programs.
- One or more years of assessment at the institution-level each cycle, as determined by the General Education Committee, so that all GE student learning outcomes are assessed during a single assessment cycle.
- CSLO and PSLO assessment results, dialogue, and improvement plans are documented in program review and planning reports and posted on the College's public drive (and since spring 2014 in the Program Review Submission Tool).
- GE SLO assessment results, dialogue, and improvement plans are documented in program review and planning reports and posted on the College's public drive.
- Needs identified through the assessment process inform the writing of new or revised program objectives through the program review process and can lead to requests for professional development and/or resource allocation.

Discipline faculty take primary responsibility for identifying student learning outcomes statements for courses and programs and for assessing them systematically on an ongoing five-year cycle. As stipulated in the faculty contract, department chairs play a central role in leading instructional assessment. Competencies and SLOs are determined by discipline faculty, in consultation with advisory boards and transfer institutions. Program-level outcomes are reviewed annually during the required program/unit review update, and course-level SLOs are reviewed when the course is assessed and when course outlines of record are updated. Updating COORs occurs when there is a need to change the COOR for hours, content, PSLO editing, or, at minimum, every five years during the comprehensive program review cycle.

Self Evaluation

Prior to the adoption of the new assessment cycle, one third of all courses were assessed each year between 2010 and 2013, and all programs were required to have completed one cycle of program-level assessment. The 2012-2013 academic year was the transition year where the last year of the old three-year cycle overlapped with the first year of the new five-year cycle.

The College's recently revised model of assessment (passed by both the Academic Senate and the Shared Governance Council in spring 2012 and approved by the College president) was created after a year of College wide dialogue and an extensive Faculty Assessment Survey regarding LMC's assessment model. The survey was completed by 168 faculty (87 percent full-time and 25 percent adjunct instructors). The results included 821 comments. The revised model was implemented in fall 2012. It establishes a five-year cycle of assessment coinciding with the Title 5-mandated course outline revision timeline, and integrates course- and program-level

assessments with course outline revision, program review, planning and requests for resources. Dialogue begins at the department level with analysis of CSLO and PSLO assessment results which are also posted on the College's public drive for transparency. The assessment results are now also documented in the annual program review. An executive summary of program-level assessment is posted on the College website for current and prospective students and the community to learn about the College's constant striving for excellence in teaching and learning (CR-7, ER-24, I.B.5-17, II.A.1.c-1, II.A.1.c-2).

In the new model, assessment is on-going in every program and is reported through the annual program/unit review update process. The results are used to inform curriculum and pedagogy modifications, for program improvement, and to support resource requests to improve teaching and learning. Assessment processes and outcomes are discussed regularly at department meetings and meetings of committees and groups, such as Teaching and Learning (TLC), General Education, CTE, Department Chair meetings, College Assemblies, Flex activities, and CTE advisory boards. Results of assessments, analysis and changes are discussed during Flex, and in campus newsletters. These procedures lead to the assessment of quality, reflection by faculty about the teaching and learning process, and improvement where found necessary through analysis of assessment results. Assessment results are used to create program objectives, and to apply for funding for program activities, staff development, and additional staffing necessary for improvement (I.B.1-5, I.B.1-9, I.B.1-13, I.B.1-14, I.B.1-15, I.B.2-18, I.B.2-19, I.B.2-20, II.A.1.c-3, II.A.1.c-4, II.A.1.c-5, II.A.1.c-6, II.A.1.c-7, II.A1.c-8, II.A.1.c-9, II.A.1.c-10, II.A.1.c-11, II.A.1.c-12, II.A.1.c-13, II.A.1.c-14, II.A.1.c-15, II.A.1.c-16, II.A.1.c-17)

LMC has revised course content, modified programs, and adopted initiatives based on assessment results and institutional dialogue. For example, as a result of CSLO assessments in ESL writing courses and the complementary reading and vocabulary courses, and the dialogue that ensued, ESL faculty have restructured the content, levels and sequence of intermediate and advanced ESL courses in order to provide better supports to enable students to build complementary skills and knowledge. Similarly, LMC initiated the Transfer Academy to provide academic and comprehensive student support services in order to increase completions and transfer, after extensive College wide dialogue about the need to improve completions of students, particularly traditionally underserved students. An important aspect of the Transfer Academy is continuous assessment and improvement, while shifting LMC towards a College wide focus on first-year experience opportunities for all incoming students (II.A.1.c-18, II.A.1.c-19, II.A.1.c-20, II.A.1.c-21).

Actionable Improvement Plan

None

II.A.2: The Institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a: The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

LMC assures quality and improvement of courses through a rigorous approval process led by the Curriculum Committee, a sub-committee of the Academic Senate. All courses are reviewed for content by faculty curriculum coaches prior to being presented to the Curriculum Committee. Academic deans provide a "technical review" prior to approval by the committee, while General Education courses are reviewed by the General Education Committee. The GE Committee, a sub-committee of the Curriculum Committee, assesses course outlines to ensure they meet the academic rigor of an IGETC or CSU transferrable course. The Distance Education Committee reviews online courses to ensure that student learning outcomes can be met in an online mode of instruction, and that effective and substantive interactions are designed to take place between the instructor and the student in this delivery mode.

Ideas for new courses, fields of study, and instructional programs may originate from a variety of sources, including faculty, CTE advisory boards or CTE regional consortia, business, industry, workforce development boards, and legislation, such as California Senate Bill 1440. The College revised the New Program Approval process following discussion and approval by the Curriculum Committee, Academic Senate, and Shared Governance Council in 2010. Phase One of the process begins with a "big picture" proposal, which includes program mission/goals/rationale and curriculum, a needs assessment and feasibility study, and a description of the human, fiscal, and physical resources required for the program that is presented to the Academic Senate and then to the Shared Governance Council for review and recommendation prior to approval by the president. Once the Phase One proposal is approved, work begins towards developing a more detailed proposal in Phase Two, which includes detailed curriculum design and development, and completion of all the requirements for Chancellor's Office approval. Phrase Two includes curriculum approval by the LMC Curriculum Committee, and program approval by the Academic Senate and the Shared Governance Council. After the new program and the curriculum are approved by the president, documentation is forwarded to the District wide Education Planning

Committee and then to the Governing Board for approval, prior to being submitted to the State Chancellor's Office for approval. New Career and Technical Education programs also require the approval of the regional occupational consortium prior to being submitted to the State Chancellor's Office. The program approval process uses the Program Approval Handbook (PCAH) as the guideline for program approval (II.A.2.a-1, II.A.2.a-2, II.A.2.a-3, II.A.2.a-4, II.A.2.a-5, II.A.2.a-6, II.A.2.a-7, II.A.2.a-8).

While not entirely "new" programs, LMC developed 18 Associate of Arts/Science Degrees for Transfer in accordance with SB 1440. Two of these degrees are in the process of review and approval from the Chancellor's Office at the time of this writing (ER-2, I.B.1-7, I.B.1-8, II.A.2.a-9, II.A.2.a-10, II.A.2.a-11, II.A.2.a-12, II.A.2.a-13, II.A.2.a-14, II.A.2.a-15, II.A.2.a-16). Each of these degrees is reviewed and approved by the Curriculum Committee, Academic Senate, Shared Governance Council, and Governing Board before being submitted to the state for final approval.

Self Evaluation

Curriculum Committee has provided many resources to assist faculty in writing rigorous, well integrated course outlines that clearly and meaningfully address student learning outcomes. From "Camp COOR" and flex workshops to individual coaching and COOR review supported through RAP funding, LMC has made a concerted effort to help faculty write robust course outlines that undergo a thorough and comprehensive review process. All COORs fully integrate the assessment of student learning outcomes with grading practices and align course-level with program-level outcomes. The committee is currently trying to streamline processes for course approval based on feedback that the course approval process can be lengthy, especially if the course has to go through multiple committees for review, such as online and GE courses. Faculty are encouraged to be present when their proposed courses are being reviewed by the committee, so they can be part of the dialogue and receive direct feedback. In addition, the committee is actively working on clarifying and communicating criteria for course approval. Committee leaders hope to complete that process before LMC moves to writing and tracking courses through CurricuNet, a step anticipated in 2014-2015.

Actionable Improvement Plan

None.

II.A.2.b: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Los Medanos College relies primarily on faculty expertise in the discipline to establish measurable student learning outcomes and competency levels for programs, certificates, degrees, and courses in general and vocational education, along with input from advisory committees, external boards, and/or information on the curriculum of transfer institutions.

LMC CTE programs are required to have an advisory board where industry levels of skills, competency, and knowledge are discussed to help inform the development of student learning outcomes in these programs (II.A.1.c-15, II.A.1.c-16, II.A.1.c-17). The student learning outcomes for the General Education program are determined by the faculty-driven General Education Committee, based on the philosophy of general education and the curriculum of transfer institutions to enable articulation (ER-32, ER-33). Measurable student learning outcomes are documented in the official course outline of record for every course developed by the faculty in the discipline. The Curriculum Committee reviews and approves the official course outline of record for new and revised courses, which includes the SLOs for the course and the program. The course-level student learning outcomes are aligned with the program-level student learning outcomes, so that students completing the program will have the necessary competency level required by industry, business and/or transfer institutions (ER-25, II.A.2.b-3, II.A.2.b-4, II.A.2.b-5, II.A.2.b-6, II.A.2.b-7).

Self Evaluation

Every course outline of record approved by the Curriculum Committee includes student learning outcomes developed by the faculty in the discipline. Student learning outcomes are developed based on competency requirements of industry and transfer institutions (II.A.2.b-8, II.A.2.b-9, II.A.2.b-10). The SLOs of each course are aligned with the SLOs for each program, certificate and degree.

Every CTE program and some general education/transfer majors have advisory boards that provide input on competency levels and student learning outcomes. Faculty review curriculum of other colleges and transfer institutions, as well as participate in statewide discussions on the Transfer Model Curriculum (II.A.2.b-11). The SLOs for the course and alignment with program SLOs are reviewed by the Curriculum Committee when a new or revised course outline is approved (ER-25, II.A.1.c-15, II.A.1.c-16, II.A.1.c-17, II.A.2.b-2, II.A.2.b-3, II.A.2.b-4, II.A.2.b-5, II.A.2.b-6, II.A.2.b-7).

The Process Technology (PTEC) program was developed in 2006 based on a model curriculum developed by the Center for the Advancement of Process Technology (CAPT) in Texas funded by a National Science Foundation grant (II.A.2.b-12, II.A.2.b-13). It was modified and adapted to local and regional standards in collaboration with industry partners serving on the program's advisory board. The student learning outcomes are clearly based on the competency levels expected by industry. Similarly, the Electrical and Instrumentation Technology (ETEC) program was completely redesigned in 2008 by the program faculty in close collaboration with regional industry and employers to address the latest competency requirements of a broader range of industry partners than the earlier version of the same program (II.A.2.b-14). The Computer Science Department developed several new programs in 2010, based on industry competency standards as a result of discussions and recommendations of the advisory committee (II.A.1.c-15), and the Administration of Justice Program made changes to its program to align the curriculum to create an Associate of Science for Transfer based upon input from its advisory committee (II.A.2.b-15).

Program faculty regularly assess student learning outcomes at the course- and program-level based on the cycle established by the Teaching and Learning Committee (II.A.2.b-16, II.A.2.b-17, II.A.2.b-18, II.A.2.b-19, II.A.2.b-20, II.A.2.b-21, II.A.2.b-22). Faculty discuss the results of their assessments in department meetings and with the program's advisory board (II.A.2.b-15). The faculty also get regular feedback from industry members on the advisory board about the knowledge and skills demonstrated by their new hires (LMC graduates) in order to enable the programs to continue to improve. For example, the Process Technology program was asked by its advisory board to increase the amount of hands-on training and to include more "soft-skill" training. As a result, faculty have incorporated more hands-on work in their instruction and a new course on soft skills (PTEC 60) was developed (II.A.2.a-5, II.A.2.b-23, II.A.2.b-24).

The CSLOs of the course are included in the course syllabus that students receive at the first class meeting (II.A.2.b-25, II.A.2.b-26, II.A.2.b-27, II.A.2.b-28, II.A.2.b-29, II.A.2.b-30, II.A.2.b-31). The SLOs for all programs are also listed in the College Catalog (ER-2).

Standardized "road maps" are being developed for all majors at the College to provide a clear path for students to improve program completion and shorten the completion time -- so far, road maps have been developed for all CTE and STEM programs (II.A.2.b-32, II.A.2.b-33, II.A.2.b-34, II.A.2.b-35). These road maps are included on the program web pages and are well utilized by students (II.A.2.b-36). Students are counseled by counselors and advised by program faculty on pathways to completion. The faculty at the College are getting more adept at assessing courses and programs; and they make the necessary adjustments to the teaching and learning process or the curriculum to continuously improve student success. Executive summaries of the results of program-level assessment in an easy to understand format are posted on the College website for current and prospective students, as well as for the community (CR-7, II.A.1.c-1).

Actionable Improvement Plan

None.

II.A.2.c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

High quality instruction is maintained through effective faculty hiring, professional development, and evaluation of both full-time and adjunct faculty. Faculty are employed based on the District hiring policy (*Uniform Employment Selection Guide*) and the State Chancellor's Office *Minimum Qualifications* (ER-37, ER-35).

All full time faculty participate in professional development activities during flex and by attending conferences and workshops. Adjunct faculty are also encouraged to participate in professional development activities each semester. The flex obligation for adjunct faculty depends on their teaching load and the number of hours/weeks of their assignment. Records of flex activities, participants, and presenters is maintained by the Office of College Advancement in collaboration with the Professional Development Advisory Committee. A complete listing of professional development activities is available on the College professional development website (CR-24).

New, tenure track, full-time faculty are evaluated during their first, second, third, fifth and seventh semesters by their peers and an instructional manager, usually the supervising dean. Student evaluations are conducted in at least one section of the courses taught by the evaluatee. This input, along with input from the department chair and dean, is included in the summary comments. At the end of the evaluation, the evaluation committee debriefs with the evaluatee and offers suggestions for improvement. The evaluation results of tenure track faculty are carefully reviewed by the responsible dean, the College president and the chancellor. After tenure, all full-time faculty are evaluated once every three years by their peers. All adjunct faculty are also evaluated once in three years by their peers. Faculty evaluations are conducted for both face-to-face and online modes of instruction (II.A.2.c-1, II.A.2.c-2, II.A.2.c-3, II.A.2.c-4, II.A.2.c-5, II.A.2.c-6).

Appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning are addressed through the program and curriculum design and approval, course and program assessment of student learning outcomes, input from employers and industry advisory boards, and program review processes (II.A.1.c-17, II.A.2.a-1, II.A.2.a-2, II.A.2.a-3, II.A.2.a-4, II.A.2.a-5, II.A.2.a-6, II.A.2.a-7, II.A.2.a-8, II.A.2.b-24, II.A.2.c-7).

The faculty-led Curriculum Committee carefully reviews each course outline, applying the requirements of Title 5, and the *Program and Course Approval*

Handbook. The review includes discussions about the breadth, depth, rigor, level of the course, and the student learning outcomes for the course (ER-25, II.A.2.b-5).

Self Evaluation

High quality instruction is maintained through the faculty hiring, professional development, and evaluation processes. The College takes pride in being an institution of teaching and learning by selecting faculty with high quality teaching skills, and industry experience in the case of CTE faculty. Applicants invited for an interview are asked to provide a teaching demonstration as an important component of the interview process. New faculty are mentored by veteran faculty in the department. In some programs like the Process Technology and the Electrical/Instrumentation Technology programs, when new faculty were hired directly from industry, they participated in a week-long Instructional Skills Workshop before they began to teach, in order to assist them with transitioning into academia.

Appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is addressed through the program approval, curriculum approval, program-level student learning outcomes assessment, and program review. All programs are primarily designed by faculty who have expertise in the discipline, with input from industry advisory boards, and information from licensing boards and industry organizations, as well as from transfer institutions. The competencies and knowledge required by employers and licensure boards form the basis of the design of the curriculum of CTE programs, especially if they are "terminal" programs. In the case of transfer programs, the curriculum is developed to align with the Transfer Model Curriculum or to be compatible with the major four-year transfer partners and/or with the offerings of IGETC.

Dialogue about the quality and level of the programs, sequencing and time to completion occurs within the department during the program development, assessment, and the program review process; curriculum development and revision; scheduling; catalog revision; and at advisory board meetings. Dialogue about quality and level of the program also takes place in groups such as the Teaching and Learning Committee, the General Education Committee, the Career and Technical Education Committee, the Distance Education Committee, the Developmental Education Committee, the Transfer Academy, and many learning communities (I.B.1-5, I.B.2-18, I.B.2-19, I.B.2-20, II.A.1.c-7, II.A.1.c-9, II.A.1.c-15, II.A.1.c-16, II.A.1.c-17, II.A.2.b-15, II.A.2.c-8, II.A.2.c-9, II.A.2.c-10, II.A.2.c-11, II.A.2.c-12, II.A.2.c-13, II.A.2.c-14, II.A.2.c-15, II.A.2.c-16, II.A.2.c-17, II.A.2.c-18, II.A.2.c-19, II.A.2.c-20, II.A.2.c-21).

Feedback on the appropriate breadth, depth, and rigor of the program is also obtained from results of external licensure exams such as NCLEX-RN, NCLEX-PN, National Registry for EMT; and external examinations such as ASE for Automotive Technology, The Travel Institute for Travel Marketing students, and certification organizations like the American Welding Society. Student Success Scorecard data and Perkins Core Indicator data provide completion data and an indirect measure of

employment data. During the 2011-2012 Completers and Leavers Reports and the 2012-2013 CTE Outcomes Survey Results academic years, Los Medanos College participated in the RP Group's pilot surveys to gather employment data on students in CTE programs. These data provide input on the quality of the breadth, depth, and rigor of the program (ER-28, ER-29, I.B.5-8, I.B.5-11, I.B.5-12, I.B.7-3).

During the scheduling process, department chairs pay close attention to the sequencing of courses, so that students can complete a certificate or a degree in the time stated in the Catalog. A summary of the assessment of student learning outcomes of the program, quality, sequencing, and completion is documented in the annual program review update and the five-year comprehensive program review (II.A.2.c-7, II.A.2.c-22, II.A.2.c-23).

Actionable Improvement Plan

None

II.A.2.d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Los Medanos College continues to use a variety of delivery modes and teaching methodologies to address the diverse needs and learning styles of students. Faculty and departments determine which delivery modes are appropriate for students -- a variety of methods are used, including fully online and hybrid. Within each course, faculty members design learning using standard and emerging methods that include lecture, small group work, technology-based teaching and learning, project-based, interactive lectures, multimedia, peer-to-peer, hands-on learning, and experiential learning among others.

Dialogue about the relationship between teaching methodologies and student performance takes place at the department level as faculty members report and analyze student learning outcomes. Student performance as demonstrated by assessment results may also contribute to the revision of course outlines of record, which include a variety of instructional methods.

Self Evaluation

In addition to the Career Center, where students are able to take a variety of self-assessments that will help them understand more about themselves as learners, learning communities also provide learning style assessment as part of their curriculum. For example Puente and the Umoja Scholars Program use a culturally relevant pedagogical approach to meet the needs of Hispanic and African American students in their programs, while ACE uses experiential learning. The College offers

a variety of sections geared toward ESL students, students with learning disabilities, developmental-level students, and honors students.

Faculty and staff participate in professional development opportunities about learning needs and pedagogical approaches. Some recent examples of these workshops are: *Culturally Responsive Classroom Strategies: Case Studies and Application*; *What Are Your Core Beliefs about African American Males?*; *African American Men: Key Techniques for Retention and Engagement*. In fall 2012, the Academic Senate formed a faculty collaboration sub-committee that undertakes projects such as facilitating "guest student" ventures, where a teacher visits another teacher's class for a day and participates as a student to learn a new type of lesson or pedagogy from the student's perspective. This effort was not sustained, unfortunately, but it may be revived when resources become available for a more concerted faculty professional development program, which is anticipated for fall 2014.

The College determines whether courses include multiple ways of assessing student learning through the evaluation process. The classroom observation form requires evaluators to assess whether the instructor being evaluated addresses a variety of learning styles.

Actionable Improvement Plan

None

II.A.2.e: The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

On-going systematic review of courses and programs occurs as an integral part of program review and planning. All instructional departments and programs engage in a regularly scheduled comprehensive program review every five years, with annual program review updates during the four in-between years. The six-year cycle for comprehensive program reviews was reduced to a five-year cycle as a result of a restructuring of assessment and program review after a year-long study and survey by the Teaching and Learning Committee during the 2011-2012 academic year. The cycles of assessment at the course- and program-level are now better synchronized with the Title 5 requirements to update COORs. Regular on-going assessment of student learning outcomes is reported annually in the program review update. The *Student Learning Outcomes: A New Model of Assessment spring 2012* was proposed to the campus in spring 2012, whereby a comprehensive plan of individual course, programs and cohorts were identified, and a process for College wide implementation was developed. Discussion of relevance, appropriateness, and currency is regularly discussed in committees including Curriculum Committee, Teaching and Learning,

General Education, CTE and others. Evidence of such discussions are included in meeting minutes and agendas, which are available on the College shared drives, as well as on the respective committee websites. Based on these discussions, future needs are identified and recorded in department and unit program reviews and plans (CP-4, II.A.2.e-1, II.A.2.e-2, II.A.2.e-3).

Faculty assess course-level student learning outcomes (CSLOs) and program-level student learning outcomes (PSLOs) through assessment instruments developed by department faculty. The assessment results are used by faculty to improve teaching and learning in a variety of ways, such as improving classroom strategies, modifying pedagogy, incorporating more hands-on learning, and expanding co-operative work experience. This process is documented through program improvement plans, which may result in revising course outlines of record, applying for resources for technology, and for additional professional development.

Self Evaluation

Assessment information is collected and reported using the program review submission tool (PRST) during the annual program review. Assessment results may be used to revise course outlines of record, generate new program objectives, and/or verify the need for additional resources. Program review reports are currently reviewed by area deans and departments. In a previous year, the Planning Committee provided feedback in order to "validate" the program review. Feedback is provided to the units and used to strengthen programs and inform the need for resource allocation requests. This process is designed to integrate the program review and planning, assessment, and resource allocation request processes. When a need for improvement is identified, departments integrate curricular or pedagogical changes through the course outline revision process, and may revise program SLOs as part of the program review process. When improvements call for support in terms of professional development and/or resource allocation, assessment results are used as supporting evidence in making those requests. The President's Cabinet, Shared Governance Council, and CTE Committee review and prioritize resource allocation requests tied to program review. To expand the dialogue, programs have been showcasing CSLO/PSLO assessment processes, results and improvements at Department Chair, CTE and General Education meetings, College Assemblies, and Assessment Day during Flex (I.B.1-13, I.B.1-14, I.B.1-15, I.B.1-38, II.A.1.c-13, II.A.1.c-14, II.A.1.c-18, II.A.2.e-4, II.A.2.e-5).

Actionable Improvement Plan

Led by the Office of Instruction and the Planning Committee, the College will evaluate, revise and codify a sustainable process for reviewing and responding to annual program review updates and comprehensive reviews.

II.A.2.f: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

LMC assures the quality and improvement of all its courses and programs through ongoing, systematic evaluation and integrated planning. The primary means for documenting these evaluation and planning processes is the five-year program/unit review cycle, which consists of a comprehensive program review every five years, followed by annual updates. This cycle was changed to synchronize with the new integrated model for assessment, course outline updates, program review/planning, and resource allocation. During the comprehensive program/unit review, departments begin by reviewing and analyzing course and program data on student success and completion, responding with an equity analysis that addresses trends, noting progress made or areas that require additional effort and resources. These data are made available in multiple ways, including postings on the website of the Office of Planning and Institutional Effectiveness, and links provided in the program review submission tool. College and District wide data are also posted on the website of the Office of Planning and Institutional Effectiveness, and presented and discussed at College Assemblies; facilitation of these assemblies by the District wide researcher helps the College community make sense of the data and consider its implications for student success in courses and programs.

Additionally, comprehensive program review requires programs/units to report on program- and course-level assessment results per the new five-year assessment model (ER-57). This comprehensive model details how all LMC courses, certificates, and programs will assess SLOs on a five-year cycle, which is integrated with program review and the resource allocation process. At both the course- and program-level, the cycle includes the following steps which assure integrated planning: assess, dialogue, revise, plan and report, and request.

The comprehensive program review also includes careful study of curricular offerings and detailed reporting of needed updates to Title 5 compliant course outlines of record, which are updated the year following course assessment in order to facilitate revision and improvement based on the results of student learning outcomes assessment. Certificate and degree requirements are also reviewed and updated as needed.

Programs and units are also asked to consider how their goals align with strategic priorities of the College and the District, what professional development might be needed to help achieve their goals, and what their long terms needs might be for facilities, equipment, technology, and budget.

In annual updates to the comprehensive program planning and review, objectives related to long-term goals are considered for the past one to three years; and the status of each objective is reported, along with any program improvements that have resulted from the achievement of a particular objective. New objectives may be added annually, and resources needed to achieve those objectives may be requested through the Resource Allocation Process (RAP). Objectives must always be aligned with the program's long term goals and with College/District strategic priorities and initiatives.

Assessment of student learning outcomes is documented both in the comprehensive program review, and in annual updates. Assessment is now on a five-year cycle, with all courses placed in one of four annual cohorts for assessment, and the fifth year devoted to program-level assessment. Detailed reports for both course and program-level assessment can be read on the P drive, and summaries are found in both the comprehensive program review and the annual updates in the program review submission tool. Assessment results are shared primarily in departments, where they inform the updating of course outlines and discussion about instructional strategies, but some results are also shared in department chair meetings, flex workshops, and College Assemblies as examples of "closing the loop" to improve instruction and curriculum (I.B.1-5, I.B.1-10, I.B.1-11, I.B.1-12, I.B.1-15, I.B.1-40, I.B.2-18, I.B.2-19, I.B.2-20, I.B.7-4, II.A.1.c-6, II.A.2.f-1, II.A.2.f-2).

Self Evaluation

The new model of assessment, described above, moves LMC from the "proficient" to the "sustainable continuous quality improvement" level in the ACCJC Rubric for Assessing Institutional Effectiveness with SLOs. LMC's original model began with institutional-level assessment, defined at the time as assessing outcomes for general education, development education, occupational education, student services, and library and learning support. The timeline for assessing each of these areas varied greatly. For example, while developmental education programs in math and English were on a two-year cycle, general education had a complicated, overlapping "11-year plan" to assess all five GE outcomes on a rotating basis, tied in with professional development efforts, such as workshops on critical thinking during the two years that critical thinking was the focus of assessment efforts. While successful in promoting dialogue at the institutional level and raising awareness of important aspects of student learning, the model itself was cumbersome, and, ultimately not sustainable.

Program-level assessment was on a two-year cycle and was instituted prior to course-level assessment. The final level of assessment the College instituted was at the course level. Once LMC added that level, it quickly became evident that the overlap of institutional and program-level assessment with the course level was overwhelming, and that there was a need for a more streamlined, comprehensive approach, which the new model provides. The new model began in fall 2012 with "Cohort 1" courses. Assessment results for that cohort and revised course outlines of record were documented in the 2012-2013 and 2013-2014 Program Review Annual Updates (CR-5).

The first generation model of assessing SLOs brought LMC through the "Development" and "Proficiency" levels of the rubric for evaluating institutional effectives with assessing SLOs. It was most effective at the program level, and there were several examples of "closing the loop" that were shared with the College community. However, the course-level assessment in the previous model was additive rather than integrated, and forced the TLC to rethink LMC's approach, which resulted in the new model, with its emphasis on data analysis, integrated planning, resource allocation, and documentation of program improvements.

Actionable Improvement Plan

None

II.A.2.g: If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Instructional departments have developed a variety of systems that validate the effectiveness of measuring student learning and minimizing test bias, including developing department exams as in the Math Department and validation through external examinations as in the case of the Nursing programs, EMT, and Appliance Technology.

All course outlines include measurable student learning outcomes -- these outcomes measure what a student should know or be able to do at the end of the course. The Curriculum Committee carefully reviews the integrated course outline prior to approving it in order to make sure the student learning outcomes have appropriate assessment instruments and rubrics or other descriptions to assess and measure student proficiency of the learning outcomes of the course.

Self Evaluation

Some instructional departments like math use departmental exams. The department developed a policy that all courses have a common final that makes up 50 percent of the exam. This approach was done to ensure that all students were being assessed on the same learning outcomes, which creates an equitable learning experience for students. If every student has the opportunity to develop their skills and abilities during the semester toward the same learning outcomes, which the common final exams assess, then they have equitable preparation for the next level of the course. Common exam questions are valid measures of course content because the questions are written by committees that align the questions with the course outlines, with respect to content and CSLOs. When the department does a course assessment, it uses a process of "norming" for the faculty members doing the scoring, in order to

create inter-rater reliability. The department also uses the assessments to inform future instruction and future versions of the assessment instruments (exams). For example, in the last Intermediate Algebra course assessment, faculty found that the students overall were not as proficient in problem solving as instructors expected them to be. This result had direct instructional implications for those participating, as well as for future revisions of course materials and professional development opportunities. Faculty have also revised questions on exams after the assessment revealed that problems needed to be reworked and/or reworded to yield the kinds of student responses that the instructors desired. (That is, faculty can see in the students' responses whether or not they understand a question as intended, or if the formulation of the question needs revision.)

Nursing, EMT and Appliance Technology administer standardized exams that are validated through their respective external agencies.

Actionable Improvement Plan

None

II.A.2.h: The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Course outlines include measurable CSLOs, aligned with PSLOs also documented in the COOR. PSLOs are listed in the College Catalog; CSLOs are included in every syllabus and discussed with students at the start of the course. All COORs adhere to Title 5 criteria of depth, breadth, and rigor. Units are based on department design and discussion, review by the Office of Instruction, and review and approval of the Curriculum Committee. Courses follow the "Carnegie Unit", whereby every one hour of lecture instruction is designed to have at least two hours of outside course work assigned to supplement the classroom experience (ER-25, II.A.2.b-3, II.A.2.h-1, II.A.2.h-2).

The course outlines of record explicitly state how students are assessed and graded based on their achievement of course learning outcomes. Criteria for passing the course and earning credit are based upon a definition of what students are expected to demonstrate when they have met course-level proficiencies. The Curriculum Committee reviews all course outlines in order to ensure that credits awarded are consistent with accepted norms in higher education. For transferable courses, the awarding of credit is confirmed through articulation agreements.

Self Evaluation

LMC meets this Standard by virtue of a robust and thorough review of all courses and programs by Curriculum Committee and its various subcommittees, faculty coaches, and instructional deans (CP-2, ER-26).

Actionable Improvement Plan

None

II.A.2.i: The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

All programs, degrees and certificates have identified learning outcomes, and LMC assesses these outcomes on a systematic basis as described in the assessment model. In order to receive a certificate or degree, students need to demonstrate competency in achieving course and program level-outcomes. Hence, a student who earns a degree or certificate must have demonstrated such competence in order to have successfully completed all courses within a program leading to a certificate or degree.

As departments consider new programs, such as AA-T or AS-T degrees, they engage in a dialogue about program-level outcomes for those degrees or certificates. In addition, departments review and revise program-level outcomes as a part of the program review process.

Self Evaluation

Just as LMC ensures that credit awarded for courses is based upon achievement of student learning outcomes, it ensures that certificates and degrees are also based on achievement of student learning outcomes. In-depth institutional dialogue occurs in the following ways:

- Institutional dialogue takes place at the department level for courses within a discipline or major, and in Academic Senate and the Curriculum Committee degrees and certificates.
- Student learning outcomes for General Education have also undergone extensive discussion within departments, committees and at College Assemblies (I.B.1-15, II.A.1.c-6).

Actionable Improvement Plan

None

II.A.3: The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The standard degree program at Los Medanos College (for both AA and AS degrees) requires students to complete a minimum of 18 units of general education courses as specified in the College Catalog. The following philosophy statement, collaboratively developed by the College faculty and the General Education Committee, is published in print and electronic versions of the Los Medanos College Catalog:

> *General education is designed to enhance the lives of students in the broadest sense. Generally educated people have well-developed reading, writing, speaking and critical thinking skills, and will mobilize these abilities in all areas of their lives, for the rest of their lives. They can ask thoughtful questions, grapple with difficult texts and concepts, consider competing perspectives, challenge arguments and question conventional ideas, absorb new information, admit their own limitations, and demonstrate curiosity and a love of learning.*
>
> *The ends of general education are more than academic; they are civic, moral, and personal. They are civic, because citizens in a democracy need to think, be informed, and work with others in public projects. They are moral, because we are bound to uphold rights, to respect diversity, and to oppose the mistreatment of humanity and the natural world. And they are personal, in order to enhance self-awareness and intellectual discipline. As generally educated people, we live better in every way.*

A general education (GE) course is rigorous and challenging, but is also responsive to students and relevant to real-world issues. A GE course honors the diversity of its students' opinions and life experiences. A GE course is active, dynamic, probing, far-reaching, and open to unexpected lines of inquiry. A GE course will engage and benefit any student, not only those with a professional or personal interest in the subject (ER-33, II.A.3.-1, II.A.3-2).

Self Evaluation

GE courses at LMC are strongly based in students' life experiences and real world connections, as evidenced in GE course outlines and GE program evaluation. To ensure these connections, courses must be approved by the GE Committee for inclusion in the GE program, which is based on all the GE SLOs being fully integrated into the course. This process, including the rationale, is faculty-developed,

and approved by the General Education Committee, the Curriculum Committee, and the Academic Senate.

The process by which courses may be proposed and approved for inclusion in the GE program, as well as necessary forms, are made available to faculty through the Curriculum Committee web page (II.A.2.e-1). Academic deans, the GE Committee Chair, and GE Committee members can be consulted prior to submission of a course for GE approval. Models of previously approved GE COORs are available on the College's Curriculum Committee web page. Discussions as to why a particular course did or did not successfully become a GE course are documented in the GE Committee meeting minutes, which are posted on the GE Committee web page (II.A.2.e-2). The GE Chair is responsible for communicating with faculty regarding GE Committee activities and meetings, as well as providing feedback to the author(s) of GE courses submitted to the Committee for approval. Approved COORs are then forwarded for approval to the CSU, UC, and/or IGETC systems as appropriate. The GE Committee publishes its minutes on its website and all faculty are invited to attend GE meetings (CP-2, ER-30, I.B.1-6, I.B.1-7, I.B.1-8, I.B.1-9, II.A.2.c-12, II.A.2.c-13, II.A.2.c-14, II.A.2.e-1, II.A.2.e-2, II.A.3-3, II.A.3-4, II.A.3-5, II.A.3-6, II.A.3-7).

Actionable Improvement Plan

None.

General Education has comprehensive learning outcomes for the students who complete it including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

Courses included as options in LMC's GE requirements must adhere to guidelines established by Title 5 general education requirements. Courses that meet these requirements, as determined by the GE committee, are then recommended for placement within one of the following areas based on the content and methodology of the course: Natural Sciences, Social and Behavioral Sciences, Arts and Humanities, Language and Rationality, and Ethnic/Multicultural Studies.

Self Evaluation

The basic content and methodologies of traditional areas of knowledge in general education are determined at the department level and are approved when course outlines are reviewed by the General Education Committee, and then approved by the Curriculum Committee. GE courses are designed to articulate with equivalent courses

at CSU and UC, providing further assurance that students receive appropriate breadth and depth of instruction in a variety of core disciplines, ASSIST reflects the articulation between CSUs and UCs with LMC. (II.A.3.a-1, II.A.3.a-2).

Actionable Improvement Plan

None

II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

In addition to addressing basic content and methodology of major areas of knowledge, the GE program has comprehensive learning outcomes that intentionally address "underlying" skills deemed essential to a generally educated person. As determined by LMC faculty, these are:

1. Reading, writing and oral communication
2. Interdisciplinary problem solving
3. Critical and creative thinking
4. Ethical decision-making
5. Utilizing all of these with diverse social, multicultural and global perspectives.

These underlying skills are focused on developing students' capabilities to be productive individuals and lifelong learners, and are the pedagogical basis for all GE courses, regardless of discipline or GE category. All courses proposed as GE courses must demonstrate in their course outline of record that they both teach and assess these underlying skills in a meaningful way (II.A.2.b-3, II.A.2.b-4, II.A.2.b-7, II.A.2.h-1, II.A.3-6, II.A.3-7).

Self Evaluation

LMC's general education program has been a major part of the College's identity since its foundation. The College was recognized for its excellence in general education by the Carnegie Foundation in the late 1970s. Central to the model is the integration of the five criteria, or underlying skills, listed above, which are assessed both within individual courses and at the program level. In response to state and national calls to improve degree completion rates, the faculty voted in fall 2012 to reduce the required general education units from 31 to 18 for students pursuing the AA/AS standard path -- these would be primarily students who do not intend to transfer. This reduction in units did raise the question of how many courses students

need to complete in order to demonstrate proficiency in these underlying lifelong skills. To try and answer that question, the GE Committee led a program-level assessment in fall 2013 to see if proficiency in these skills increases relative to the number of GE units taken. The result of the assessment, presented at a College Assembly in March 2014, demonstrate a correlation between proficiency in writing, critical thinking and ethical thinking and number of GE units taken. Only in the 21+ unit range did the majority of students score as proficient or high proficient in ethical thinking and critical thinking. The consensus seemed to be that this data supported further inquiry and a follow up study that would correct for some of the noted limitations and shortcomings of this assessment; the General Education Committee is now discussing next steps for such a follow up assessment (II.A.3.b-1).

Actionable Improvement Plan

None.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally and globally.

Descriptive Summary

To cultivate a recognition of what it means to be an ethical human being and effective citizen, LMC's GE program seeks to inculcate the qualities in students that include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally and globally.

All five of the GE criteria/SLOs pursue the goal stated above, particularly criteria numbers 4 and 5. These SLOs were developed many years ago by the Academic Senate, the GE Committee, and the Curriculum Committee and faculty at various professional development exercises. In these collaborative bodies, faculty decided that SLOs 4 and 5 would have to be part of all GE courses (ER-32, II.A.2.b-3, II.A.2.b-5, II.A.2.b-6, II.A.2.b-7).

Self Evaluation

All GE courses must specifically teach and assess a student's ability to "consider the ethical implications inherent in knowledge, decision-making and action". In addition to assessing this at the course level, LMC also assesses this at the program level, as demonstrated in the fall 2013 GE assessment. That assessment indicated that approximately 47 percent of students in the sample who had completed between 12-18 units of GE were proficient in ethical thinking, while 59 percent of those who had

accrued over 21 GE units were deemed proficient. Student proficiency with ethical thinking was weaker than their proficiency with critical thinking or with their writing ability. This assessment would seem to indicate that the College needs to do further professional development in helping students gain the ability to think in ethical ways. In addition, the reduction of GE units for the Standard AA/AS path from 31 to 18 units also resulted in the elimination of the Ethical Inquiry "box". As a result, a specific course in ethical thinking is no longer required for this degree. Again, a follow up study is being considered to further investigate students' skills in the GE outcomes, including ethical thinking. Results of that follow-up study will be widely disseminated and discussed in terms of implications for considering how LMC can best ensure that graduates are, indeed, proficient in their ability to think ethically.

Actionable Improvement Plan

None

II.A.4: All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All degree programs at Los Medanos College include a focused area of inquiry in at least one area of study or an interdisciplinary core. Degree programs are listed in the LMC Catalog. (II.A.3.a-1). Based on state regulations, all degrees include at least 18 units of a major or "area of emphasis". The interdisciplinary core approach is used in LMC's three Liberal Arts degrees.

All degree programs (AA, AS, AA-T and AS-T) are all comprised of two components – the major or focused area of inquiry, and the general education breadth requirements. Students must successfully complete at least 60 degree-applicable semester units to earn a degree. Major requirements, at least 18 units, are designed to prepare students for transfer to a four-year institution and/or to provide the appropriate skills and preparation for the workplace.

Self Evaluation

The advent of the AA/AS-T degrees has been an opportunity for many departments to revisit the requirements and essential curriculum in their programs. Aligning with state requirements through the CI-D templates has engendered much discussion about what is critical for student competency in a major or focused area of study. Thorough review by Curriculum Committee and Academic Senate, and approval by Shared Governance Council ensures College wide dialogue about the effectiveness and relevancy of all programs offered (II.A-1, II.A-2, II.A-3, II.A.2.a-1).

Actionable Improvement Plan

None.

II.A.5: Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

All Chancellor's Office and locally-approved vocational and occupational programs leading to a certificate or a degree have explicit student learning outcomes that are based on competencies, skills, or knowledge required in the profession. Student learning outcomes are published in the College Catalog, in the course outline of record, and included in all course syllabi provided to students in class. These student learning outcomes are developed and shaped by technical and professional competencies required by business, industry, employers, and by boards and licensure organizations. Examples of this include: RN, VN and EMT board competency requirements, Child Development Permit Matrix, and the Center for the Advancement of Process Technology. All occupational programs have an industry advisory board that meets at least once a year. Meeting minutes and agendas from are maintained by the Office of Instruction and are accessible on the public drive. These advisory boards provide input on the curriculum, required job skills and competencies, and feedback on the performance of LMC's graduates.

Career Technical Education (CTE) programs use a variety of sources of data and information to address the varied educational needs of its students, business, industry, and the community, including assessing the needs of employers directly through formal and informal discussions, and advisory board meetings; and research conducted by organizations such as the Centers of Excellence, the Employment Development Department, and Economic Modeling Specialists Intl (EMSI). CTE programs also use data gathered by external entities to measure the competency and preparation level of students, such as annual Core Indicator data (Perkins), annual Accountability Reporting for the Community Colleges (ARCC) data, Student Success Scorecard, and the results of licensure exams (such as Registered Nursing and Licensed Vocational Nursing). Course and program assessments provide valuable data and information for programs to make improvements. Some programs get additional data from external examinations and licensure boards to determine how their students are doing compared to state, national, and industry benchmarks, and make changes accordingly. As part of the Student Success Act, data of licensure pass rates for posted on program websites. Nursing, for example, posts success and pass rates of students who take the state licensure examination.

CTE programs review core indicator data provided by the California Community Colleges Chancellor's Office. All CTE programs analyze these core indicator data as part of their program review to assess their programmatic performance relative to the indicator. Disclosure data on Gainful Employment is posted for every CTE certificate program on the LMC website. Additionally, employment and wage data is collected using O*Net from the Department of Labor, as well as Salary Surfer from the California Community College Chancellor's Office. These data sources, along with the CTE outcomes survey that is conducted annually by the Research and Planning Group, inform students of opportunities in the current job market. Furthermore, data assist CTE programs in identifying relevant trends and opportunities with industry sectors (II.A.2.a-8, II.A.2.b-32, II.A.2.b-33, II.A.2.b-35, II.A.2.b-36, II.A.5-1).

Self Evaluation

LMC participated in the regional survey pilot conducted by the Research and Planning Group in 2011-2012 to gather employment data of "completers and leavers". Students from Los Medanos College who earned a certificate of six or more units or a CTE degree in 2009-2010 were surveyed in the first half of 2012. More than three-quarters (78 percent) of respondents reported being employed for pay, and of those currently employed, over half (59 percent) indicated they were working in the same field as their studies and training; an additional seventh (13 percent) indicating they work in a field that is "close" to their studies and training. The results also indicated that 23 percent of respondents indicated they had transferred to pursue a bachelor's degree within their field of study. The College participated in the survey again during the 2012-2013 academic year. The results indicate that respondents that were employed for pay rose three percent to 81 percent, and that 38 percent were working in their field of study and 15 percent were working in fields closely related. Students indicating transfer to a four-year institution rose to 27 percent (ER-29, I.B.5-8

Actionable Improvement Plan

None

II.A.6: The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning outcomes, consistent with those in the institution's officially approved course outline.

II.A.6.a: The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College Catalog includes the policy for accepting credits from other institutions (II.A.6.a-1). Admissions Office personnel review courses to establish equivalency and consult with the College articulation officer and departments to evaluate courses for equivalency. The articulation officer works in the Office of Instruction, serves as a permanent member of the Curriculum Committee, and functions as liaison between the committee and the intersegmental office of the presidents for the University of California (UCOP), and California State University (CSU). The officer annually submits courses approved by the Curriculum Committee to UC and CSU for system wide approval, including Intersegmental General Education Transfer Curriculum (IGETC). She also works closely with other articulation officers as a member of the California Intersegmental Articulation Council (CIAC) and individual UC, CSU campus, and independent colleges to develop articulation agreements.

The articulation officer provides course update information to the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) three times each academic year (II.A.6.a-2). ASSIST is the official depository of articulation for California public colleges. Since the College participates in ASSIST, students can access articulation agreements with UC and CSU institutions at any time via the Internet.

The College has a Transfer Center with a dedicated full-time staff member who works directly with students on all aspects of the transfer process. In addition, there is a dedicated counselor, who works with the center. Information about colleges, majors, and transfer processes are posted in the center; brochures are also available to assist students in transferring. The Transfer Center website provides information about Transfer Articulation Agreements (II.A.6.a-3).

Self Evaluation

LMC has several mechanisms in place to ensure information is available to its students regarding clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The College works with other institutions, including high schools, other community colleges, and four-year universities to grant credit and ensure students have a clear mechanism for degree completion and transfer. Articulation agreements are developed, approved, and disseminated through collaborative efforts by all partners. Information about these agreements are available in general for all students in several locations, including the College website, ASSIST.org, Transfer Center, orientations, counseling, and other departmental websites. In addition, students have access to an online tool that is customized to help them determine what is needed for completion and transfer.

All of the information is continuously verified and updated by several areas, including the Office of Instruction, deans, department chairs, and the Marketing and Media Design Office.

In 2012, the Admissions and Records Office reviewed and revised the process for transcript evaluations. As a result, starting in January 2013 students could complete the Student Request for Transcript Evaluation form which can be requested from either a counselor or Admissions and Records staff (II.A.6.a-4, II.A.6.a-5). This form provides additional information for admissions and records staff and counselors prior to meeting with the student, and streamlines the process for the evaluation and granting of credits. Students can work with either a counselor and/or the lead admissions and record assistant to review and transfer courses from other institutions. The lead assistant will grant credit based on evaluations using official transcripts only. Information on the process is available from the counselors, Admissions and Records, and the College website ((II.A.6.a-5, II.A.6.a-6).

LMC has also instituted a Credit by Exam policy which allows students an alternate means of receiving credit for designated courses; students may earn up to 12 units toward an Associate Degree and 6 units toward a Certificate of Achievement. Credit by exam is currently offered for Spanish courses, and may be developed for other courses in the future (II.A.6.a-1).

Actionable Improvement Plan

None

II.A.6.b: When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

A Program Discontinuance Process exists for tracking a program from the designation of "in trouble" to elimination of that program (II.A.6.b-1, II.A.6.b-2). If a program might be "in trouble", it is so designated by the vice president of instruction and student services, in consultation with the program dean and program faculty. The policy defines the entire process, including identification measures, plan for discontinuance, and timeline. Item 8 of the Program Discontinuance Process specifically addresses this issue: "If the decision to discontinue [a] program is made by the President, the instructional deans will develop a plan to address: Reassignment of program full-time faculty in accordance with sections 16.3 and 16.4 of the *United Faculty Contract* (2.36) (ER-36).

When a program is ultimately eliminated, the College submits the deactivation to the state Chancellor's Office Curriculum Inventory. In addition, the admissions and records staff work with the District IT to ensure that the program does not automatically roll over in the IT system. The admissions and records staff will remove the program from CCC Apply so that it is no longer available to students for enrollment.

If LMC does not offer the classes any longer, the College will help students to find another college. For example, when Cosmetology was eliminated, students were referred to another college in the District in order to complete the courses needed for their program.

Changes to programs are made by catalog year and printed in the Catalog. If the change needs to occur mid-year, then the information is in an electronic catalog addendum (II.A.3-2).

Self Evaluation

LMC meets this Standard – in the few cases when programs have been eliminated, the College has ensured that the transition has had minimal disruption for students.

Actionable Improvement Plan

None

II.A.6.c: The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications including the catalog, brochures, and schedules, to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College has detailed processes in place to ensure availability, accuracy, and consistency of information to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. The Marketing and Media Design Department works closely with the Office of Instruction, as well as instructional departments, student services, and specialized programs such as the Transfer Academy and Honors Program, to ensure accurate and consistent information through the College website and media campaign. Multiple proof-readers, with a common lead, provide a system of checks and balances regarding information that is continuously disseminated to a broad group of recipients.

Self Evaluation

The offices of Marketing, Instruction, Student Services, and Admissions and Records work together very closely to make sure that that the College's Catalog, statements, publications and electronic information are clear, accurate and consistent. Each office has a role to play to ensure integrity in the representation of the mission of the College and its programs and services. For example, the Office of Instruction maintains all current course and program information both in print and electronic format. Following Curriculum Committee approval, program changes are initiated by the Office of Instruction to be included in printed publications and uploaded to electronic sources. The Office of Instruction notifies department chairs and program leads when it is time to review, update, and correct program information for the upcoming Catalog. The program and course related sections of the Catalog are proof read multiple times by the department chair, the instructional dean, and other managers. College policies are reviewed, updated and corrected by managers in student services. After the final edit of the Catalog, it is signed off by the vice president of instruction and student services, the instructional deans and managers, the student services deans, and the director of marketing.

The Marketing Department works closely with the instructional deans and department chairs to ensure that the program information on the website matches the information in the College Catalog, and when practical, aligns with program brochures. In the

case of CTE programs, each program has a trifold brochure that outlines the program and the associated careers. These brochures are routinely revised and updated by the faculty and department chairs, as well as the dean (I.A.1-9). They are distributed on and off campus to current and prospective students. The Marketing and Media Design Department uses a variety of methods and strategies to ensure that its many forms of communication, including print and electronic, reflect the College goals, and are accessible, accurate and clear. These processes include rigorous proofing and editing for all official College publications and the involvement of key staff, faculty and administrators in preparation of information materials and publications, and frequent analysis and critique of major information media -- these include printed publications, the College website, and other electronic communications and campus signage.

As part of the Gainful Employment Act requirements, the College now has a website that provides information on program costs and outcomes for students in every CTE program that offers a Certificate of Achievement (CP-12, II.A.6.c-1). This website was developed in summer 2011 and is accessible to the general public. The website is routinely reviewed and revised – the last update was in spring 2013.

Actionable Improvement Plan

None

Standard II.A.7: In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The College adheres to the following statement from the District Board Policies and Procedures Manual; it is found in the *Faculty Handbook*, which is posted online. All new faculty are directed to view this handbook (ER-38, II.A.7-1).

> *The Governing Board has affirmed its belief in the academic freedom of faculty, management and students to teach, conduct research, write and challenge viewpoints without undue restriction. The policy also states that faculty are citizens, members of a learned profession and representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning with institutional affiliations, they should remember that the public may judge their profession and institution by their statements. Hence, they should at all times be accurate, exercise*

appropriate restraint, show respect for the opinion of others, and make every effort to indicate that they are not expressing their institution's views.

Self Evaluation

Using publicized board policies, instructor evaluations with student input, and publicized procedures for addressing student complaints, Los Medanos College meets this Standard.

Actionable Improvement Plan

None.

II.A.7.a: Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The College adheres to the following statement from the District Board Policies and Procedures Manual; it is included in the *Faculty Handbook*, which is posted online (ER-38, II.A.7-1).

The College follows the Accrediting Commission for Community and Junior Colleges standards of good practice. One standard requires employees to distinguish between personal conviction and proven conclusion and (to) present relevant data fairly and objectively. Furthermore, evaluation criteria require faculty to present controversial material in a balanced manner acknowledging contrary views and to recognize the right of students to have points of view different from the instructor's.

Self Evaluation

College policies require academic balance and detail students' rights to hold points of view different from those of their instructors. All College employees, whether in the classroom, in meetings or whenever communication takes place, strive to distinguish fact from opinion and to use data in a fair and unbiased manner.

One of the many ways LMC ensures this balance is through the faculty evaluation process that requires written evaluations once every three years for all faculty members. Evaluations involve observation of the instructor by peer members and administrators who are part of the evaluation team. The team also administers student evaluations that solicit feedback on 14 criteria and includes general comments on instructor performance. Evaluation criteria related to this Standard are requirements for the faculty member to:

- Present material which conforms to existing course outline of record.
- Present controversial material in a balanced manner acknowledging contrary views.
- Recognize the right of students to have points of view different from the instructor.

Actionable Improvement Plan

None.

II.A.7.b: The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The LMC *Student Code of Conduct* specifies academic honesty expectations. Student conduct expectations are listed in the semester schedule and the *Student Code of Conduct* is published in the Catalog. Academic dishonesty is defined in section III.B.1 of the code of conduct. The code outlines the definition of academic dishonesty, as well as the procedures for addressing reported acts and possible sanctions. The College's academic integrity statement indicates that "dishonesty, such as cheating, (or) plagiarism" may result in discipline or suspension; it is included in the College Catalog and on the College website. Instructors are encouraged in the College syllabus template to inform students of the academic integrity policies in their first day handouts and syllabi. The District has implemented a process for student authentication for logins for online instruction, which promises increased security for distance education courses, thus avoiding fraud.

Self Evaluation

Policies regarding academic honesty and the *Student Code of Conduct* are widely disseminated both in print and online. Faculty are informed to contact the dean of student success for support in communicating and enforcing the code of conduct (CP-19, CP-20, II.A.7.b-1).

Actionable Improvement Plan

None

II.A.7.c: Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

LMC, through board policies, supports the view that all members of the College community have the right to freedom of expression. Students' rights and responsibilities, including student conduct, are clearly stated in the *Student Handbook* and College Catalog. In addition, student athletes must follow specific guidelines and regulations, and penalties for violation of the athlete's decorum contract are clearly spelled out in the *Student Athlete Handbook*.

The CCCCD Governing Board has also adopted a *Student Code of Conduct* that provides for disciplinary action in cases of "dishonesty, such as cheating, fabrication, lying, plagiarism, knowingly furnishing false information or reporting a false emergency to the District".

Policies regarding sexual harassment and a drug-free campus are stated in the College Catalog and *Student Handbook*. In addition, the College follows policies on ethics outlined in the District's *Code of Ethics* and Human Resources' *Employee Code of Ethical Behavior*.

The College does not "seek to instill specific beliefs or world views".

Self Evaluation

The College makes it code of conduct available and distributes it in several venues, online and through paper publications. It follows applicable board policies. LMC meets this Standard.

Actionable Improvement Plan

None

Standard II.a.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Los Medanos College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation

n/a

Actionable Improvement Plan

n/a

Standard II.A - Evidence List

CP-2	Course Outline of Record Form
CP-3	Online Supplement to Course Outline of Record
CP-4	Distance Education Committee Webpage Screenshot
CP-12	Gainful Employment Webpage Screenshot
CP-19	Student Services Procedure 3027, *Student Code of Conduct*
CP-20	Student Code of Conduct Webpage Screenshot
CR-5	List of 2012-2013 Cohorts of Courses Assessed
CR-7	Program Assessment Results Executive Summary Webpage Screenshot
CR-24	Professional Development Webpage Screenshot
ER-2	2014-2015 College Catalog
ER-7	*LMC Educational Master Plan 2006-2016*
ER-19	Spring 2014 Schedule of Classes
ER-20	Summer 2014 Schedule of Classes
ER-21	Fall 2014 Schedule of Classes
ER-24	Curriculum Committee Forms and Handbook Webpage Screenshot
ER-25	Sample Course Outline of Record - JOURN 010
ER-26	Journalism PSLO Assessment Summary 2013
ER-28	CTE Completers Survey Results - 2012
ER-29	CTE Leavers Survey Results- 2012
ER-30	Curriculum and Instruction Procedure 4007, *Philosophy and Requirements for Associate Degree and General Education*
ER-32	General Education SLOs
ER-33	General Education Philosophy
ER-35	*Minimum Qualifications for Faculty and Administrators in California Community Colleges 2012-2014*
ER-36	*United Faculty Contract 2011-2014*
ER-37	*Uniform Employment Selection Guide*
ER-38	*Faculty Handbook*
ER-57	*Student Learning Outcomes: A New Model of Assessment spring 2012*
I.A.1-9	CTE Brochures
I.A.1-12	SENSE 2012 Survey Results
I.A.1-13	CCSSE 2013 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.B.1-5	Teaching and Learning Committee Minutes 21Jan2014
I.B.1-7	Curriculum Committee Minutes 05Feb2014
I.B.1-8	Curriculum Committee Minutes 19Feb2014
I.B.1-9	General Education Committee Minutes 15Nov2013
I.B.1-10	Developmental Education Committee Minutes 30Apr2013
I.B.1-11	Career Technical Education Committee Minutes 27Nov2012
I.B.1-12	Matriculation Committee Minutes 13Feb2012
I.B.1-13	List of Flex Workshops-January 2013

I.B.1-14	List of Flex Workshops-spring 2014
I.B.1-15	College Assembly 31Mar2014 GE Assessment PowerPoint
I.B.1-38	Faculty Survey on Assessment Results spring 2011
I.B.1-40	Cohort Community Coordinator Meeting May 2010
I.B.2-18	Teaching and Learning Committee Minutes 19Nov2013
I.B.2-19	Department Chairs Meeting Agenda and Minutes 01Oct2013
I.B.2-20	Department Chairs Meeting Agenda 04Feb2014
I.B.5-8	CTE Employment Outcomes Survey Results – 2013
I.B.5-11	Accounting Core Indicator Data
I.B.5-12	Electrical Instrumentation Technology Program Review-Core Indicators 2014-2015
I.B.5-17	Journalism Program Assessment Results Webpage Screenshot
I.B.7-3	ETEC CTE Core Indicator Page Program Review Screenshot
I.B.7-4	Learning Community Cohorts Student Tracking System
II.A-1	New Instructional Program Proposal - Phase I Form
II.A-2	New Credit Programs Non-ADT Phase II Form
II.A-3	Narrative Template Traditional Degrees and Certificates-New Programs
II.A.1.c-1	LMC Program Assessment Results Webpage Screenshot
II.A.1.c-2	Journalism PSLO Report spring 2012
II.A.1.c-3	Teaching and Learning Committee Agenda 21Jan2014
II.A.1.c-4	General Education Committee Agenda 15Nov2013
II.A.1.c-5	General Education Committee Agenda 21Feb2014
II.A.1.c-6	General Education Committee Minutes 21Feb2014
II.A.1.c-7	CTE Meeting Minutes 25Feb2014
II.A.1.c-8	CTE Meeting Agenda 26Nov2013
II.A.1.c-9	CTE Meeting Minutes 26Nov2013
II.A.1.c-10	Department Chair Meeting Agenda 03Dec2013
II.A.1.c-11	Department Chair Meeting Minutes 03Dec2013
II.A.1.c-12	TRAVL CSLO Flex PowerPoint Presentation January 2012
II.A.1.c-13	Flex Assessment Morning Agenda spring 2012
II.A.1.c-14	Flex Assessment Morning Agenda fall 2011
II.A.1.c-15	Computer Science Advisory Board Meeting Agenda and Minutes 24Oct2013
II.A.1.c-16	Travel Marketing Advisory Board Meeting Notes 09May2013
II.A.1.c-17	PTEC Advisory Board Agenda and Minutes 14Nov2013
II.A.1.c-18	ESL Assessment Results Dialogue fall 2012
II.A.1.c-19	ESL PSLO Assessment Report to TLC spring 2012
II.A.1.c-20	Transfer Academy Summer Institute Assessment Notes 2012
II.A.1.c-21	Transfer Academy Assessment 2013
II.A.2.a-1	New Instructional Program Approval Process
II.A.2.a-2	PTEC Program Approval Application

II.A.2.a-3	Academic Senate Meeting Minutes 15May2006-Approval of PTEC Program
II.A.2.a-4	SGC Meeting Minutes 10May2006-Approval of PTEC Program
II.A.2.a-5	PTEC PSLO Report October 2008
II.A.2.a-6	PTEC Advisory Board Members as of fall 2013
II.A.2.a-7	Employer Evaluation - COOP 170A - PTEC Student
II.A.2.a-8	Roadmap - PTEC
II.A.2.a-9	Curriculum Committee Minutes 15Jan2014
II.A.2.a-10	Curriculum Committee Minutes 05Mar2014
II.A.2.a-11	Curriculum Committee Minutes 02Apr2014
II.A.2.a-12	Curriculum Committee Minutes 16Apr2014
II.A.2.a-13	Curriculum Committee Minutes 07May2014
II.A.2.a-14	Curriculum Committee Minutes 16Apr2014-AST Anthro
II.A.2.a-15	Curriculum Committee Minutes 05Mar2014-AST Art History
II.A.2.a-16	Curriculum Committee Minutes 02Apr2014-AAT Music
II.A.2.b-1	CTE Programs Advisory Boards List of Members as of fall 2013
II.A.2.b-2	2013 Nursing Advisory Board Meeting Agenda and Minutes
II.A.2.b-3	Course Outline of Record - BIOSC 10
II.A.2.b-4	Course Outline of Record - CHDEV 35
II.A.2.b-5	Course Outline of Record - ENGL 100
II.A.2.b-6	Course Outline of Record- MATH 70
II.A.2.b-7	Course Outline of Record - PSYCH 10
II.A.2.b-8	Child Development Permit Matrix
II.A.2.b-9	LMC-CSUEB ASSIST 2013-2014
II.A.2.b-10	LMC-UCD ASSIST 2013-2014
II.A.2.b-11	2014-2015 LMC List of Transfer Degrees (as of 28Apr2014)
II.A.2.b-12	Center for the Advancement of Process Technology Website Screenshot
II.A.2.b-13	North American Process Technology Alliance Website Screenshot
II.A.2.b-14	ETEC Advisory Board Minutes 02Aug2007
II.A.2.b-15	Administration of Justice Advisory Board Meeting Minutes 11Jan2013
II.A.2.b-16	Course Assessment - PTEC 27
II.A.2.b-17	Course Assessment - JOURN 16
II.A.2.b-18	Course Assessment - TRAVL 074
II.A.2.b-19	Program Assessment - Biology
II.A.2.b-20	Program Assessment - Registered Nursing
II.A.2.b-21	Program Assessment - Travel
II.A.2.b-22	Program Assessment - ETEC
II.A.2.b-23	Course Outline of Record - PTEC 60
II.A.2.b-24	Excerpt of PTEC Advisory Board Meeting Minutes 14Nov2013 (documenting soft skills)
II.A.2.b-25	BIOSC 10 Syllabus
II.A.2.b-26	BUS 58 Syllabus
II.A.2.b-27	CHDEV 10 Syllabus

II.A.2.b-28	COMSC 37 Syllabus-Online Section
II.A.2.b-29	ENGL 100 Syllabus
II.A.2.b-30	MATH 34 Syllabus
II.A.2.b-31	MATH 27 Syllabus
II.A.2.b-32	Roadmap - Chemistry
II.A.2.b-33	Roadmap - Child Development
II.A.2.b-34	Roadmap - Welding
II.A.2.b-35	Roadmap - Biology
II.A.2.b-36	Roadmap Analytics - Content Drilldown
II.A.2.c-1	Classroom Observation Plan
II.A.2.c-2	Classroom Observation Form for Classroom Faculty
II.A.2.c-3	Classroom Evaluation Form for Online Faculty
II.A.2.c-4	Summary Evaluation Form for Faculty-Blank
II.A.2.c-5	Summary Evaluation Form for Online Faculty-Blank
II.A.2.c-6	Student Evaluation Form
II.A.2.c-7	PTEC Comprehensive Program Review
II.A.2.c-8	Department Chairs Meeting Minutes 05Nov2013
II.A.2.c-9	Developmental Ed-ESL Committee Meeting Minutes 26Feb2013
II.A.2.c-10	Developmental Ed-ESL Committee Meeting Minutes 29Jan2013
II.A.2.c-11	Developmental Ed-ESL Committee Meeting Minutes 27Nov2012
II.A.2.c-12	General Ed Committee Mins-7Feb2013 COOR Review and Placement
II.A.2.c-13	General Ed Committee Mins-9Dec2011 Reviewing and Recommending COORs
II.A.2.c-14	General Ed Committee Mins-18Oct2012 Reviewing COORs
II.A.2.c-15	Distance Ed Committee Minutes 10Sept2012
II.A.2.c-16	Distance Ed Committee Minutes 19Sept2011
II.A.2.c-17	Distance Ed Committee Minutes 22Apr2013-Forms Online Courses
II.A.2.c-18	Transfer Academy Faculty Group Meeting Agenda 22Aug2012
II.A.2.c-19	Transfer Academy Faculty Team Meeting Notes 30Jan2012
II.A.2.c-20	Transfer Academy Planning Meeting 16Apr2012
II.A.2.c-21	Transfer Academy Team Meeting 15Aug2011
II.A.2.c-22	Comprehensive Program Review fall 2012-Child Development
II.A.2.c-23	Comprehensive Program Review fall 2012-Developmental Math
II.A.2.e-1	Curriculum Committee Webpage Screenshot
II.A.2.e-2	General Education Committee Webpage Screenshot
II.A.2.e-3	CTE Committee Webpage Screenshot
II.A.2.e-4	LMC Math Assessment Data Email 17May2013
II.A.2.e-5	Summary of College wide Dialog on New Assessment Model
II.A.2.f-1	Integrated Model of SLO Assessment: A Synchronized Five-Year Cycle (diagram)
II.A.2.f-2	Documenting the Institutional Dialogue on Assessment of Student Learning

II.A.2.h-1	2014-2015 College Catalog - Guidelines on Units of Credits (pg. 65)
II.A.2.h-2	MUSIC 12 Course Outline of Record Online Supplement
II.A.3-1	2014-2015 College Catalog General Education Philosophy Statement (pg. 59)
II.A.3-2	LMC College Catalog and Class Schedule Addendums Webpage Screenshot
II.A.3-3	General Education Committee Mins 18Nov2011 COOR Approval and Placement
II.A.3-4	Course Outline Approval Process
II.A.3-5	Instructions for Completing a Course Outline of Record form
II.A.3-6	General Education COOR Criteria Evaluation Form – Page 1
II.A.3-7	General Education COOR Criteria Evaluation Form – Page 2
II.A.3.a-1	2014-15 College Catalog CSU and UC Transfer and Breadth Requirements (Pgs. 54-56)
II.A.3.a-2	ASSIST CSU and UC Articulation Agreements with LMC Webpage Screenshot
II.A.3.b-1	Summary of GE Assessment 2013-2014
II.A.5-1	Major Roadmaps Webpage Screenshot
II.A.6.a-1	2014-2015 College Catalog - Credit Accepted at LMC (Pgs. 17-21)
II.A.6.a-2	ASSIST Website Screenshot
II.A.6.a-3	Transfer Center Webpage Screenshot
II.A.6.a-4	2014-2015 College Catalog-Transcript Requests (Pg.21)
II.A.6.a-5	Request for Transcript Evaluation Form
II.A.6.a-6	Transcript Evaluation Webpage Screenshot
II.A.6.b-1	LMC Instructional Program Discontinuance Process
II.A.6.b-2	Board Policy 4008, *Review, Establishment, Modification and Discontinuance of Courses and Programs*
II.A.6.c-1	Career and Technical Education Programs Webpage Screenshot
II.A.7-1	Office of Instruction Resources and Links Webpage Screenshot
II.A.7.b-1	2014-2015 College Catalog-Student Code of Conduct (Pgs. 39-45)
INT-8	LMC Distance Education Substantive Change Proposal
INT-10	2013 Environmental Scan

listed in alpha-numeric order

STANDARD IIB: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve effectiveness of these services.

Los Medanos College is committed to serving members of the community, who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. To that end, the College recruits and admits students from diverse backgrounds, who are capable of benefitting from our academic programs. LMC's approach to student services is based on a philosophy which holds, first, that student services are "an integral part of the student's educational experience from the initial recruitment to the attainment of educational goals", and second, that student success "depends on the collaboration of instructional areas and student services, which foster appreciation of the ethnical, cultural, and aesthetic heritage of humanity" (II.B-1).

Admission to LMC is open to students who are: 1) 18 years of age or older; 2) high school graduates; 3) successful completers of the GED (General Educational Development) test or the California high school proficiency exam; or 4) concurrently enrolled in the K-12 system or are approved for home-study based on specific guidelines. This eligibility information is gathered on the College application (II.B-2, II.B-3, II.B-4).

Admissions and Records maintains open access policies and procedures, listed in the major College publications – College Catalog, Class Schedule and College website (ER-2, ER-21, ER-44). Students apply to the College using the state wide application CCCApply and register for classes through WebAdvisor on the College website. The new application to college (CCCApply) has a Spanish toggle button, which eliminates the need for dual application systems. Students can also access their own enrollment, financial, transcript and other records through WebAdvisor. Students can register in person at either the Pittsburg campus or at the Brentwood Center.

The college Student Success & Support Program (formerly known as Matriculation, now referred to as Student Success & Support Program or "3SP") and the enrollment steps are designed to support a seamless transition from high school to college, and to assist students in achieving their educational objectives. The sequence of steps for incoming students includes completion of the admissions process, assessment, orientation, counseling and program planning, course registration, and follow-up. Students are informed of these steps through staff and counselor visits to feeder high

schools and other community outreach events, and information on the College website, and in the Schedule of Classes (ER-43, II.B-5, II.B-6, II.B-7).

There are many forums at LMC for engaging in discussions on student access, progress, learning, and success. With a College wide commitment to continuous improvement and support for innovation, information is shared broadly on the progress of grant initiatives, including the Hispanic Serving Institutions (HSI) grants (II.B-8, II.B-9), Y& H Soda Foundation grant (II.B-10), CAA (Career Advancement Academy) grant, (II.B-11), and the Trade Adjustment Assistance for Community College Career Training (TAACCCT) grant (II.B-12). These grants all support improvements in LMC's programs and processes, streamlining student pathways, and improving transitions into and out of the College. Updates and forums for addressing the grant activities are facilitated through participation in committees and in College Assemblies, to which all College employees are invited (I.B.4-6).

College Assemblies, scheduled monthly on designated Mondays throughout the fall and spring semesters, also serve as the venue for broad discussions and updates about what is learned through assessment of student learning outcomes (SLOs**),** strategies for addressing the achievement gap, and updates on other broad campus initiatives (I.B.1-15, I.B.1-43, I.B.3-10, II.B-14, INT-3). Additionally, through Flex activities (I.B.1-14) and various committees -- such as 3SP, Institutional Development for Equity and Access (IDEA), Distance Education, General Education (GE), Teaching and Learning Committee (TLC), Curriculum Committee, and Developmental Education (DE) -- the campus presents forums for on-going dialogue regarding student access, progress, and success indicators. These committees and work groups generally meet once or twice a month and involve participants from among faculty, staff, managers, and students (I.B.1-5, I.B.1-6, I.B.1-7, I.B.1-8, I.B.1-9, I.B.1-10, II.A.1.c-3, II.A.2.c-9, II.A.2.c-6, II.A.2.c-17, II.B-13, II.B-15, II.B-16, II.B-17).

The Student Services Managers Committee meets twice a month to discuss possible changes to College processes and systems to ensure that students can be successful during their educational experience at LMC. Once or twice every semester, "All Student Services" meetings are held, providing an opportunity for student services staff (administrators, counselors, and classified staff) to learn about important state, District, and College initiatives, to discuss new directions, and to explore the implications of state or institutional initiatives. The forums also provide opportunities for staff to collectively identify solutions to improve services and to share department and program updates. Speakers are sometimes invited to address important topics, such as how to provide support to students in crisis or address behavioral issues (II.B.-18).

The Student Services Student Learning Outcome (SLO) Committee comprised of all student services departments meets monthly and reviews each department's current assessment plan, measures for direct or indirect assessment, or results of the latest assessment. The themes for student services SLO projects address issues related to student access, their ability to effectively use services, and progress in reaching their goals (ER-40).

A renewed partnership with principals and superintendents of feeder high schools in East County has also contributed to discussions about student transition from high school to college, with emphasis on student access, appropriate course placement, learning, and progress (I.B.1-54, I.B.1-55, II.B-19). With a common interest in improving student success rates, there is a strong commitment to meeting twice a year to share data and updates on projects and initiatives.

College and District admissions policies and procedures are regularly reviewed through District wide meetings with the Admissions and Records Directors and District Information Technology staff. These discussions have occurred with greater frequency over the past year in anticipation of changes to the priority registration structure, based on the Student Success Initiative. This District team has taken a proactive approach to designing a new structure, with incremental implementation which began in spring 2013. Students continue to be informed of the changes through messages in the Student E-Newsletter, the Schedule of Classes, and the College website (ER-2, ER-21, II.A.3-2, II.B-20).

The evaluation of the assessment tool (Accuplacer), cut scores, and other means of determining appropriate placement in English and math classes has been undertaken by the Student Success Services and Programs Committee, which includes faculty, counselors, student services managers, and classified staff. As a result of the student services reorganization effective in July, 2013, this committee is co-chaired by the dean of counseling and student support and the dean of student success (II.B-21).

II.B.1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Consistent with the mission of LMC and the philosophy of student services, the College is committed to recruiting and admitting diverse students, reflecting the diverse community we serve, who are able to benefit from our programs (II.B-1). Student Services recognizes the important role it plays in the college experience of students - from initial recruitment, through their educational experience, to the eventual attainment of their educational goals (ER-5, ER-6). As a result, student services programs work collaboratively with instructional programs to promote student attainment of degrees, certificates, basic skills education, career education, and preparation for transfer.

LMC has a variety of student support services and offices at the Pittsburg campus, which include Admissions & Records, Assessment, Bookstore, CalWORKS, Career Center, Counseling, Disabled Student Services (DSPS), Employment Services, EOPS & CARE, Financial Aid, Information Center, Outreach Services, Scholarships,

Student Life (including student government, clubs, and other activities), Transfer Center, and the Welcome Center. Student support services at the Brentwood Center include admissions and records, assessment, counseling, DSPS, financial aid, transfer workshops, student life activities, tutoring, general information services, access to library reserves, and textbook sales. Many services are available online, which are especially beneficial for students taking classes at our off-site locations, as well as for students taking distance education classes. Online services include admissions and registration, assessment appointments, new student orientation, counseling/advisement, DSPS, and application to FAFSA for financial assistance.

Prospective, new, and continuing students can access information about all the student services offered on the LMC website, the College Catalog, the Schedule of Classes and at outreach events conducted at local high schools, on campus, and at locations such as the OneStops (ER-2, ER-19, ER-21, II.B.1-1, II.B.1-2).

Students are required to apply online to the College, using the CCCApply application. The online admission application to the College is available on the College website in English and in Spanish. (II.B-2, II.B-4). Students are encouraged to register for classes online, based on their priority registration appointment time and date. "Walk-in" registration is available for students at a later date, for those students who prefer to come in-person to any campus location (ER-43, ER-44, II.B-5). Information about processes and procedures for College admission, registration, and access to records is available in the Schedule of Classes, the College Catalog, and on the College website.

The Welcome Center staff at the Pittsburg campus provide individual assistance to incoming students with completing forms, understanding procedures, or navigating College pathways. Since Spanish has been identified as the primary second language in East Contra Costa County and approximately 35 percent of LMC's enrollment is Hispanic, the College is officially a Hispanic Serving Institution (HSI). A retention specialist has been hired to provide bilingual services to Spanish-speaking students at the Welcome Center (II.B.1-3).

New students also learn about College services available to them through engagement activities that are a part of new student orientations for graduating high school seniors (II.B.1-4). A major component of these orientations involves exposure to the College learning communities -- such as Puente, Umoja, MESA (Math, Engineering, and Science Achievement program), the Honors Program, ACE (Academy for College Excellence), and the Transfer Academy -- and information about the different majors available at the College. Orientations also include workshops on the financial aid application process, Extended Opportunity Program and Services (EOPS), and the Summer Bridge program (II.B.1.-5, II.B.1-6).

Learning support is also offered through the Center for Academic Support, where students can access tutoring services and receive assistance with reading and writing skill development. Other support networks are offered through Student Life, where students can engage in club activities, student government, and leadership development programs. During the first week of the fall and spring semesters, "Welcome Week" activities are scheduled, providing new students with a positive

early experience, the opportunity to engage with other students, and build awareness of all the services the College has to offer. "Welcome Week" activities are offered at the Pittsburg campus and at the Brentwood Center.

An orientation to programs and services is offered at the Pittsburg and Brentwood locations, online, and on a limited basis at off-sites locations (II.B.1-5, II.B.1-6). For example, an orientation focusing on available student services is held at the Sheriff's Law Enforcement Training Center (LETC) for students in one of the Administration of Justice programs - the Basic Law Enforcement Academy. This information is also presented to students being trained through a local job training and placement program, Opportunity Junction, where student services information is included in the orientation for students enrolling in select LMC Business courses (II.B.1-7).

The ability to benefit from the College programs begins with identifying placement information through multiple measures, including an assessment of English and math proficiencies or an assessment of language ability through the English as a Second Language assessment, the evaluation of other college and/or high school transcripts, Advanced Placement (AP) scores, and Early Assessment Project (EAP) scores (II.B.1-8, II.B.1-9). In order to ensure that students enroll in classes in which they have the best opportunity for success, completion of appropriate placement and course prerequisites are verified by the Admissions and Records Office. Students can gain access to assessment resources at both the Pittsburg campus and Brentwood Center**.**

The College uses a variety of tools to assess student needs. Students have the ability to identify interests and support services required on the College application. Based on their input, they are connected with the appropriate College programs and services. For example, a student who responds to a prompt on the application (II.B.1-10) about resources for first-generation/low-income students will receive an automatic email summarizing the benefits and eligibility criteria from EOPS (I.B.1-11).

In addition to an assessment of student proficiencies, interests and needs, other services made available to students are general counseling services, financial aid, and consultation to develop educational plans -- these services are available at the Pittsburg and Brentwood campuses. Effective fall 2014, all three colleges in the District will implement a new student-friendly electronic educational plan to assist students with course selection and program completion, and work will be in progress for a new online orientation which should greatly enhance access to information applicable to the three colleges in the District.

The College has a close working relationship with the Contra Costa County Office Independent Living Skills Program, to identify incoming foster youth and provide comprehensive services to help these students succeed at LMC. Orientations are offered to help these youth adjust to college life and become familiar with support services available on campus (II.B.1-12). In coordination with the County Office, presentations are also offered to foster youth throughout the semester to continue to keep them engaged with the services and programs at the College (II.B.1-13).

As a result of a grant from the Y&H Soda Foundation to LMC to enhance student services to low income CTE students to improve completion and career placement, the Counseling Department and the Career and Technical Education Division collaboratively designed instructional program "roadmaps" to assist new students with program and course selection, and completion. These roadmaps also provide information about careers, employers and salaries; this information is available both in hard copy and on the College website (II.A.5-1, II.B.1-14). Early usage data of the online roadmaps indicates there is significant student interest in accessing this information**.** Another collaborative project funded by this grant has led to designing and offering an "Orientation to College and Careers" and a "New Student Workshop" focusing on Career and Technical Education majors and careers (II.B.1-15). In addition to an orientation to general College programs and services, the workshops include career assessment and educational plan development, tailored to the expressed career interest of each student.

With a full array of services, student services staff are committed to continuous improvement of programs and support services to ensure student success in multiple ways:

Professional Development

The College supports professional development opportunities for all employees (I.B.1-14, II.B.1-16). The student services staff engage in ongoing training and conference attendance to broaden their awareness and understanding, to maintain expertise and to network with colleagues from other colleges and the State Chancellor's Office to ensure the provision of accurate and timely information and quality services to students (II.B.1-17, II.B.1-18).

Meetings for all student services staff are scheduled one or two times each semester providing a forum to share department updates, discuss upcoming projects or initiatives, as well as for training. These meetings promote dialogue, open communications, encourage community-building, and offer a forum for issues that are relevant to all the staff. These meetings include staff from both the Pittsburg and the Brentwood campuses (II.B.1-16, II.B.1-19, II.B.1-20, II.B.1-21)

Partnerships

Student services staff collaborate closely with colleagues at feeder high schools, as well as at four- year colleges, to promote a smooth transition for students entering LMC or transferring to a four-year university. The College hosts an annual High School Counselor Conference as well as two High School Partners Breakfasts annually, attended by high school principals and superintendents (II.B-19, II.B.1-22, II.B.1-23, II.B.1-24). Similar collaboration with four-year colleges results in transfer representatives scheduling student meetings and transfer workshops at LMC (II.B.1-25, II.B.1-26). They also help to arrange visits for students interested in transferring to various universities and colleges (II.B.1-27).

LMC partners with the non-profit, free job training and placement program (JTPP) called Opportunity Junction where half-unit Business courses are taught via contract education, along with the office administration and life skills courses provided by Opportunity Junction. This program is beneficial for these participants who tend to experience difficulty with navigating the college environment and who can be given more attention and gradually introduced to LMC programs and services. These 20 to 25 students participate in orientation, assessment, counseling and educational program planning in a more familiar and non-threatening environment at Opportunity Junction (II.B.1-7).

Both the Disabled Student Program and Services (DSPS) and Extended Opportunity Programs and Services (EOPS) have advisory boards with members from the local community and external agencies (II.B.1-28, II.B.1-29). These boards provide valuable feedback for planning purposes and to determine the future direction of these programs (II.B.1-31, II.B.1-32).

Partnerships also exist with other departments on campus. For example, student services staff partner with several faculty members on the HSI/EXITO Grant Project to facilitate student participation in the Transfer Academy (II.A.2.c-18, II.A.2.c-19, II.A.2.c-20, I.B.1-33, I.B.1-34, I.B.1-35, I.B.1-36). Counselors also meet with career technical education (CTE) faculty to address the specific needs of students in CTE programs (II.B.1-37). The counselors work with faculty in the basic skills classes to establish a schedule for counselors to visit their classes to make presentations on a regular basis (II.B.1-38).

Partnering between the counseling staff and CTE faculty has been further enhanced through a pilot project that began in fall 2013. Following a series of retreats with participation by counseling and CTE staff during the 2012-2013 academic year that were focused on the re-envisioning counseling services, a plan was developed to provide more focused counseling by major (II.B.1-39). As a result of this effort, three part-time counselors and two full-time counselors are assigned to three groups of College majors (II.B.1-40). The counselors, who are assigned to these groups, divide their time by meeting one-to-one with students within the specific majors, meeting with faculty in the majors, and making presentations or providing orientations in group or classroom settings in the different majors (II.B.1-41, II.B.1-42).

All of these partnerships and dialogue provide input from various groups outside student services, and offer valuable insights that contribute to improvements in student service programs.

Program Review

All student services programs participate in the comprehensive program review process, as well as in annual goal setting and updates. The comprehensive program review requires an analysis of advisory board updates (if applicable), student satisfaction survey results, a summary of assessment (SLO) plans and reports, a review of the staffing structure, a budget analysis, the setting of strategic priorities and goals, a report on facilities, equipment and technology infrastructure,

collaborative efforts, and professional development activities for program members (I.B.1-33, I.B.1-34, I.B.1-35). Student services managers meet with their staff for review and analysis of their respective programs.

This process contributes to a systematic review of LMC's services, highlighting program currency and effectiveness, future needs and plans to be addressed, and priorities for budget and/or staffing requests.

Student Learning Outcomes (SLOs)

Student services programs have an ongoing process for addressing student learning outcomes (SLO) assessment projects, with a Student Services SLO Committee meeting monthly to share updates on assessment plans and reports (II.B.1-43). Based on feedback received from students through the various direct and indirect measures, student services staff learn about the effectiveness of their respective activities and services and what improvements need to be made (ER-40).

During spring 2013, a reorganization of the College management structure was introduced and vetted at two College Assemblies. The changes in the structure included an additional dean in student services, as well as an additional assignment for the senior dean of student services – the supervision of the Brentwood Center. With three dean/senior dean positions in student services, the responsibilities that had been under the former dean of student development were reassigned between the dean of counseling and student support and the dean of student success (INT-6).

As one of three colleges within the CCCCD, LMC is continually involved in the development and testing of new online services linked to the student software system, Colleague (Ellucian). Through the InSite/WebAdvisor portal all students have access to registration, their grades, unofficial transcripts, financial aid status, account balance information, class schedule updates, waitlist information, and the ability to add and drop classes (II.B.1-45). All of these features are continually monitored for effectiveness of services at monthly meetings involving admissions and records managers and financial aid managers across the District (II.B.1-17, II.B.1-18, II.B.1-46). Upgrades to Colleague (Ellucian) and services available to students on the WebAdvisor portal are developed in coordination with the District IT Department.

There are additional online support services available for students enrolled at LMC, through the College website. Services include transcript requests (II.B.1-47) the FAFSA application (II.B.1-48, II.B.1-49), appointments for counseling services (II.B.1-50), appointments for assessment (II.B-21), access to Schedules of Classes (ER-21, II.B.1-51), the College Catalog (ER-2, II.B.1-52), and the purchase of textbooks through the College bookstore (II.B.1-53). Students may also prepare for assessment tests with an online study guide (II.B.1-54). The orientation for new students may be completed online in a self-paced format (II.B.1-55). Once the orientation is complete, the student may make an in-person appointment with a counselor or take advantage of E-advising services (II.B.1-56). This online feature includes addressing questions about programs and classes, transferability of LMC courses, prerequisite and co-requisite information, course content, College

procedures, academic policies, and admission and registration information. Students who use the E-advising link can expect a response within three business days.

Additional access to online services include on-campus employment and the Center for Academic Support, which provides the option of one-to-one assistance with reading and writing assignments (II.B.1-57, II.B.1-58, II.B.1-59).

Disabled Students Programs and Services (DSPS) provides access to online testing accommodations and helpful links on the DSPS website to information about how to apply for DSPS services, diagnostic testing, student accommodations, alternate media (including request form), and information about specialized instruction available to students. In addition, both the *DSPS Student Handbook* and *Faculty Handbook* are available online (II.B.1-60, ER-38). The effectiveness of DSPS services as a whole, both in-person and online, is monitored by surveying students in the program every two years (II.B.1-61).

The effectiveness and quality of all student support services are evaluated and monitored through student satisfaction surveys, both in Pittsburg and at the Brentwood Center, (I.A.1-14, II.B.1-62) and regular, continuous dialogue to support access and improvement of services at monthly meetings of the Student Services Student Learning Outcomes (SLO) Committee reviews (II.B.1-43, II.B.1-44) dialogue in integrated College shared governance committees such as the Teaching and Learning Committee, the Planning Committee, the Distance Education Committee, the Shared Governance Council, and the College program review process (CR-3, I.B.1-4, I.B.1-5, I.B.3-13, II.B-17, II.B.1-63, II.B.1-64, II.B.1-65).

Self Evaluation

Los Medanos College meets Standard II.B.1. There is an ongoing commitment to campus dialogue and review of the quality of programs and services supporting student learning, progress, and achievement, as evidenced in the various forums and regularly scheduled events to encourage broad feedback from faculty, staff, and students.

The addition of a third dean position in student services is further evidence of the institutional support for creating a more effective structure to address student needs and continuously improve the quality of our programs and services. By assigning the oversight of the Brentwood Center services and staff to the senior dean of student services, the coordination of student services between the Pittsburg campus and the Brentwood Center is improved. The director of admissions and records has direct supervision of the Brentwood Center staff responsible for admissions, registration, and student records procedures. This change in reporting relationship is proving to be effective and ensures consistent application of District and College policies. The recent hire of a lead admissions and records assistant for the Brentwood Center has also contributed to the uniform application of policies and procedures at both locations.

Although there are many comparable services offered to students taking classes at the Brentwood Center, survey results show there is interest in increasing the number of counseling hours and access to financial aid staff (II.B.1-62). There is also interest is in having a dedicated bookstore and additional library services at the Brentwood Center. These services will eventually be provided after the permanent Brentwood Center is constructed (INT-7). At the current Brentwood Center location, there is insufficient space to be able to expand the square footage in order to accommodate an on-site bookstore and a library. Bookstore services are provided on-site during the first few weeks of the semester and online year-round. Library services are provided electronically by the library at the Pittsburg campus. The Brentwood Center also has a textbook reserve collection located by the admissions/reception desk.

While students taking classes at the Brentwood Center are surveyed about their interests and needs, the College has not sought feedback from students taking classes only at off-site locations or only online. A systematic approach and schedule for gathering student feedback is scheduled to be undertaken by student services managers, in collaboration with members of the Distance Education Committee (and the coordinators of the off-site programs), during the fall 2014 semester.

In support of the Student Success Act of 2012 and the implementation of mandatory core services for assessment, orientation, counseling/educational plans, there are new initiatives underway that will not only benefit students at any campus location, but also benefit students primarily taking online classes. As part of a District wide effort, all three colleges will be combining funds to offer an online orientation (II.B.1-66) providing a more convenient, accessible and appealing option for new students who are unable to attend an in-person orientation.

Similar to the online orientation option, the three colleges are also piloting a system for electronic educational plans. This version of the educational plan will be implemented for all new, incoming students and is part of the Colleague (Ellucian) student software that houses all student records District wide. Since it is integrated with our entire student records system, students will be able to add and drop classes, and access degree audit information directly from the educational plan (II.B.1-67). It will be implemented in fall 2014 for all incoming students.

Another project developed during the fall 2013 semester as a result of the Y&H Soda Foundation grant to improve student services for students in CTE programs, Retention Alert, will also be integrated with Colleague (Ellucian) supporting all students across the District (II.B.1-68, II.B.1-69). This electronic retention system will enhance communication between faculty and counselors regarding progress, areas of concern, and/or questions related to individual students who may need extra attention. This proactive system will replace a very laborious process based on hard copies of progress reports being sent between faculty and support services. Retention Alert will strengthen proactive dialog and collaboration between instructional and student services programs to improve student retention and completion before the student "slips through the cracks."

Actionable Improvement Plan

None

II.B.2: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. **General Information**
b. **Requirements**
c. **Major policies affecting students**
d. **Locations or publications where other policies may be found**

Descriptive Summary

a. General Information

The LMC Catalog is updated and published annually to ensure currency and accuracy. The Catalog contains general College information, along with detailed course, program, and degree offerings. Included are the official name, addresses, telephone numbers, and website links for both the Pittsburg and Brentwood campuses. The Catalog also contains general information about the College including the educational mission and vision of the College, student services and SLO information, learning support resources, important dates, a list of course offerings, associate degree and certificate programs, names of governing board members, and the names and degrees of administrators and faculty. The academic support services listed include learning communities such as Puente and Umoja. Also listed are special programs such as Honors; and Math, Engineering, and Science Achievement (MESA). Instructional support is offered by the Center for Academic Support (tutoring), the math lab, biology lab, ESL Lab, computer science lab, library, and the High Tech Center for disabled students.

The College Catalog is sold in the Bookstore on the Pittsburg Campus and in the front office of the Brentwood Center, and is available online on the College website in PDF format (II.B.1-52). Much of the important information found in the Catalog is also published in the Schedule of Classes, the *Student Handbook*, and on the College website (ER-21, ER-36, ER-59, II.B.1-51, II.B.2-1).

b. Requirements

The Catalog describes the admissions and enrollment processes, as well as graduation requirements for students to complete LMC's various transfer, degree, and certificate programs. Each major course of study or program is described in the Catalog, along with details of the courses required. Program information includes the type of award which may be earned: College Skills Certificate, Certificate of Achievement, AA/AAT/AS/AST degrees, and/or transfer preparation to four-year institutions.

A description of all fees and student financial obligations are included, in addition to a comprehensive overview of available resources to assist with those fees such as financial aid, the federal work study program, and scholarship information. The financial aid application procedure and eligibility requirements are described in detail, along with descriptions of other types of financial support such as Scholarships, Federal Work Study, EOPS, CalWORKs, and CARE.

c. Major Policies Affecting Students

Information regarding important District and local policies and procedures and the rights and responsibilities of students are outlined in the College Catalog -- these include policies regarding academic freedom and honesty, course attendance and prerequisite policies, expectations for appropriate conduct, unlawful discrimination, and sexual harassment policies. The catalog also covers other policies that concern smoking and drug use on campus, acceptance of transfer credits, fee payment and refunds, Student Right to Know information, and details regarding students right to privacy.

For any student who wishes to file a complaint, the student complaint procedures are clearly outlined in College publications and online. Details about the complaint process are available for all students, providing an equitable means of seeking resolution for grievances involving grade appeals, 3SP appeals, services, and faculty or staff members. If students believe they have been subjected to any type of harassment or unlawful discrimination, procedures for addressing this type of complaint are also available. Students may request copies of the appeals or grievance procedures and related forms for initiating a complaint through the Student Life Office, the Information Center, the Office of Instruction, the Counseling Center, the Brentwood Center, or information may be downloaded from the College website (II.B.2-2, II.B.2-3).

d. Locations or Publications Where Other Policies May Be Found

Other publications that include similar policy information described in the College Catalog are the Schedule of Classes, and the *New Student Handbook*. These publications are provided in print and online, as well as at both campuses to ensure accessibility for all. Copies of Class Schedules are sold at the Admissions Office at both the Pittsburg and Brentwood campuses and in the College Bookstore in Pittsburg. The Catalog and the Class Schedule are available for viewing online or to download as a PDF. In addition, the Schedule of Classes and *Student Handbook* are distributed to students at no cost in new student workshops and in the Counseling Center. The Schedule of Classes is also provided at no cost during outreach events at high schools and elsewhere in the community. Students may request alternate media versions of these publications from the Disabled Students Programs and Services Office (DSPS) or the High Tech Center.

Other College publications that reference various academic and administrative policies are the *Faculty Handbook*, the Disabled Students Programs and Services

handbooks, and the *Nursing Program Handbook*, for both students and staff (ER-38, II.B.2-4, II.B.2-5).

Policy information can be found on the College website related to: accreditation, ADA, Title IX disclosure, campus safety, computer use, enrollment, fees and refunds, financial aid, scholarship, and veterans' benefits, grievance procedures, nondiscrimination, parking, sexual harassment, student code of conduct, the California Education Code, complaint procedures, and grade appeal (ER-44, II.B.1-8, II.B.1-52, II.B.1-57, II.B.1-58, II.B.1-60, II.B.2-1, II.B.2-2).

All Governing Board Policies and Administrative Procedures are found on the Contra Costa Community College District (CCCCD) website; this link is provided at the bottom of the College website (CP-28). Hard copies of all CCCCD Governing Board policies and administrative procedures that govern the District are available for review at the District Chancellor's Office and the LMC Office of the President.

Self Evaluation

Los Medanos College meets Standard II.B.2. The College maintains the integrity and accuracy of the Catalog as a result of an annual review and revision process by the offices of Instruction, Student Services, and Marketing. This inclusive process ensures the accuracy and currency of published information. If additions or revisions to the Catalog occur after the date of publication, an electronic addendum is made available on the College website.

The Schedule of Classes is published three times a year in the spring, summer, and fall, through a similar collaborative process. The *New Student Handbook* is updated and published annually, involving review and updates with student services departments.

In the past, there were concerns about the consistency of various College publications. To improve consistency of student services information, the Student Services Unit assigned a classified employee (administrative assistant, reporting to the Outreach Coordinator) to oversee accuracy and currency of information. One of the main responsibilities of this person is to coordinate student services information for major publications, both in print and online. This has contributed to improvements in the accuracy and timeliness of information provided to students.

Actionable Improvement Plan

None.

II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

LMC identifies learning support needs by gathering and examining data related to demographics, retention, completion, and persistence rates. The primary method of documenting the degree to which support services are meeting student needs is through the program review process for every student service unit (II.B.1-61, II.B.3-1, II.B.3-2), after the assessment of program-level student learning outcomes and the student evaluation of services provided (ER-40, II.B-21). In addition to gathering primary data and conducting program review, the College conducted a Survey of Entering New Student *Engagement* (SENSE) in 2012; and during the fall of 2013, the District Office of Research and Planning conducted an Environmental Scan (I.A.1-12, INT-10).

The SENSE survey was based on a random sampling of 459 students (168 full-time students and 291 part-time students). The SENSE survey provides benchmarks of effective educational practice for entering students and revealed the following with respect to staff-student contacts focused on academic goal setting and planning: with 22.05 percent reporting neutral, the survey showed that advisors assisted only 30.95 percent of the students in the selection of a course, program, or major, leaving 47 percent unassisted; and with 28 percent reporting neutral, advisors assisted 26.9 percent of the students with academic goal setting and/or educational plan development, so 44.5 percent of students indicated that they did not receive advisement. With reference to pinpointing the selection of courses for their first semester, 24.5 percent of students reported neutral, 34.05 percent stated that an advisor assisted them, where 41.3 percent stated that they received not assistance from an advisor. The greatest disparity occurs in the question with respect to discussions between College staff and students about balancing extracurricular activities with course requirements where 23.4 percent reported neutral, 15.75 percent indicated they had conversed with an employee about this matter, and 60.85 percent indicated that they had not (I.A.1-12).

In addition to the SENSE survey, the College conducted other assessments of student needs. By examining enrollment trends and rates of student success, it was determined previously that Hispanic and African American student progress was significantly lower than the College average, resulting in an "achievement gap". In view of the large Hispanic enrollment, the College successfully applied for a $2,750,000 Title V Hispanic Serving Institutions (HSI) Grant, called the EXITO grant at LMC. While the grant activities emphasize increasing academic support and improving transfer rates for LMC students as a whole, the EXITO grant also offers first year interventions to improve student success, student mentoring, collaboration in a learning community environment, support for non-English speaking students, and professional development opportunities for interested employees.

Another initiative that has contributed to increased student success at LMC is the Academy of Excellent (ACE) program, which has led to significant improvements in student performance in both English and math. One semester after attending ACE at LMC, students were 7.8 times more likely to pass transfer-level math and English courses than the comparison group. Two semesters out, they were 4 times more likely to pass transfer-level math and English courses than the comparison group. (I.B.2-27).

The State Chancellor's Office Student Success Score Card report generally cites the aforementioned achievement gap as a College issue; it provides additional detail showing that while Hispanic and African American students have the lowest rate of academic performance, African American students are comparably lower (ER-59, II.B.3-3, II.B.3-4). The College has used the Student Success ScoreCard report to underscore the critical nature of the achievement gap and defined this issue of disparity in student achievement as one of its four institutional priorities for the College's *Interim Strategic Priorities* (2012-2014) (ER-58). The student services e-newsletter (II.B.3-5) and monthly College forums have served as important information sources for College employees, just as *The Experience* (II.B.3-6), the student newspaper, has served as a key information source for students.

During the 2012-2013 academic year, the College administered the Community College Survey of Student Engagement (CCSSE) to continuing students. Although this study primarily focuses on student engagement in the classroom and with faculty, from a student services perspective it is valuable because it measures student engagement of College support services and places their engagement in the broader context of a cohort of community colleges tracked over a three-year period. With respect to support for learners, 27.7 percent of the 2013 CCSSE cohort indicated that LMC offered "Quite a bit or very much" by way of services, and 24.4 percent agreed with "Helping you cope with your non-academic responsibilities (work, family, etc.)". Similarly, 53.2 percent of the 2013 CCSSE cohort indicated that their college offered "Quite a bit or very much" in the form of resources, 47.8 percent agreed with "Providing the financial support you need to afford your education." (I.A.1-13).

Although there has been limited evaluation of online or off-site services, during the 2009-2010 academic year, the Computer Science Department**,** working with its advisory board, reviewed the local job market and developed a series of programs leading to new degrees and certificates. The curriculum for these programs consists of both new and existing courses, with some of the existing courses having already been offered completely online for five or more years. Existing courses such as Introduction to Computer Networking, Introduction to Network Operating Systems, and Introduction to Network Security had been offered online to improve enrollments that had dropped substantially after the dot-com bubble burst in 2001. When these existing courses were incorporated into the new programs, such as the AS degree and Certificate of Achievement in Computer Networking and Security, these programs became substantially online. The Distance Education Committee also does informal evaluations of online classes and services.

For some years, LMC used Blackboard 8.0, with the server housed at the College; however, during the summer 2013 session, the District and the College switched to a new online environment, Desire2Learn (D2L) with cloud-based servers. This shift reflects an analysis of technology trends, the incorporation space-saving solutions to educational practices, and a commitment to increase access and speed, so that students will be able to devote more time on the critical examination of online resources than on actually searching for information and bearing with system slowdowns due to peak-time volume usage. LMC's IT Department continues to maintain the physical infrastructure.

II.B.3.a: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The College provides equal access to comprehensive student support services in accordance with the District's core values. The District's value statement on Social Justice through Access and Equity states, "*…we promote open access and inclusion through actions, as well as a commitment to advocacy for and the allocation of proper resources to meet the needs of the students and communities we serve."* (I.B.2-6).

Building on the work since the last accreditation visit, the College remains committed to providing, improving, and expanding access to services for its students, regardless of the service location and delivery method. A significant contributing factor to this commitment is the increased access to services online via the InSite portal and the College website.

The services listed below are available at the Pittsburg campus, the Brentwood Center and (at various levels of service) online. Program review, student surveys, and other evaluation tools provide insights into the effectiveness of our services. Additional information about each service can be found in the College Catalog (ER-2) and on the LMC website (II.B.1-1, II.B.3.a-1). Most student service areas have their own webpage that includes detailed information about their services.

Admissions and Records

The staff in the Office of Admissions and Records assist students with admission and registration-related activities, process incoming and outgoing transcripts, maintain student records, evaluate coursework for degrees and certificates, and process faculty rosters. The international student program, military veteran services, confirmation of athletic eligibility, and nursing program applications are also handled by this office.

In recent years, the trend toward increasing online access to admissions, registration, and records services has resulted in greater convenience for students at all campus locations. From their first inquiry about enrolling in LMC classes, through graduation and beyond, the staff in the Office of Admissions and Records provides all students with the ability to gather information, complete the registration process, monitor their progress, and order transcripts electronically. Forms are also available online and may be accessed through the Admissions and Records webpage: http://www.losmedanos.edu/admissions/forms.asp. Information regarding policies (for example, registration, late adds, and drops) is also available online. The College Catalog is available online, as well as a searchable Schedule of Courses.

Students may order official transcripts online (II.B.1-47). The ability to request and pay for official transcripts online, via WebAdvisor, is a collaborative effort with the other two colleges in the District. Upon ordering the transcript, students are able to view the status of their order and receive immediate feedback about any "holds' on processing. This process offers convenience, speed, and reliability for students in ordering transcripts.

A feature that has recently been made available to all students in the District is the option to have transcripts sent electronically, using E-Transcript California (II.B.1-47, II.B.3.a-2). This is a benefit for students who submit their transcript request on WebAdvisor, and who are requesting transcripts to be sent to other colleges that are "trading partners" (other colleges that can receive or send electronic transcripts). This process is not only more secure, but saves the students time and money. Students still pay the fee per transcript, but they receive immediate service without paying an additional "rush" fee.

Assessment Center

The Assessment Center offers assessment tests, used to determine a student's placement in English, math and ESL courses. Assessment accommodations are offered at the Pittsburg campus and at the Brentwood Center. Students can review sample questions in preparation for taking the assessment tests and can make an appointment to take the test by going to the Assessment Center website. The link to download the Accuplacer Study App is also available for a smart phone.

In addition, LMC has an online Spanish placement test to assist students with prior education in Spanish (in middle school, high school, other school, or college). Test takers are notified by email about their level of proficiency and placement.

Bookstore

The LMC Bookstore sells textbooks and other course materials online as well as on campus. Students attending the Brentwood Center can purchase textbooks at the Center during the first two weeks of the new term from the administrative office. A book rental system is another option for students, providing access to textbooks at a lower rate. The College Bookstore sells a variety LMC gear, such as sweatshirts, tee shirts, book bags and hats, along with classroom supplies and snacks.

CalWORKs

The CalWORKs program assists potential and current TANF/CalWORKs recipients. A variety of support services and financial resources are identified, including work study, job placement, child care, book vouchers, and developmental workshops. Eligible students receive specialized counseling and advising services from College staff that are well informed about the regulations of welfare-to-work programs. The CalWORKs Office collaborates closely with other programs at the College, with the county, and with community-based organizations to assist students in understanding welfare-to-work program requirements and help them access the appropriate services. Beginning in fall 2014, a representative from the CalWORKs program will available at the Brentwood Center on a bi-weekly basis.

Career Center

Students are provided career exploration and career preparation services at LMC's Career Center. Students receive personalized assistance, which includes an assessment of career interests, personality, skills, and values; exploration of careers and majors; resume writing techniques and critique; and mock interviews.

The Career Center webpage offers a wealth of online resources for students seeking information on specific careers and/or to apply for jobs. Online assessment tools, such as Eureka, are available to help students evaluate careers options and learn about educational programs. These online resources also include information about resume writing, interviewing, business and industry, as well as job postings. For assistance, students may schedule an in-person appointment with a Career Center staff member, or may ask questions via the telephone or use the online contact form.

Child Care

LMC offers low cost child care services for children of LMC students, employees, and members of the community based on available space. The Child Care facility is located on the Pittsburg campus and enrolls children 2 to 5 years of age. The Child Care Center Lab School is nationally accredited by the National Association for the Education of Young Children (NAEYC). The needs of the parents and the child are assessed carefully during the admission process. This enables the staff of the Child Care Center to offer the best options of support and connect the parents with the appropriate services such as programs that pay child care costs, access to community resources for family and children, and mentoring for parents on child-rearing techniques.

Communications and Student Email

All students have access to the District portal – *InSite* (ER-59) -- which is a gateway to important information such as College websites, registering for classes, information about events, campus directories, etc. The *InSite* portal makes it easier and faster for students to access information from one location. The District partnership with Microsoft through a program called Live@edu provides web-based email access to all students. The Live@edu e-mail service called *InSite* Mail offers

students a 25 Gig SkyDrive, Windows Messenger, and access to Word, Excel, PowerPoint, and OneNote online.

LMC provides students with timely information about deadlines, campus events, and student services through banners on the College website and a monthly E-newsletter (I.B.5-1). Critical information may be entered as a pop-up on the InSite portal. The student newspaper is available in print and online (II.B.3-6). In the electronic edition of *The Experience*, multi-media content, such as videos, is also included.

Tutorials on various topics, from general interest to technical tutorials, are posted to the LMC YouTube site as web videos. Developing useful videos is an ongoing process (II.B.3.a-3).

Cooperative Work Experience Education

The automated software system of CWEE enables students to complete their application online and select an orientation date and time. The CWEE Student Handbook available in electronic format includes information about developing objectives as well as due dates for work to be completed. Instructor resources are also available online on the CWEE webpage (II.B.3.a-4).

Counseling Center

The College counseling faculty assist students with academic, career and transfer planning, as well as with personal issues that might interfere with attendance, or the ability to study or concentrate. Counselors assist students with goal setting and the development of an educational plan, based on the students' interests and motivations. They guide students with educational options, graduation requirements, transfer options, and career planning.

In addition to one-to-one or group counseling appointments at the Pittsburg campus and at the Brentwood Center, the Counseling Department offers *e-advising* for the following services:

- Information regarding LMC classes, programs and services
- Transferability and articulation agreements for LMC courses
- General academic advising
- Information on prerequisites, co-requisites, and course content
- General education options
- Referrals to campus and community resources
- Guidance with College procedures and academic policies
- Admission and registration information

Students who make a request through the e-advising link can expect a response within three business days (II.B.1-56).

Phone advising is available, by appointment only, for the following counseling services:

- Transcript evaluation
- Verification of eligibility of graduation, certificate, or transfer
- Grade review
- Educational plans development
- Review of placement test scores or grades
- Personal and/or career counseling

Disabled Students Programs and Services

DSPS provides opportunities for students with disabilities to fully participate in all College programs. A variety of services and accommodations are available to students with identified disabilities, including priority registration, specialized instruction, alternative testing, adaptive computer technology and training, sign language interpreters, hearing amplification, audio and Braille textbooks, lecture notes, and readers. Assistive software is located in computer labs throughout the Pittsburg campus and at the Brentwood Center. Training on assistive software is offered on second floor of the library, where students have access to a bank of computers anytime the facility is open. DSPS classes include reading, writing, spelling, arithmetic, and computer skills.

The DSPS webpage includes helpful links to information about applying for DSPS services, assessment (diagnostic testing), student accommodations, alternate media (including the request form), specialized instruction for disabled students (taught by DSPS specialists), and the testing center location (II.B.1-60). The DSPS Application for Services, as well as the Disability Verification/Authorization to Release Information are available online. In addition, the *DSPS Student Handbook* and *Faculty Handbook* are available in electronic format (II.B.2-4, II.B.3.a-5), accessible from the DSPS webpage or on the faculty shared drive. Students with disabilities enrolled in online only classes may contact DSPS staff by email and may arrange for online testing accommodations.

The College is committed to accessibility, regardless of the location or delivery mode of students' classes. The College website is 508 compliant and the platform for the Learning Management System (Desire2Learn or "D2L") is accessible as well. D2L allows for the development of fully accessible online courses.

Online instructors are provided with helpful tools, information, and professional development that addresses accessibility for online courses. The alternative media specialist provides training for faculty, as well as attends department meetings and assists faculty with creating accessible documents through multi-media resources. Accessibility information is also included in flex workshops (in-service training) for web design and online instruction.

A web accessibility checklist is available on the LMC website under "Web Support" (II.B.3.a-6). The LMC website was redesigned in 2010 after gathering input from various target audiences to improve ease of access and usability (II.B.3.a-7).

Employment Services

LMC students are assisted with part-time job placement for on-campus jobs. Additional job search assistance is offered through the College Central Network Services website where students can learn about campus and off-site job openings (II.B.3.a-8). This website also hosts a portfolio feature for various educational majors so that students can upload their portfolio and important documents for employers to view. The site also contains career advice videos on appropriate interview attire, tips on resume writing, and responses to key interview questions. Students, alumni, employers, and community members all have access to these services.

Extended Opportunities Programs and Services (EOPS and CARE)

EOPS is a state-funded student support service program established to promote the enrollment, retention, persistence, and success (i.e., transfer, degrees, certificates) of students from low-income, underrepresented backgrounds in higher education by offering services that are above, beyond, and in addition to services generally available to LMC students. Through EOPS and CARE, eligible students receive supplemental educational support services, such as assistance developing educational plans, personal counseling, peer support, academic progress support, and guidance in developing effective academic networks. In addition, the unit provides grants, and allowances for transportation, books, and supplies to enhance the retention, persistence, graduation, and transfer rates of EOPS students. While information is provided to students at both College sites, actual services are currently only available at the Pittsburg campus.

Financial Aid

The Financial Aid Office (FAO) is committed to empowering students by providing them with financial literacy information, as well as access to state and federal funding sources to assist in the attainment of their educational goals. The primary objective of this office is to provide adequate financial assistance to the maximum pool of eligible students through the coordination of funding sources. Information regarding options for financial assistance is available at the Pittsburg campus, the Brentwood Center, and on the College website.

The FAO has made the Board of Governors Fee Waiver application available for students online via CCCApply.org. Students can submit the application at their convenience and processing is completed in approximately 48 hours.

The FAO maintains a presence on social networking sites such as Facebook and Twitter. Staff are able to communicate on a regular basis with over 2,000 'friends' through these various social media sites about important dates, financial aid opportunities, and campus and office news. Students also receive information through their InSite portal email regarding updates and deadlines concerning their financial

status. Additionally, the FAO offers YouTube video tutorials to help students navigate the financial aid process and complete various forms such as the FAFSA.

International Students

Incoming international students attend one of the general new student orientation sessions, following completion of the College application. The international students' webpage (II.B.3.a-9) includes descriptive information about the College campus environment, as well as updates on important deadlines, information about transferring, and announcements. There are plans to develop an online orientation in the future, specifically for international students, enabling these students to access an orientation to the College from their home country.

Library

With the library's Millennia system, students at the Brentwood Center can order a book from any of the District's three campuses and have it delivered to the Brentwood Center. A textbook reserve system is now in place at the Brentwood Center, similar to the one in operation at the Pittsburg campus that provides students with access to textbooks for current courses, with the provision of a same-day return. The library staff regularly schedule in-class presentations at the Center to ensure that students are not only aware of research tools available to them, but also that staff are available to offer their expert services. Additionally, during the first two weeks of each semester, the LMC bookstore offers textbook sales at the Brentwood Center.

Outreach Services

The College's outreach activities are the starting point for graduating high school seniors to begin college enrollment. The Outreach Staff assist students with completing the application process, participate in new student orientation, complete assessment, and schedule a meeting with a counselor to develop an educational plan. The outreach activities, application workshops, and assessment tests, and year-round information sessions are conducted at the feeder high schools (II.B.3.a-10, II.B.3.a-11, II.B-6).

Students indicate which services they need or are interested in on the application form. An email is then sent to these students for every service they select, including where additional information can be found, along with contact information.

Reading and Writing Consultants

The Center for Academic Support offers students one-to-one assistance with reading and writing assignments, in person at the Pittsburg campus, the Brentwood Center, as well as online. Students may submit drafts to writing consultants using the online form or send the draft as an email attachment. Generally, consultants will provide feedback within two business days (II.B.-59).

Student Life

The Office of Student Life is comprised of a variety of programs and services, including the LMC Associated Students (LMCAS), Student Ambassadors, student clubs and organizations, and leadership programs.

LMC offers a range of extracurricular activities, designed to help students connect with others on campus, to build their leadership skills and to support them in becoming agents of positive social change. Student leaders, club officers, and advisors are invited and encouraged to make use of the Student Life Office and make appointments with the staff on any activity or matter. Activities and events offered through the Office of Student Life are scheduled throughout the year at the Pittsburg campus and at the Brentwood Center.

Transfer Center

The Transfer Center offers multiple support services and resources to assist students in exploring and preparing for transfer to four-year colleges and universities. The resource library in the Transfer Center includes reference materials such as college catalogs and internet directories to access transfer information, advising guides, major and career information, guides on financial aid, and scholarship information. Students are assisted with completing the transfer application process, understanding general education, CSU and IGETC requirements, transfer admissions agreements, cross registration opportunities through Cal State East Bay, and concurrent enrollment opportunities through UC Berkeley.

Informational workshops and seminars are scheduled throughout the academic year, along with regular visits from representatives of many colleges and universities. These activities are available to students at the Pittsburg campus, as well as at the Brentwood Center.

Self Evaluation

Los Medanos College meets Standard II.B.3.a. The College provides equitable access to its many student support services.

To assure equitable access to support services at the Brentwood Center, the staff monitors the availability of services and arranges for additional support, if needed. Since the senior dean of student services is now serving as the site administrator for the Brentwood Center, there is closer alignment and monitoring of the service needs of the Center. Student services can also be accessed online for students taking classes at off-site academies.

The first two weeks of instruction of the off-site Fire Academy is conducted at the Pittsburg campus, in addition to a formal orientation to the program -- this provides an opportunity for students to become familiar with the larger College environment and campus services. The Basic Fire Academy (FIRE 120) is a capstone program after most students have completed the introductory Fire Technology courses at LMC, so students are familiar with services offered by the College.

Similar to the Fire Academy, the Police Academy provides a comprehensive program orientation prior to instruction. Although held off-site, a senior student services representative and the College's academy administrator are present at the orientation to assist students with information about the comprehensive student services offered online and at the LMC Pittsburg campus, which is located 5 miles from the off-site academy.

In both the Police and the Fire academies, students are provided with information regarding registration, financial aid, assessment and counseling services, disabled students services, parking information, college life, and other services to enhance student success. Online student services available for these offsite students include admissions, registration, FAFSA, parking permit purchases, and assessment appointments. Students may also prepare for the assessment tests (English and math) using the online study guides. The new student orientation may also be completed online in a self-paced format. Once the orientation is complete, the student may make an appointment with a counselor. E-advising services include answering questions about classes and programs, transferability for LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information.

Although data gathered by the District Research Office provided a comparative analysis of Hispanic and African Americans student success, the data does not indicate any correlation between their low rates of achievement and their engagement with student support services. Additional information will need to be gathered to know which services students in these two groups use or believe contribute to their success; and whether there are gaps in services or challenges with the mode of delivery or content.

Similarly, the SENSE survey shows that the number of students who did not contact advisors outnumbered those who did make contact, yet the data in the report does not indicate the reasons for the lack of contact. Additional information will need to be gathered on why students fail to contact an advisor and if it is because too few advisors are available; whether the process for meeting with an advisor and the role of the advisor is communicated clearly to both students and staff; and whether the staff are knowledgeable about this function, and whether they need professional development. Further research would need to be conducted on the aforementioned achievement gap, to determine how the SENSE advising data is broken down with regard to gender, majors, ethnicity, and full-time and part-time enrollment status.

By the end of fall 2014, the student support service deans will conduct a comprehensive student support services follow-up satisfaction survey to profile student engagement in terms of ethnicity, full-time and part-time status, and gender. Based on the results of this new-student satisfaction survey, the deans will design and implement a plan to address support service issues, as necessary.

Actionable Improvement Plan

None

II.B.3.b: The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The College offers a variety of opportunities for students to develop holistically. One of the activities to promote civic responsibility is an annual Constitution Day that LMC promotes. Most transfer students take a course in U.S. history, Constitution, and American Ideals. In order to develop leadership and engagement, the College encourages students to participate in the Shared Governance Council (SGC) and its associated shared governance committees. The shared governance committees include students, classified staff, faculty, and administrators appointed by their respective governance bodies -- the Associated Students (LMCAS), Classified Senate, Academic Senate, and the management team.

Students may also explore leadership opportunities by joining the Inter-Club Council and through the LMCAS, where students are encouraged to lead campus activities -- examples include the blood drive and sickle cell awareness campaign recently sponsored through the collaborative efforts of the LMCAS and African American faculty (II.B.3.b-1), voter registration, and the Athletic Department's breast cancer awareness campaign (II.B.3.b-2). These activities promote personal development and prepare students for leadership roles. Students may get involved with institutional governance and administration. For example, LMC student, Deborah van Eckhardt, served as the student trustee for the CCCCD Governing Board during the 2012-2013 academic year, a student leadership role that rotates between the three colleges in the District once every three years. Given LMC's designation as a Hispanic Serving Institution, with sponsorship from the College's EXITO Grant, female students from Latin American backgrounds have participated in the Latina Leadership Network of California Community Colleges (II.B.3.b-3). Annually, the LMCAS sponsors celebrations to recognize Caesar Chavez, Martin Luther King, Jr., and Black History Month (II.B.3.b-4, II.B.3.b-5). Students travel to the state capital to participate in *March in March*, a rally held on the grounds of the state Capitol building. The rally includes addresses from state legislators, lobby training, and opportunities to lobby state legislators in person in support of educational initiatives. At the end of each academic year, a graduating student is selected to deliver the coveted graduation speech.

Although it is not a governance body, LMC's student ambassadors serve as LMC employees and work to increase College visibility and communication within LMC and the broader community. This program is open to all interested students who apply and meet the minimum qualifications (II.B.3.b-6, II.B.3.b-7).

During the course of every semester, the Classified Senate hosts several fundraisers to generate funds for scholarships offered to LMC students (II.B.3.b-8). Their annual

soup and chili "cook-offs" are College morale boosters that garner a high level of participation, from the culinary entries of participating staff and students to the prizes donated by staff.

LMC offers many cultural activities and events. The Music Department's jazz band not only hosts jazz concerts, but also sponsors concerts that expose the LMC community to nationally-known recording artists from a variety of genres of music (II.B.3.b-9). During the fall 2013 semester, an exhibit entitled, *Queer the Now*, was described as "an exhibit celebrating LGBQT ancestors THEN with the vital queer art of NOW" (II.B.3.b-10). In fall 2013, the LMCAS hosted screenings of "Girls Rising", a social justice film series (II.B.3.b-11); and the Drama Department performed "The Government Inspector," as one its two productions. Student art is featured year-round in the College Complex and in the College Art Gallery.

In addition to the Drama Department's performances, LMC's Associated Students offers forums for artistic expression such as poetry slams, Spoken Word, and open-mic talent competitions. The College features fall and spring concerts for students enrolled in its various bands -- jazz, concert, chamber chorale, string ensemble, and gospel. The Gospel Choir has been recognized by the Contra Costa County Board Supervisor and local political leaders. Beyond the arts, the College promotes an aesthetic of inclusion and diversity by displaying images of students from a variety of ethnic backgrounds on its large (8 by 8 foot) displays posted around the campus to encourage students to select a major, transfer, and pursue other aspects of academic success. These displays are posted all around the campus – the library, cafeteria, and hallways – at both Pittsburg and Brentwood campuses.

The LMC student experience is enriched by 27 student clubs that vary widely in focus, ranging from the academic (e.g., Alpha Gamma Sigma, RN Class of 2013, Honors), the cultural (e.g., La Raza Unida), the political (e.g., LMC Associated Students), the social (e.g., Students with Abilities to Coordinate to Help Each Other (SACHE) to the athletic (e.g., LMC Dance Team) (II.B.3.b-12, II.B.3.b-13, II.B.3.b-14). Although not chartered as a club, the LGBTQ Center, referred to as QSpot, exists to inform and support the College on issues related to sexual orientation and gender identity.

The College demonstrates the value of intellectual development beyond clubs. Open to the entire student body, students participate in the College's annual IMPACT Student Leadership Retreat -- a Saturday event that explores personality and leadership competencies (II.B.3.b-15). In 2013, the LMC Associated Students, the Office of Student Life, and the LMC Foundation collaborated to host the College's Eighth Annual Academic Competition -- an event that encourages scholarly excellence in the areas of math, science, social science and English (II.B.3.b-16). In 2011, the College formed a debate team, which became highly competitive immediately, and placed second in the 2013 national debate competition, and third in the 2014 National Parliamentary Debate Association Championship Tournament in Northern Arizona University (II.B.3.b-17). LMCAS has sponsored student participation in the annual Black College Expo held in Oakland, featuring recruiters from Historically Black College and Universities (HBCU) and cultural events

(II.B.3.b-18). In spring 2014, the Umoja learning community, in collaboration with the English Department, convened a panel discussion consisting of LMC staff, local graduates, and a recruiter of an HBCU about the benefits and unique opportunities available at HBCUs (II.B.3.b-19).

Learning communities also provide opportunities for discipline-specific leadership development and civic involvement; for example, four students from the Math Engineering Science Achievement (MESA) program were selected to attend the MESA 10th Annual Leadership Conference in San Diego in 2013; and the Umoja Scholars learning community requires community service of its students. The College promotes excellence in student leadership by annually hosting the **St**udent **E**ngagement **L**eadership **A**ward **R**ecognition ceremony (STELAR). The annual STELAR awards recognizes and honors students, who effectively lead in the areas of social change and in student clubs, and also honors faculty advisors for their exemplary work. Widely attended, STELAR awards are presented to student club and student leaders in recognition of their positive contribution to LMC through the execution of projects and programs, commitment to growth, and their embodiment of the spirit of leadership (II.B.3.b-20, II.B.3.b-21).

Of special note is the *Habits of Mind* (HoM) initiative, a unique faculty-led professional development activity that brings together students, classified staff, faculty, and administrators for the purpose of building relationships to catalyze and sustain innovation, inspire critical reflection on the "practice of being an educator", and cultivate qualities such as "looking at things another way", and "empathy", which are hallmarks of great educators. HoM also seeks to provide an alternative to working in silos. From its start in 2012, HoM has grown in membership to over 50 and spearheaded the fall 2013 opening day activities themed, "I am an educator." The day featured breakout sessions organized around four habits of mind: collaboration, asking questions, finding solutions, and learning more (II.B.3.b-22, II.B.3.b-23, OR-8).

LMC promotes personal and academic development by offering learning communities such as the Academy for College Excellence (ACE), Career Advancement Academy, Transfer Academy, Puente, and Umoja. These programs structure student support services closely around academics to increase student retention and success. In 2010, LMC applied for and received a $3.2 million grant as a Title V, Hispanic Serving Institution (HSI). This grant has increased the College's capacity to serve Hispanic and low-income students who intend to transfer to four-year institutions. Students who participate in HSI grant activities benefit from the assistance of program-dedicated counselors and are encouraged to take part in tours to four-year colleges and universities, and attend workshops featuring guest speakers from four-year colleges and universities. Students may also advance their intellectual development either by serving as paid peer-tutors, or by utilizing the tutoring services through the College Center for Academic Support where College faculty also serve in the pool of tutors and consultants.

Self Evaluation

Los Medanos College meets Standard II.B.3.b. LMC has multiple programs and services in Pittsburg and Brentwood to support student development.

In recent years, curriculum has been developed and consolidated under the category "Academic and Career Success" (ACS) to help students learn strategies to succeed in college. These courses include curriculum to assist student athletes, students in the Transfer Academy, and students in learning communities. These courses have proven to be beneficial in preparing students with a stronger foundation to succeed in their classes, while achieving their educational goals.

In spring 2014, the ACS 10 course was modified to further support students on "Becoming a College Scholar", and introduces first-year students to "…intellectual life, prepares them for rigorous university-level work, develops multidisciplinary thinking skills, and supports them in developing a strong sense of academic purpose and identity" (II.B.3.b-24). The course also addresses topics such as motivation and attitude, goal setting, decision-making processes, values, personal health, interpersonal communication, behavioral expectations, cultural and economic diversity, personality and learning theories, and problem-solving strategies that can be applied in academic, social, and personal life.

Actionable Improvement Plan

None.

II.B.3.c: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student learning development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The College does evaluate its counseling services. Philosophically, LMC's approach has been that counseling services are to be delivered by counselors and that faculty members are to advise students in the area their respective expertise, based on the curriculum that they teach. Counseling then provides the "bigger picture" in terms of what else a student would need to transfer to a four-year institution, receive an associate degree, or earn a certificate. Although all counselors are expected to respond to the personal needs of students, several members of the counseling department have either earned degrees in clinic therapy and/or are currently licensed clinical therapist; and they make up an internal crisis intervention team that may be called upon when situations arise.

The Counseling Department routinely conducts a self evaluation as part of the annual program review, as well as through the assessment of program-level student learning outcomes (PSLOs). The annual program review examines completion rates, curricula, student satisfaction, staffing, enrollment, resources, professional development, as well as collaborative activities.

The following is a summary of the comprehensive program review of counseling (II.B.3.c-1) conducted fall 2012, as applicable to the department's courses:

"In fall 2012, the Counseling Department offered four classes: Counseling 30, Orientation to College; Counseling 32, Career Development; Counseling 33, Transfer Planning; and Counseling 34, College Success. In view of the fact that LMC is a Hispanic serving institution, a course entitled "College Experience: Chicano/Latino Pedagogical Approaches" has been proposed by the department, but has not been formally forwarded through the curriculum approval process. From fall 2012 to spring 2013, when the department devoted 6.67 full time equivalent faculty (FTEF) hours, (44.4 percent) for Counseling 30, 33, and 34 instruction; it devoted 8.33 FTEF (55.6 percent) for Counseling 32 instruction.

The only success (grades of C, Pass or better) and enrollment data that was captured from spring 2008 to fall 2010 was by ethnicity. When the College ranks success from highest to lowest, the success rates for this period were: Filipino (87.5 percent), Asian (77.8 percent), Hispanic (75.4 percent), White (69.7 percent), Pacific Islander (64.3 percent), Native American (57.8 percent), and African American (51.4 percent). Although African American students ranked the lowest of all ethnic groups, with the exception of one semester, they were consistently the highest enrolled group, composing between 33.8 to 44.2 percent of all enrolled students."

The satisfaction survey conducted in spring 2013 (I.A.1-14) which added student voice to the evaluation of counseling itself. The response options for this survey were "very satisfied," "somewhat satisfied," "neither satisfied nor dissatisfied," "somewhat dissatisfied," and "very dissatisfied." With 208 students participating, here is a summary of the degree to which students answered very satisfied and somewhat satisfied:

How satisfied were you with your counseling appointment: **70.2 percent.**

I was able to get a counseling appointment when I needed one: **64.2 percent.**

The counseling reception staff greet you in a professional and friendly manner: **78.65 percent.**

Counselor attentive to your needs: **72.2 percent.**

The counselor was respectful and he/she listened to your questions: **81.1 percent.**

I would return to counseling to update my educational plan: **75.2 percent.**

I would refer another student to seek academic counseling: **76.1 percent.**

If you were interested in taking a counseling course, were the sections offered a convenient times for you: **61.6 percent.**

The last five questions of the survey focused on the educational plan, because this was the emphasis of the department's program student learning outcome study. These questions allowed students to respond with either "yes" or "no." Here is a summary of affirmative answers:

Did you complete an educational plan: **73.9 percent**.

Do you understand how to access your educational plan on WebAdvisor (the official online college portal with restricted access): **70 percent**.

Was the counselor clear on how to reach your educational goal: **61 percent**.

If you attended express drop-in counseling, were you satisfied with the outcome: **69.9 percent** (percentage reflects "very satisfied' and "somewhat satisfied").

After your express counseling appointment, do you feel that one aspect of your educational plan was addressed: **61.6 percent**.

Since educational plans essentially serve as a roadmap for students, the department has varied the delivery modes for this resource (II.A.5-1, II.B.1-50, II.B.3.c-2). To create opportunities for students to have program-specific involvement, most counselors devote all or a significant part of their weekly schedule to one of four learning communities (Puente, Umoja, STEM, and Transfer Academy), new student orientations, or a categorical student service programs (EOPS, CalWORKs, DSPS). Of the nine full-time counselors and twelve part time counselors employed during the fall 2013 semester, only four full-time and four part-time counselors were primarily general counselors, who are consulted on an express counseling or by-appointment basis. Effective the fall 2013 semester, a pilot project was implemented called "Counseling by Majors", where three counselors were assigned to groupings of major programs of study, which included majors in Arts, Science, and CTE (II.B.1-37, II.B.1-39, II.B.1-40, II.B.1-41).

There are intervention strategies in place for students on second level probation, academic or progress dismissal, (II.B.3.c-3), and those that have accrued excessive (above 100) units at LMC. Students, who have been identified as falling into one of these categories, are directed into workshops or individual counseling appointments, and may also be required to complete a career exploration workshop. Counselors assist these students in the determination of their educational goals, establishing their majors, and the development of an educational plan to achieve the goal in a timely manner.

Training of counselors occurs in a variety of ways. Counselors attend conferences and workshops to ensure they are up to date with the rules and regulations provided by the four-year institutions. College flex workshops are held to train adjunct counselors. Monthly meetings are held to update all counselors, particularly those in a part-time

capacity. When warranted, one-to-one mentoring is also provided to adjunct counselors.

Online counseling services are available to all students (II.B.1-56), provided by a few counselors specializing in this service. Straight forward questions can be addressed online, while students with more complex questions are asked to make a counseling appointment. If the student has a difficult time coming in for the appointment, phone appointments are also offered.

Self Evaluation

Los Medanos College meets Standard II.B.3.c.

With the passage of California Senate Bill 1456 (SB1456), requiring all community colleges to deliver educational plans to all new students in their first year of enrollment with at least one follow-up counseling contact, a paradigm shift must occur in the method of educational plan development. Presently, although there are nearly a dozen contact points -- learning communities and categorical programs -- at which students meet with counselors to develop educational plans, these contacts offer a one-to-one interaction and produce hardcopy or paper educational plans. The shift in delivery method will move the College from one-to-one contacts to group contact, perhaps 1-to-15 ratio, and will generate electronic educational plans that will enable the College to quickly and accurately monitor and report the number of educational plans that it is delivering. While this shift will enable the College to comply with state regulations, it also has the potential to exponentially increase the number of students developing plans, thereby increasing student-counselor contact, which is a known contributor to student persistence and retention. The Counseling Department is in the process of developing a revised, comprehensive educational plan delivery system that incorporates both academic counseling and faculty advising; the primary mode of delivery will be group contact, as opposed to one-to-one contact.

EOPS, New Student Orientation, the Counseling by Majors project are venues where group educational planning is presently occurring. Further, the College has completed the beta-testing phase for an online electronic educational planning module, as a part of a District wide initiative, fully accessible to the College student body effective spring 2014. Keeping up with the requests for online counseling has become increasingly difficult for the counseling staff given the competing demands of serving increasing numbers of students who come in for in-person appointments.

In addition to the customer service survey (II.B.3.c-4) that captured general student opinions about counseling services and more specifically their views about educational plans, the College conducted a student satisfaction survey in spring 2013 (I.A.1-14). This survey indicated that almost 27 percent of the respondents were dissatisfied with the level of counseling support related to career services and advisement about job opportunities. There was also feedback that roughly 20 percent of the respondents were generally dissatisfied with counseling they received through the Counseling Center. While the level of satisfaction in both areas was close to 60 percent, the indication of 20-26 percent dissatisfaction indicates a need to pinpoint

exactly which factors contributed to the level of dissatisfaction before determining how to address them.

During the past year there has been a transition of personnel supporting career services on campus, including a three-month hiatus. With the addition of a new and higher level position to address career services on campus, improvements are being be made so that students are introduced to a full range of career services, including the incorporation of career assessments into orientations and as a part of the whole assessment package.

Actionable Improvement Plan

None

II.B.3.d: The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The College promotes diversity in many ways. In addition to the aforementioned recognition of the accomplishments of César Chavez and celebration of Black History, the College has placed emphasis on equity through the creation and implementation of the Institutional Development for Equity and Access (IDEA) Committee – a shared governance committee composed of faculty, administrators, classified staff, and students. The College hired academic consultants from the University of Southern California's Center for Urban Education (CUE) to assist the IDEA Committee in its development of an "equity score card", designed to generate data with regard to student performance, with particular focus on transfer rates of students of color (II.B-13, II.B.3.d-1). LMC held several well-attended College Assemblies to present the findings. Members from the College also participated in a series of District wide forums sponsored by the Chancellor to look at disaggregated data pointing to the "achievement gap" in the District. The LMC Professional Development Advisory Committee (PDAC) sponsored *Looking In, Looking Out,* a series of facilitated campus wide conversations exploring the complex relationship of cultural competence and institutional health. Students participated in several of the College forums and meetings convened by IDEA.

The College also promotes success of its diverse students through small learning communities, such as Puente, Umoja, and the MESA programs. In 2010, LMC was awarded a $3.2 million Title V Hispanic Serving Institution grant to promote the retention, persistence, and success of low-income and Hispanic students; the HSI grant supports the Transfer Center and Programs, a comprehensive approach designed to accelerate transfer readiness. The Science Technology Engineering and Math

(STEM) grant is another initiative employed to promote the exploration of STEM-related fields of study and careers in which students of color are under-represented.

In terms of the curriculum, the Curriculum Committee approved English 135, "Introduction to Lesbian, Gay, Bisexual, Transgender (LGBT) Studies, in fall 2013 -- this course will be offered starting fall 2014.

In fall 2013, a collaboration between the dean of counseling, the student support EOPS minority student retention specialist, and an EOPS student led to the development of a workshop, "Once a Victim, Now Victorious #Winning: Healing the Achievement Gap with Emphasis on African American Males" (II.B.3.d-2). This workshop was presented at the California Community Colleges EOPS Association Conference in Los Angeles and focused on African American male student retention, persistence, and success. With its tie to LMC's institutional priority of accelerating the achievement of African American students, this workshop will be offered during a future College Assembly to further promote professional development and diversity. One outgrowth of this presentation is a high-touch secondary-to-post-secondary transition program, "Accelerating Minority Make Academic Success (AMMAS)". This program is offered through LMC's partnership with Adult Education Center administrators and the principals of comprehensive and continuation high schools that feed into LMC from the cities of Oakley, Brentwood, Antioch, and Pittsburg. LMC minority students recruit and mentor transitioning students, with direct support from the LMC's counseling staff, math, English, and career and technical education faculty, along with student support service staff.

Self Evaluation

Los Medanos College meets Standard II.B.3.d.

With respect to the evaluation of small learning communities, the College assesses the impact of these communities by generating persistence, retention, course completion, and success data. A recent management reorganization, effective July 2013, also resulted in greater oversight and coordination of all of the College's learning communities. A standardized program review and assessment rubric has been developed that can be applied to the evaluation of all of the learning communities.

The College Professional Development Committee (PDAC) conducts campus wide surveys to determine professional development needs and interests; and after each of its sponsored functions, participants evaluate the events.

While the College promotes diversity and places an emphasis on equity, beyond the information posted on the websites of the grant-funded initiatives cited above, there are no on-line resources available to students specifically related to diversity -- all services are offered on campus.

Actionable Improvement Plan

In 2014-2015, the President's Office, deans of student success and counseling, in collaboration with both the IDEA Committee and the LMC Associated Students, will identify diversity issues on campus and strategize to expand student awareness and understanding of the value of being a part of a diverse college community.

II.B.3.e: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Students apply to LMC using the CCCApply statewide online application system. If students are unable to utilize the online system, they can apply using a paper application (II.B-2, II.B-4) through the Office of Admissions and Records in Pittsburg or Brentwood. The admissions process is a common process across the three colleges in the District. The college to which a given student applies determines the student's college of record. The colleges have worked together in an effort to minimize bias related to admission practices.

The statewide CCCApply admissions application is managed by a steering committee comprised of IT professionals, Admissions and Records professionals, research professionals, and oversight from the Chancellor's Office Technology Center. The Committee addresses equity and bias issues related to the state wide admissions application (II.B.3.e-1). The director of admissions and records serves on this committee, along with the executive vice chancellor of educational programs, and the director information technology from the District Office.

The District wide Admissions and Records Directors Committee reviews the admissions and registration processes every semester to ensure equity and effectiveness. This group also develops common policies, procedures, and forms that are applicable to all students throughout the District. A separate committee, the Admissions and Records Process Experts Team (PET) team, comprised of staff members from each college location, also works on uniform procedures and forms to ensure that students are treated equitably across the District when accessing admissions, registration, and records information and transactions (II.B.3.e-2).

The College uses Accuplacer as its assessment instrument. Each year the testing instruments are reviewed by the English, math and ESL faculty to ensure appropriateness of cut-off scores and to review data and trends related to student placement in English, ESL, and math classes. Discussions and comparisons of assessment instruments also take place within District student services meetings, where information about other assessment tools is shared among representatives from each college.

Similar discussions take place in the 3SP Committee, where assessment-related issues or concerns can be discussed among faculty representatives, counselors, and other student services staff. An example of an issue that has been surfaced related to math placement is the concern that the cut-off score using the Accuplacer instrument only resulted in placement in lower levels of math. In order to determine if a student is prepared for transfer level math, students are encouraged to bring high school or other college transcripts or other test scores that can provide a fuller picture of their abilities in math (II.B-15, II.B-16, II.B.3.e-3).

In addition to the use of college assessment instruments, there is use of other test scores from high schools, such as Advanced Placement (AP) scores and four-year colleges (EAP scores) to minimize the need for students to be assessed if they have already been through a similar process at another institution.

Self Evaluation

Los Medanos College meets Standard II.B.3.e.

The District wide Admissions and Records Directors Committee provides thorough review of the admissions, registration and records procedures annually to ensure effective processes and equitable access. As one of the key components to the Student Success Initiative, state wide discussions related to a common assessment instrument will continue to be followed closely.

Actionable Improvement Plan

None

II.B.3.f: The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The CCCCD Business Procedure 13.01 for *Records Retention and Destruction* directs the chancellor to establish administrative procedures that assure the retention and destruction of records that include, but are not limited to, student records, employment records and financial records (II.B.3.f-1, II.B.3.f-2). All student records are maintained for a three-year period in accordance with Title 5 regulations and are subject to audit review during this time period. The appropriate protocol for purging outdated files requires that all documents be destroyed using a shredder prior to disposal.

Any hard copy student records that must be maintained are kept in locked file or storage cabinets, accessible only to appropriate staff. Access to student records is

based on an employee's job description, including defined responsibilities for that position.

Student records are kept securely and confidentially per Title 5 and FERPA federal regulations, with access only granted in compliance with federal guidelines (II.B.3.f-3, II.B.3.f-4). The policy for confidentiality of student records is distributed at the beginning of each semester to all College employees, in addition to an explanation of FERPA regulations (II.B.3.f-5). This information is also discussed in trainings of new College staff and in new faculty orientations. The policy for release of student information is published in the College Catalog and is available on the College website (II.B.3.f-6, II.B.3.f-7).

The Office of Admissions and Records is responsible for maintaining student records related to admissions, enrollment, and transcript data in two systems: the student software system (Colleague/Ellucian) and OnBase, the District's document imaging system. The primary location for student records for LMC is in Colleague. The District Information Technology Department backs up this system weekly and this backup is electronically and securely transferred to a storage facility and retained for one year.

Physical documents accepted by the Office of Admissions and Records are imaged on site. Employees are granted access through the assignment of a username and password. The various documents imaged are assigned a document type. The level of access has been predetermined based on the employee's job description, for which there must be a legitimate educational interest expected for a person with specific responsibilities. A project is currently underway with District IT and admissions and records managers to review security levels for access to student information on the District database.

Self Evaluation

Los Medanos College meets Standard II.B.3.f.

The College has provided safe and secure means for maintaining student records. Related policies for access to student information are described in the College Catalog and the Schedule of Classes. FERPA information is also distributed to every college employee at the beginning of each academic term.

Actionable Improvement Plan

None.

II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Similar to all College programs, the effectiveness of support services is evaluated through the College wide comprehensive program review process and through annual program review updates. The in-depth analysis and annual monitoring of program goals and objectives provides a forum for all student services staff to engage in a thorough review and dialogue about program responsiveness to student needs. Changes for program direction are identified through this process with the intended outcome of maintaining and/or improving the quality of the service to students. The last comprehensive program review was completed during the 2012-2013 academic year (ER-8, I.B.3-13, II.B.3.c-1). For the next four years, all College programs and services will engage in annual program review updates, monitoring the progress of goals, analyzing new program data, reviewing program, staffing, equipment, and budget trends and related funding needs.

Another source for evaluating program effectiveness is the use of evaluation tools that are implemented following student participation in various campus activities. For example, based on their involvement in a new student orientation, students are asked to complete an evaluation form that provides feedback regarding their experience in the orientation (II.B.4-1, II.B.4-2, II.B.4-3). Other examples include evaluations of campus visits to transfer institutions, and evaluations of the student leadership symposium (II.B.4-4). Based on this feedback from students, employees are able to modify the format of these activities, continually building on ways to ensure a quality experience for the participants and access to information that contributes to their success.

In past years, student satisfaction surveys were distributed to students on a three to five-year cycle, gathering feedback from students about their experience in any of the student services programs, at either of the College locations. The latest evaluation was implemented in spring 2013. The survey instrument was updated to include a variety of questions relating to students' general experience in the College including the quality of instruction, the physical environment, safety, availability of required classes, ability to access campus labs and, as before, the quality of specific student support services (I.A.1-14, II.B.4-5). This new survey will be distributed for student feedback every two to three years.

Based on the surveys conducted, the feedback indicates a need to strengthen access to counseling/advising support and educational plan development for new students, which is being addressed through the development of the 3SP plan for incoming

students. One major shift in the approach to educational plan development will be from primarily developing hardcopy educational plans on a one-to-one basis, to educational planning using web-based technology in small groups. The College has completely discontinued the use of developing hardcopy educational plans. Additionally, the Counseling Department is piloting a Counseling by Major model which assigns students to counselors based on declared majors or expressed academic interests. The shift to web-based technology and counseling clusters, with its higher counselor-to-student contact ratio, enables the College to increase student access to counseling/advising services.

A satisfaction survey specifically for students attending classes offered at the Brentwood Center gathers feedback to help identify additional services and needs that may be of interest to students at that location (II.B.1-62). The survey indicates that students attending the Brentwood Center are generally satisfied with the services. In addition, some students indicated they were not aware of the number of services offered at the Brentwood Center. As a result, additional signs have been posted, and the Brentwood Center website has been revised to broaden awareness of available services.

The College conducted the CCSSE survey in spring 2013 to learn about student access to student services and their resulting engagement. Approximately 2,000 students completed the survey and the data was analyzed at the Center for Student Engagement, through the University of Texas, Austin (I.A.1-13). Another survey, SENSE (Survey of Entering Student Engagement), was conducted in fall 2012 (I.A.1-12). SENSE is a complementary survey that captures a broader focus of the student experience at the College. Information provided through these surveys has provided insight as to the effectiveness of College student services in meeting the needs of new and continuing students. The results of both surveys are discussed in section II .B. 3.

The cycle for completion of student services assessment projects is five years, similar to our instructional programs. The intent is for each student services program to complete the assessment of each identified student learning outcome at least once during the five-year cycle. Representatives of the Student Services SLO Committee meet monthly to discuss their assessment projects that help gauge what students are learning as a result of their experiences in LMC's programs and services. The focus on the projects is based on the following themes -- that LMC students will:

- Demonstrate proficiency in the use of College online services
- Demonstrate proficiency in self-advocacy
- Be able to identify and set goals to guide their educational and career plans
- Be aware of expectations for socially responsible behavior and actively engage in the college experience
- Demonstrate responsibility for their actions and for taking personal initiative

Based on what is learned as a result of these assessment projects, changes may result in clarifying the presentation of information to students, modifying workshop content, or other approaches to addressing student interests or needs.

Student feedback has led to changes in student services; for examples changes were made as a result of an assessment project implemented by the Information Center staff. Their interest was in learning whether students who inquired about steps to enroll through the Information Center acquired knowledge of the process, including application, assessment, the orientation workshop, and course registration. The staff surveyed students who participated in orientation workshops and were able to identify specific information that needed to be clarified about the intent of assessment, how the assessment tool can assist in course placement, and other measures that can be used for placement purposes. This information has resulted in additional and clearer information being added to the "Steps to Enroll" information on the College website, in the Information Center and the Welcome Center ((II.B.4-2, II.B.4-3, II.B.4-6).

Another example is the result of a recent project undertaken by the student life staff, assessing outcomes of students who attended IMPACT - an annual, one-day leadership retreat. Through workshops, speakers, and skill-building activities, students who participate in IMPACT gain insight about their personal leadership styles, meet and connect with other LMC student leaders, and cultivate the skills needed to lead their clubs and organizations. One of the outcomes for this "mini-conference" assessed the proficiency of participants based on their knowledge of skills/strategies that they can employ as leaders. While the majority of participants (78 percent) scored "above proficiency" or at "proficiency" at the end of the retreat, the staff was able to gain insight into ways of improving the event so that students have a clearer understanding of the skills and strategies to be learned as a result of their participation (II.B.4-7).

Updates regarding student services assessment projects are shared in annual e-newsletters to the College community called, "*In-Step* with Student Services". The themes for the student services SLO projects are described in the newsletter, as well as a summary of three assessment reports. Additionally, a collaborative project with other College programs is highlighted to share ways in which student services programs partner with other areas of the campus (ER-40).

Student services SLOs are included in the College Catalog to share this information with students (II.B.4-8). SLOs will also be posted at the entrance to each student services program office, at both the Pittsburg campus and Brentwood Center -- this will enable students to know the program mission, along with what LMC expects them to learn as a result of their experience with the student services program. This information is scheduled to be available on the College website effective summer 2014.

Self Evaluation

While latest student satisfaction survey information is generally favorable regarding support services, there were a few areas that warrant a deeper review into expressed dissatisfaction with the "overall" registration process (32 percent), the ability to obtain career advisement (27 percent), and general counseling services (20 percent). These programs are exploring ways to learn more information about the reasons for some student dissatisfaction in these areas.

Survey information gathered from students attending the Brentwood Center indicates a high level of satisfaction with available services at that location. Interest was expressed in having additional counseling hours, specifically for more personal counseling, increasing bookstore hours at the beginning of the semester, the addition of a library facility, and more parking. The addition of more counseling and bookstore hours are being explored. The ability to add facilities and parking to the existing Brentwood Center structure will be addressed with the construction of a permanent Center south of the city of Brentwood.

The results of information collected from student surveys at various events and programs offered at the Pittsburg campus and at the Brentwood Center are used to modify and improve College programs and services to better address the needs of students. This information will continue to influence the development of goals and objectives of LMC's services, as well as for all College programs.

Actionable Improvement Plan

None.

Standard II.B - Evidence List

CP-28	CCCCD District Office Homepage Website Screenshot
CR-3	SGC 11Apr2012 Minutes-Approval of SLO Assessment Model
ER-2	2014-2015 College Catalog
ER-5	LMC Mission Statement College Catalog
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-8	Program Review Submission Tool Homepage Screenshot
ER-19	Spring 2014 Schedule of Classes
ER-21	Fall 2014 Schedule of Classes
ER-38	*Faculty Handbook*
ER-40	In Step with Student Services Newsletter-spring 2014
ER-43	LMC Steps for New Students Webpage Screenshot
ER-44	Admissions and Records Policies Webpage Screenshot
ER-58	*Interim Strategic Priorities 2012-2014*
ER-59	LMC Website Homepage Screenshot
I.A.1-12	SENSE 2012 Survey Results
I.A.1-13	CCSSE 2013 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.B.1-4	Planning Committee Minutes 06Mar2014
I.B.1-5	Teaching and Learning Committee Minutes 21Jan2014
I.B.1-6	Curriculum Committee Minutes 04Dec2013
I.B.1-7	Curriculum Committee Minutes 05Feb2014
I.B.1-8	Curriculum Committee Minutes 19Feb2014
I.B.1-9	General Education Committee Minutes 15Nov2013
I.B.1-10	Developmental Education Committee Minutes 30Apr2013
I.B.1-14	List of Flex Workshops-spring 2014
I.B.1-15	College Assembly 31Mar2014 GE Assessment PowerPoint
I.B.1-33	Comprehensive Review Template Administration and Support Units -fall 2012
I.B.1-34	Comprehensive Review Template Instructional Programs-fall 2012
I.B.1-35	Comprehensive Review Template Student Services Programs-fall 2012
I.B.1-43	College Assembly 01Nov2010 CUE Presentation PowerPoint
I.B.1-54	Notes from Educational Partners Breakfast December 2012
I.B.1-55	Educational Partners Breakfast Agenda 06Nov2013
I.B.2-6	*Contra Costa Community College District Strategic Plan 2014-2019*
I.B.2-27	District Research Report on Academy of College Excellence 20Mar2014
I.B.3-10	Vision 20/20 Notes and Retreats on Interim Strategic Priorities 2012-2014

I.B.3-13	Program Review Webpage Screenshot
I.B.4-6	Calendar of Monday Meetings spring 2014
I.B.5-1	Student Services E-Newsletter Webpage Screenshot
II.A.1.c-3	Teaching and Learning Committee Agenda 21Jan2014
II.A.1.c-6	General Education Committee Minutes 21Feb2014
II.A.2.c-9	Developmental Ed-ESL Committee Meeting Minutes 26Feb2013
II.A.2.c-17	Distance Education Committee Minutes 22Apr2013-Forms Online Courses
II.A.2.c-18	Transfer Academy Faculty Group Meeting Agenda 22Aug2012
II.A.2.c-19	Transfer Academy Faculty Team Meeting Notes 30Jan2012
II.A.2.c-20	Transfer Academy Planning Meeting 16Apr2012
II.A.3-2	LMC College Catalog and Class Schedules Addendums Webpage Screenshot
II.A.5-1	Major Roadmaps Webpage Screenshot
II.B-1	2014-2015 College Catalog-Student Services Philosophy Statement (Pgs. 27-28)
II.B-2	CCC Apply Webpage Screenshot
II.B-3	LMC Application-Blank Paper Version
II.B-4	LMC Application-Completed Sample Web Version
II.B-5	Fall 2014 Schedule of Classes-Admission and Registration Information (Pgs. 2-3)
II.B-6	High School Senior Checklist Webpage Screenshot
II.B-7	LMC Steps to Success Checklist-Paper Version
II.B-8	HSI EXITO Newsletter-October 2013
II.B-9	HSI EXITO Newsletter-May 2014
II.B-10	Y and H Soda Foundation Grant
II.B-11	East Bay Career Advancement Academies Webpage Screenshot
II.B-12	TAACCCT Grant Press Release Email 25Sep2012
II.B-13	IDEA Committee Agenda and Minutes 30Jan2014
II.B-14	College Assembly 09Apr2012- Vision 20/20 Presentation PowerPoint
II.B-15	3SP Committee Meeting Reminder Email 10Feb2014
II.B-16	3SP Committee Meeting 08Apr2014 PowerPoint
II.B-17	Distance Ed Committee Minutes 03Mar2014
II.B-18	Plan for All Student Services Engagement-fall 2012
II.B-19	Educational Partners Collaborative Agenda 09Apr2014
II.B-20	Student Services E-Newsletter April 2014
II.B-21	Assessment Center Home Webpage Screenshot
II.B.1-1	LMC Student Services Provided Webpages Screenshot
II.B.1-2	CTE/Workforce Connections-One Stops Minutes
II.B.1-3	EXITO Grant Welcome Center Coordinator Role

II.B.1-4	High School Orientation Webpage Screenshot
II.B.1-5	New Student Orientation Flyer and Workshops Schedules
II.B.1-6	High School Orientation Agenda and PowerPoint
II.B.1-7	Opportunity Junction PowerPoint for Business Course
II.B.1-8	Assessment Center Webpages Screenshot
II.B.1-9	English and Math Understanding Assessment Results
II.B.1-10	LMC Application Pg5-Identified Interests
II.B.1-11	EOPS Email Response
II.B.1-12	Career Ladders Project-Community College Pathways Collaborative Agenda 17Jul2012
II.B.1-13	Living Skills for Foster Youth-Spring 2012 Class Program and Information
II.B.1-14	Roadmap - Appliance Service Technology
II.B.1-15	Agenda for Orientation to College and Careers
II.B.1-16	Professional Development Workshop Email 08Nov2012 Agenda and Attendees
II.B.1-17	Financial Aid Steering Committee Meeting Notes 31Jan2014
II.B.1-18	Admissions and Records Directors Meeting Summary 24Feb2014
II.B.1-19	Student Services Managers Meeting Agendas March 2014
II.B.1-20	Student Services Accreditation Standard IIB Feedback 25Feb2014
II.B.1-21	Student Services Electronic Ed Plan Training Email 04Apr2014
II.B.1-22	High School Counselors Conference Agenda and PowerPoints 19Feb2014
II.B.1-23	Educational Partners Breakfast-Save the Date Notification
II.B.1-24	Educational Partners Breakfast-Sample PowerPoint
II.B.1-25	Transfer Center-University Representative Visits Schedule spring 2014
II.B.1-26	Transfer Center Workshops and Events Calendar
II.B.1-27	Transfer Center University Tours
II.B.1-28	DSPS 2013-2014 Advisory Board Member List
II.B.1-29	EOPS 2013-2014 Advisory Board Member List
II.B.1-30	EOPS Advisory Board Meeting Minutes 25Jun2013
II.B.1-31	DSPS Advisory Board Meeting Agenda 04Dec2013
II.B.1-32	DSPS Advisory Board Meeting Minutes 06Dec2010
II.B.1-33	Transfer Academy Home Webpage Screenshot
II.B.1-34	Transfer Academy Retreat Notes June 20-21 2013
II.B.1-35	Transfer Academy News and Events Webpage Screenshot
II.B.1-36	Transfer Academy How Can I Join Webpage Screenshot
II.B.1-37	Counseling by Majors Project Information
II.B.1-38	Course Schedule Code Summary Report
II.B.1-39	Highlights of the CTE Counseling for Majors Project
II.B.1-40	Counseling Roles in Major Programs
II.B.1-41	Counseling Clusters for Major Programs
II.B.1-42	Group Counseling vs. Individual Counseling
II.B.1-43	SLO Committee Meeting Minutes 10Apr2014-Schedule of Meetings
II.B.1-44	Student Services SLO Committee Meeting Minutes 17Oct2013-

	Sample SLO Project
II.B.1-45	InSite Portal Homepage Screenshot
II.B.1-46	Financial Aid Steering Committee Meeting Notes 28Feb2014
II.B.1-47	Request Transcripts Webpage Screenshot and Form
II.B.1-48	LMC FAFSA Webpage Screenshot
II.B.1-49	FAFSA on the Web Homepage Screenshot
II.B.1-50	Counseling Appointment Webpage Screenshot
II.B.1-51	Schedule of Classes Webpage Screenshot
II.B.1-52	College Catalog Webpage Screenshot
II.B.1-53	LMC Bookstore Webpage Screenshot
II.B.1-54	Assessment Sample Questions and Study Guides Webpage Screenshot
II.B.1-55	New Student Online Orientation Webpage Screenshot
II.B.1-56	Counseling E-Advising Services Webpage Screenshot
II.B.1-57	Employment Center Webpage Screenshot
II.B.1-58	Center for Academic Support Webpage Screenshot
II.B.1-59	Reading and Writing Consultations Appointments Webpage Screenshot
II.B.1-60	DSPS Home Webpage Screenshot
II.B.1-61	DSPS Program Review 2013 - Student Survey Form, Results and Comments
II.B.1-62	LMC Brentwood Center Student Support Services Survey-fall 2013
II.B.1-63	Planning Committee Agenda 06Mar2014
II.B.1-64	Distance Ed Committee Meeting Agenda 03Mar2014
II.B.1-65	SGC Minutes 26Mar2014
II.B.1-66	New Student Orientation Content Online
II.B.1-67	Student Planning Copy of Link Webpages Screenshot
II.B.1-68	Retention Alert and Planning Seminar
II.B.1-69	Ellucian Retention Alert Information
II.B.2-1	LMC Student Handbook Webpage Screenshot
II.B.2-2	Grievance Procedure Webpage Screenshot
II.B.2-3	Student Complaint Form and Procedures
II.B.2-4	DSPS Student Handbook 2012
II.B.2-5	Nursing Program Student Handbook 2013
II.B.3-1	Admissions and Records Program Review 2014-2015
II.B.3-2	EOPS/CARE/CalWORKS Program Review 2014-2015
II.B.3-3	CA Community Colleges LMC Student Success Scorecard
II.B.3-4	LMC Student Success Scorecard 2012-2013 Webpage Screenshot
II.B.3-5	Student Services E-Newsletter March 2014
II.B.3-6	LMC Experience Newspaper Webpage Screenshot
II.B.3.a-1	LMC Student Services Home Webpage Screenshot
II.B.3.a-2	InSite Transcript Request Webpage Screenshot
II.B.3.a-3	Los Medanos College You Tube Tutorial Videos Screenshot
II.B.3.a-4	Cooperative Work Experience Education CWEE Webpage Screenshot

II.B.3.a-5	DSPS Faculty Handbook 2013
II.B.3.a-6	Web Accessibility Checklist Screenshot
II.B.3.a-7	LMC Marketing and Communications Office Webpage Screenshot
II.B.3.a-8	LMC College Central Network Services Webpage Screenshot
II.B.3.a-9	International Students Information Webpage Screenshot
II.B.3.a-10	High School Counselors Information Webpage Screenshot
II.B.3.a-11	Welcome High School Students Webpage Screenshot
II.B.3.b-1	Sickle Cell Disease Workshop and Blood Drive Flyer
II.B.3.b-2	Athletic Spirit Night for Breast Cancer Awareness Flyer
II.B.3.b-3	Latina Leadership Network of CA Community Colleges Flyer
II.B.3.b-4	Cesar Chavez Blood Drive Challenge Flyer
II.B.3.b-5	Black History Month Flyer
II.B.3.b-6	Student Ambassadors Webpage Screenshot
II.B.3.b-7	Student Ambassadors Information and Application
II.B.3.b-8	Student Scholarship Fundraiser Flyers
II.B.3.b-9	Music Department Event Listings Webpage Screenshot
II.B.3.b-10	LMC Art Gallery Queer the Now Exhibition Flyer
II.B.3.b-11	Girls Rising-Social Justice Film Series Flyers
II.B.3.b-12	LMC Clubs and Activities Webpage Screenshot
II.B.3.b-13	Inter Club Council Club Day Flyer
II.B.3.b-14	Impact LMC Student Leadership Retreat Flyers
II.B.3.b-15	Leadership Programs Webpage Screenshot
II.B.3.b-16	LMCAS Activities Webpage Screenshot
II.B.3.b-17	LMC Debate Team-3rd Place National Win Webpage Screenshot
II.B.3.b-18	Black College Expo Flyer
II.B.3.b-19	Umoja Program and Scholars Information
II.B.3.b-20	STELAR Awards Nomination Email and Form
II.B.3.b-21	STELAR Awards 2014 Invitation
II.B.3.b-22	3CSN Student Success Lives Here Spotlight on LMC-HoM
II.B.3.b-23	Opening Day 09Sept2013-Habits of Mind HoM Photos PowerPoint
II.B.3.b-24	ACS 10 Course Outline of Record
II.B.3.c-1	Counseling Comprehensive Program Review
II.B.3.c-2	Counseling Home Webpage Screenshot
II.B.3.c-3	Probation and Reinstatement Workshop and Information Webpages Screenshot
II.B.3.c-4	Survey for Program Review-Counseling Department
II.B.3.d-1	IDEA Committee Meetings Webpage Screenshot
II.B.3.d-2	Once A Victim-Now Victorious PowerPoint
II.B.3.e-1	CCC Apply Steering Committee Meeting Agendas
II.B.3.e-2	PET Annual Report 2013
II.B.3.e-3	3SP Committee Meeting Follow-up Email 08Apr2014
II.B.3.f-1	Business Procedure 13.01, *Records Retention and Destruction*

II.B.3.f-2	Administrative Procedure 1900.01, *Destruction of District Records*
II.B.3.f-3	Administrative Procedure 3026, *Student Records and Directory Information*
II.B.3.f-4	Student Services Procedure 3009, *Student Records Challenging Content*
II.B.3.f-5	FERPA Guidelines Handout
II.B.3.f-6	2014-2015 College Catalog Student Record Privacy Law (Pgs. 47-48)
II.B.3.f-7	Student Record Privacy-FERPA Webpage Screenshot
II.B.4-1	2013 High School Orientation Evaluation Form
II.B.4-2	New Student Workshop Evaluation Form
II.B.4-3	Assessment Evaluation Form
II.B.4-4	Transfer Center and UC Campus Visit Evaluations
II.B.4-5	2013 Student Satisfaction Survey List of Participating Courses
II.B.4-6	Outreach Services SLO Report
II.B.4-7	Student Life SLO Report
II.B.4-8	2014-2015 College Catalog Student Services SLOs (Pgs. 28-34)
INT-3	College Assembly 4Mar2013 PowerPoint
INT-6	2014 LMC Administration Organizational Chart
INT-7	LMC Brentwood Center Substantive Change Proposal
INT-10	2013 Environmental Scan
OR-8	College Assembly September 2013 Accreditation and Environmental Scan PowerPoint

listed in alpha-numeric order

II.C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the services.

II.C.1: The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

The Library

The LMC library supports the College's mission of focusing on student learning and success. The library team, including student workers, drafted a revised Mission Statement for the library and solicited campus wide feedback in 2013 to better reflect the belief that the library's purpose is to impact the success of the College community (II.C.1-1):

> The Los Medanos College Library strives to impact the success of all LMC students by teaching information literacy skills and offering the guidance and encouragement to support students in their quest towards their academic goals. The Library provides the entire LMC community with access to a place and information resources designed to support academic inquiry.

The library accomplishes its mission by providing materials, services, and instruction to all students and faculty on campus, online, at the Brentwood Center, and at other off-site locations. Current students, faculty, and staff may borrow materials from the library or through interlibrary loan, and use the electronic databases and eBooks both on and off campus. Members of the community may also use materials in the library.

The library currently holds 25,672 print titles; 1,904 titles were added to the collection in 2011-2012. The library has an additional 72,500+ eBook titles, and added 45,000+ titles in 2012-2013. The library subscribes to 98 print journals and 53 electronic databases, which includes access to thousands of full-text journals and newspapers. Additionally, the library holds 2,676 videos, DVDs, and CDs along with

the equipment needed to utilize these items (II.C.1-2). The selection criteria for electronic and digital media include attention to 508 compliance (II.C.1-3). The alternate media specialist is available to assist disabled students.

LMC librarians assist patrons with their research needs in various ways, including research consultation appointments, drop-in research help at the reference desk, email reference, IM chat, Google+ Hangouts video conferencing, and phone reference. The library also provides custom library instruction workshops at the request of faculty members (II.C.1-4).

The Center for Academic Support

During 2009, the Reading and Writing Center and peer tutoring services were merged to become the Center for Academic Support. The physical location of the former Reading and Writing Center was moved to a central, highly visible spot on the entry level of the central College Complex. This new centralized space gives students a place where they can avail themselves of an array of services, such as reading and writing consultations, peer-tutoring, "The Professor Is In", and transfer/scholarship workshops. These services are also provided at the Brentwood Center in a dedicated space.

The Center for Academic Support continues to provide quality reading and writing support for students through reading and writing consultation services. Consultation services are provided by faculty who work with students individually or in small groups. This free service is available to all students who need assistance with their reading and writing assignments; students can also receive online reading and writing assistance. The online service requests that students allow 48 hours to get a response to their submission; however, the service typically responds within 24 hours. In addition to reading and writing consultations, students may also take advantage of "The Professor Is In" service. Professors conduct office hours in the Center and are available for their own students and as well as other students needing help in their discipline. The professors serve as a resource to both the consultants and the peer-tutors.

The Center is staffed by full and part-time faculty consultants, a faculty lead, a part-time hourly assistant and a full-time classified coordinator. All faculty who work in the Center attend monthly professional development meetings to enhance the effectiveness of their consultation sessions. The coordinator reports to the dean of liberal arts in the Office of Instruction.

In addition to reading and writing consultation, the Center now houses peer-tutoring in a variety of subject areas, and is the "central hub" for the College wide tutoring program. Tutoring is free of charge to all students in a variety of subject areas and levels, and is available by appointment or on a drop-in basis at the Pittsburg campus and at the Brentwood Center. Currently, the College wide tutoring program offers a variety of services in order to meet different needs. For example, developmental math and English courses require "in-class" tutoring, while anatomy and other science courses require lab tutoring for students to obtain "hands-on" training. Peer tutors are

also available for students enrolled in general education courses, business and computer science, ESL, transfer-level English and math courses, nursing, ETEC, and music. In addition, students enrolled in MESA receive tutoring on a drop-in basis (II.C.1-5).

All new tutors, both on the Pittsburg campus and at the Brentwood Center, are required to participate in ten hours of training at the beginning of the semester and must attend monthly trainings throughout the semester (II.C.1-6). The tutor training addresses LMC's tutoring mission or guiding philosophy, which is to assist students in becoming critical thinkers as well as independent, self-reflective, lifelong learners. This training educates tutors about the Socratic Method, inquiry, Blooms Taxonomy, study skills, and about working with students who have learning disabilities.

Computer Laboratories

LMC's Pittsburg campus has 21 student computer labs, including an open lab with 59 computers for use by any College student, which is centrally located on the second level of the College Complex, directly below The Center for Academic Support. All students, as well as the general public, are also welcome to use one of 60 computers in the open library labs. A standard set of software packages that includes the Microsoft Office suite, web browsers, and various accessory programs and plug-ins is installed on all computers and updated annually. Updates to computer labs are scheduled either in January or during the summer. Specialized discipline-specific software packages are installed as appropriate on computers in all discipline-specific computer labs.

The Brentwood Center has one open computer lab with 32 computers installed with the same standard set of software packages. Discipline-specific software is also included on the computers in the Brentwood Center computer lab (II.C.1-7).

Students enrolled in distance education courses can access course content from any internet-connected computer on LMC's learning management system. Students can access email, grades, and registration tools from any internet-connected computer via the District's portal, InSite (II.C.1-8, II.C.1-9).

In fall 2011, the District began providing students with cloud-based email accounts accessible through InSite and provided by Microsoft's live@edu (II.C.1-9).

Alternate Media

The Disabled Students Programs and Services Department (DSPS) evaluates and provides appropriate accommodations for Los Medanos College students (II.C.1-10). The accommodations are individualized to each student's specific educational limitations. Accommodations may include alternate media, test accommodations, note-taking accommodations, priority registration, and adaptive software and hardware for computer access (II.C.1-11). Alternate Media provides conversion of instructional material to appropriate alternate formats for student use, including Braille, large print, and audio formats (II.C.1-12). The instructional material is identified by either the student or the instructor. Test accommodations provide a

distraction-reduced environment and extended time, alternate formatting for tests and scribes for mobility issues (II.C.1-12). Computer access and training in the use of California Community College standardized adaptive software and hardware is available for eligible students. The adaptive software can accommodate most disabilities. LMC also offers an adaptive computer technology course (II.C.1-14). All campus computer labs, including the Brentwood Center lab, have accessible software installed (II.C.1-7). The DSPS department equipment loan program provides a limited number of tape recorders, Alpha Smarts (portable dedicated word processors), CD players, and Echo Live Scribe Smart Pens. Live Scribe Pens are a new technology that allows students to capture audio in sync with their written notes. The audio portion can later be replayed and shared (II.C.1-11).

In spring 2010, the College combined a student computer area in the library with a Disabled Students Program and Service (DSPS) accessible computer learning lab on the second floor of the library. At the same time, remodeling in the College necessitated offering some evening business courses in the library computer lab (in L-213); this increased students' access to library resources and services at night. The library's extended hours give students additional access to the equipment beyond the DSPS lab. Students have access to the lab during the library's operating hours (II.C.1-15). The library equipment includes a Closed Circuit TV (CCTV), computer scanner, and nine accessible computer workstations available to students, and one computer aided teaching room. The majority of the adaptive computer software is standardized within the Contra Costa Community College District (II.C.1-16).

All LMC adaptive software has been recommended by the High Tech Center Training Unit for California Community Colleges, which is the state's training organization (II.C.1-17). The software includes Zoomtext to assist students with limited vision, Jaws screen reader for blindness, Kurzweil 3000 scan/read for students who need to hear the material, and Dragon Naturally Speaking speech recognition software. The software gives students, with a wide variety of disabilities, computer and library access. DSPS students can manipulate library and DSPS resources on these computers (II.C.1-7, II.C.1-18, and II.C.1-19). The alternate media specialist provides individualized software and hardware training. In addition, LMC offers a learning skills course which covers adaptive software and basic computer skills in depth (II.C.1-20).

Self Evaluation

Los Medanos College meets this Standard.

Library

By communicating and collaborating across departments, committees and disciplines, the LMC librarians meet the standard for library service and materials, striving to serve all faculty and students regardless of location or means of delivery (II.C.1-4, II.C.1-21).

Library collections reflect the degrees, certificates, and programs offered at the College and are comparable to other community colleges of similar size. Scholarly reading materials meet the breadth, depth, and variety needed by students, faculty and administration. Evidence shows that students are using a broad variety of library materials across subjects and material type including books, periodicals and videos (II.C.1-22). Scholarly reading materials meet the breadth, depth, and variety needed by our students, faculty and administration (II.C.1-23).

The Center for Academic Support

The number of students using the Reading and Writing Consultations at the Pittsburg campus and at the Brentwood Center has risen steadily since 2008. These numbers are collected using SARS TRAK log-in station and GRID appointment system. In fall 2008, 175 students used the consultation services for 403 contacts; in fall 2012, 505 students used the services with a total of 1,904 contacts. In fall 2013, 500 students used the services with a total of 1,479 contacts, in addition to 85 students in the Transfer Academy, who used the services for 1,278 more contacts. Improved outreach appears to be increasing awareness of the services offered in the Center and the services provided by consultants (II.C.1-24).

In addition to face-to-face consultations, students have the option of using the online consultation service, which was initially established to provide services to Brentwood students, but is now open to all LMC students. This service is asynchronous with a 48 hour turn-around response time and is available Monday through Friday, excluding holidays (II.C.1-25).

The Center for Academic Support ensures that both the face-to-face and online services are of high quality by employing full and part-time LMC faculty and qualified classified staff. All staff who work in the Center are required to attend monthly training meetings that focus on different aspects of their consultation with students. In addition, the Center invites faculty members from different disciplines to participate in these meetings as guest presenters. The guest presenters serve as a means of training consultants and outreach to the campus community (II.C.1-26).

“The Professor Is In” service offers students a relaxed environment in which to work with their professors in a central location. Although the number of students who use “The “Professor Is In” service is limited, the number reflects the number of students who go to an instructor’s “office hour.” Faculty members, however, report that the Center provides students with a warm, well-lit, friendly atmosphere, and that often they see more students in the Center than they see in their faculty office (II.C.1-27, II.C.1-28). In the case of part-time instructors, this service provides them with a comfortable place to conduct office hours, a benefit to part-timers instructors since they usually do not have offices. In addition, “The Professor Is In” also serves as a resource to both the consultants and the tutors since their presence in a single location allows for clarification of questions and concerns that arise during a consultation or tutoring session; working directly with instructors in the discipline and referring students directly to instructors. Providing this service in the Center has helped to increase student awareness of the Center’s services (II.B.1-58).

Since 2008, the campus wide tutoring services have improved. More departments now provide tutors for students and the Center finds itself steadily increasing in both number of disciplines and numbers of new tutors receiving tutor training (II.C.1-29, II.C.1-30). Each semester, the Center trains an average of 40 new tutors; however, in fall 2013, it trained 50 new tutors along with an additional 25 in spring 2014 (II.C.1-24). The increased number of tutors and a steady increase in students using tutors suggest improving access to tutoring on campus. In the 2013 Student Satisfaction Survey, 62.8 percent of students reported they were "Very Satisfied" or "Satisfied" with the availability of tutors, while only 10 percent reported being "Dissatisfied" (I.A.1-17). This result is particularly positive feedback, since developing and implementing a Tutoring/Academic Support Services plan was a planning agenda item in LMC's 2008 self study.

Finally, although there are tutors for some CTE courses, specifically nursing, child development and ETEC, finding and keeping tutors for all the CTE disciplines that would like to have a tutor has proven to be difficult because once students have completed the program, they tend to leave the College and enter the workforce immediately. In addition, when students are in the advanced courses of these programs, there is a higher demand on their time either because the course work load is more demanding or because they have to complete additional activities, such as clinical rotations or because they participate in industry internships.

Computer Laboratories

LMC meets this Standard by offering 21 student computer labs across the Pittsburg campus and one computer lab at the Brentwood Center, along with remote access to library electronic resources, e-mail, and the learning management system.

In the LMC 2013 Student Satisfaction Survey, 80.9 percent of students reported they were "Very Satisfied" or "Satisfied" with the availability of computers in skills labs or computer labs. Regarding the availability of help using computers in the labs, 69.6 percent of students reported they were "Very Satisfied" or "Satisfied" with "obtaining help using computers in these labs" (I.A.1-17).

Alternate Media

In response to students requesting increased access to adaptive computer software and hardware, the open computer center on second floor of the library was customized with most of LMC's adaptive software, allowing students increased access to the software since the library is open for additional hours beyond the availability of the DSPS department. It also allows easier access to library resources.

Student feedback is received by surveys (alternate media survey), staff interaction, and a comment box in DSPS area. In fall 2012, 86.6 percent of DSPS students reported that they were either satisfied or very satisfied with overall services. Note: the majority of responding students reported they had not used either assistive technology or alternate media services (68 percent for both respondent groups) (II.C.1-19).

Actionable Improvement Plan

None

II.C.1.a: Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Library

The library welcomes and seeks input from instructional faculty and staff in the selection of materials. The library has a section on the website specifically for faculty (II.C.1.a-1). This page has information on how to request new materials that would benefit the students and the collection. Twice a semester, an email is sent out from the library requesting reserve materials from faculty. The email directs faculty members to a reserve request form on the library's website (II.C.1.a-2). Faculty members can either donate or loan their own materials or the library will purchase texts for their courses. If the book was purchased using the library budget and it is no longer needed on the reserves shelves, it is "weeded" or placed in the circulating collection.

The librarians also participate in many academic committees across the campus -- serving on these committees allows the librarians to make connections with faculty and staff, as well as to solicit feedback on materials to purchase for the collection. Three crucial committees are the Curriculum Committee, the Career and Technical Education Committee, and the Distance Education Committee. The librarians on the Curriculum Committee review all new and revised courses and programs (CP-2, II.A-1, II.A-2, II.A-3). If a librarian sees any gaps in the library's collection, she consults with the faculty member proposing the course and additional resources are purchased in order to support the course's student learning outcomes.

The librarian on the CTE Committee, which is comprised of department chairs and program leads of every CTE program on campus, regularly solicits input from members on materials to purchase for the collection. When materials are recommended, and the library has the funding in its budget, the materials are purchased for the collection**.** Outside of committee responsibilities, librarians also meet with individual faculty members to go over the information covered in their courses -- when gaps are found, the librarians order materials that fill them. Librarians also strive to keep the collection current and relevant by keeping abreast of newly published titles of interest to the LMC community and making purchases as the budget allows.

The librarians on the Distance Education Committee review all online supplements and participate in dialogue to ensure that the library's online materials meet the needs of students and faculty engaged in the College's distance education courses (CP-3).

The Center for Academic Support

- *Reading and Writing Consultations*

Students who are working on papers have access to eight desktop computers and 20 College-supplied laptops in the Center. Printing is available for students through pay-for-print services supplied and serviced by an outside company (II.C.1-7).

Students have access to dictionaries, thesaurus, and a variety of different reading and writing handbooks and English textbooks. Handouts on a broad array of topics are available in the Center and online (II.C.1.a-3).

- *Peer Tutoring*

Tutors and their clients have access to all computer equipment and resources in the Center for Academic Support. Additionally, they are encouraged to use one of the two study rooms that are equipped with white boards and textbooks from a variety of different disciplines. While many of the textbooks in the small collection have been donated by campus faculty, some are purchased when tutors request they be added to the collection. The Center is also equipped with a skeleton and bones for biology/anatomy and a keyboard for music students.

In the Math Lab in Pittsburg and Brentwood, all tutors and clients have access to math tools, such as rulers, probability manipulative tools (dice, beads), three dimensional shapes (cones, cylinders, prisms, boxes), computers, calculators (basic, scientific, and graphing), reference textbooks, some current textbooks, solution manuals for tutor/instructor use, white boards, and markers (II.C.1.a-4).

ESL tutors work with students in the ESL Lab which contains 16 computers equipped with language-learning software (II.C.1.a-5).

In addition to receiving biology tutoring in the Center for Academic Support, students and tutors also have access to materials in the Biology Labs. These labs are equipped with models, slides, microscopes, charts, and LCD projectors. Cadavers are available to Biology 40 (Human Anatomy) students during scheduled open labs with tutors. Most tutors in the Biology Lab are also hired as lab assistants, so they receive additional training on lab and safety procedures (II.C.1.a-6).

Students in the MESA program can work with tutors in an open lab environment that is equipped with computers, tables, and chairs. This area also has two study rooms available for both tutors and study groups. The lab area is also equipped with textbooks, calculators, and regular office supplies.

The Music Department tutors work with students either in practice rooms or the Midi Lab. Each practice room contains one upright piano and the Midi Lab has ten computer workstations, each with a piano keyboard device.

Computer Laboratories

Computers are installed and maintained by Information Technology and Services (IT&S) computer network specialists. Departments select software to support instruction, and may do so as a result of funds from the Resource Allocation Process (RAP). Discipline-specific specialized software packages are installed and maintained by classified staff within the discipline-specific computer labs (II.C.1-7).

A significant change is LMC's transition from Blackboard to Desire2Learn (D2L) as its learning management system (LMS), which was fully implemented in spring 2014. Careful consideration was made when reviewing each LMS proposal. D2L was selected for its clean interface, ability to meet all question types for tests and quizzes, simple email and communication protocol (including the ability to allow students to select how they will receive communiqués from the LMS), built-in SLO development and tracking, and the company's history and current position in the LMS market (II.C.1.a-7).

Alternate Media

All computers in the library are maintained by the LMC IT&S Department (II.C.1-7). The adaptive software is maintained by the DSPS alternate media specialist. The low vision software and screen reader software are considered critical for blind students and are kept current through software maintenance agreements. Therefore, the College receives all software updates automatically (II.C.1.a-8).

Self Evaluation

Los Medanos College meets this Standard.

Library

The library is constantly evaluating its collection and the process of selecting and maintaining educational materials to support student learning. The library purchases materials to support the learning outcomes of students, in accordance with the collection development policy (II.C.1-23, II.C.1.a-9). The librarians purchase new materials based on professional reviews, faculty and staff input, their knowledge of the offered academic programs, as well as patrons' needs. This approach to collaborative dialogue allows the library to exceed standard expectations in selecting and maintaining educational materials (II.C.1-21).

The library systematically reviews its electronic resources collection each year. The electronic resources librarian prepares a comprehensive spreadsheet that includes all of the databases the library currently subscribes to, the number of times each database was accessed throughout the year and the pricing (II.C.1.a-10). Databases under consideration are also included in the spreadsheet in order to compare different

options for purchasing. All of the information in the document, as well as student and faculty feedback, assists the librarians in determining what to renew, cancel or purchase for the first time. Databases that are used infrequently are often replaced by resources the librarians feel will assist with student learning and success.

The library shares its catalog with the two sister colleges in the District – Contra Costa College and Diablo Valley College. Using the request function located in the online library catalog, students and faculty can request most of the library items at the other colleges in the District. The items are sent via intra-District mail to the Pittsburg library or to the Brentwood Center for check-out; this process usually takes two to three days.

The library has a robust reserve textbook collection available to enrolled students. Thanks to monies from sources such as the LMC Foundation, the Hispanic Serving Institution (HSI) Exito Grant, and Los Medanos College Associated Students (LMCAS), the library has funding to buy most required textbooks, as well as recommended texts for many classes. Currently, LMC has 1,924 reserve items in the collection, which are highly circulated, and the librarians receive positive feedback on the reserve collection from students and faculty alike (II.C.1.a-11). These items are purchased based on requests from faculty and students, as well as previous circulation history.

The Brentwood Center also has a highly circulated reserve collection located at the Admissions Desk (II.C.1.a-11). Faculty who teach at the Brentwood Center are sent the same reserve request email from the technical services librarian and go through the same process to put in their reserve requests. The LMC library purchases the books, processes them, and has them sent to the Brentwood Center for students to use there. In addition, the library solicits feedback on which reserve books to purchase for classes from the satellite business services coordinator at the Brentwood Center. Students at the Brentwood Center are able to checkout their reserve and interlibrary loan materials using the library circulation software.

The LMC library has implemented an effective system for maintaining the existing collection (II.C.1.a-12, II.C.1.a-9). This system ensures that the collection is relevant, high quality, and has sufficient depth and variety to allow students to achieve their learning objectives. In compliance with the weeding guidelines and Collection Development Policy, the librarians regularly weed materials and identify areas of the collection that need development. Librarians choose the new materials based on the LMC Library's Collection Development Policy (II.C.1.a-9). In spring 2011, the reference collection was the first area to be reviewed comprehensively with this new system (II.C.1.a-13). Beginning in fall 2011, collection maintenance guidelines were revised to meet the needs of the larger more diverse circulating collection (II.C.1.a-14).

In response to requests from the World Languages and the Child Development departments, the library created both a Spanish language collection and a children's collection in the spring 2013. The Spanish collection is used by native speakers and Spanish language students alike. The children's collection offers a welcoming space

to many children who accompany their parents to the library, as well as for the children who are enrolled in the Child Study Center. It also helps to support the early childhood education/child development majors, who can use the collection for their classes. The books are available for checkout to currently enrolled students, faculty and staff (II.C.1.a-15). Preschool classes from the LMC Child Study Center use the library collections to support their curriculum. Librarians collaborate with the Child Study Center teachers to organize class visits and choose appropriate materials (II.C.1.a-16).

Center for Academic Support

The Center for Academic Support and all labs that offer tutoring have sufficient educational technology, materials, and support materials to support student learning and contribute to the achievement of LMC's mission (II.C.1.a-17, II.C.1.a-18).

All labs that offer tutoring are housed in welcoming comfortable spaces, several in new buildings with spaces that were specifically designed for tutoring and study. A variety of seating options and appropriate lighting provide space conducive to learning. The tutoring labs are well equipped with educational materials such as white boards and computers along with discipline-specific education tools.

Computer Laboratories

In order to provide computer lab users a better method to communicate hardware or software failures with the IT&S staff, the Open Source help desk ticket management system was replaced by the District wide implementation of Sysaid in spring 2013. Sysaid creates a more efficient workflow for those requesting help and for the Information Technology and Services department. The product also provides more efficient methods of communication with those requesting assistance and the ability to build software inventories for workstations (II.C.1.a-19).

Alternate Media

The DSPS Department staff actively stays abreast of current and new laws and procedures regarding the Americans with Disabilities Act and section 508 of the Rehabilitation Act so that the College can remain in compliance. Staff utilize the most current technology and continually investigate new technology to ensure students have access to the most updated tools available (II.C.1-18). The alternate media specialist attends webinars and training at the High Tech Center Training Unit for California Community Colleges (II.C.1.a-20). DSPS staff are available to assist faculty in selecting appropriate adaptive materials for students with disabilities who are enrolled in their classes (II.C.1-19).

Actionable Improvement Plan

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library

All library and learning support services strive to educate users on how to access and utilize the resources and services that they need to be successful. In working toward that shared goal, the library and learning support services groups operate under a shared set of student learning outcomes, as follows:

All students will be able to:

- Access and effectively utilize available campus Library and Learning Support Services.
- Apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.
- Demonstrate information competency skills needed to meet the research demands of academic course work and lifelong learning.

These learning outcomes help to create a cohesive and collaborative instructional effort across units and departments and allow for comparative assessment analysis. In addition to these shared outcomes, each unit or department within the library and learning support services area has unique and specialized approaches to instruction. The LMC library uses the Association of College and Research Libraries (ACRL) definition of information literacy when designing or implementing instructional strategies (II.C.1.b-1).

The LMC library's program-level student learning outcomes (PSLOs) are closely aligned with standards developed by the ACRL and serve as guiding principles for all areas of library instruction, which are:

Students who use the library will be able to:

- Access appropriate information resources available through the library in support of class assignments and course instructional objectives.
- Utilize a broad range of library resources and services available (i.e.: interlibrary loan, remote access to databases, eBooks, "Ask A Librarian" et cetera.).
- Identify and appreciate libraries and library services as a valuable source of information for future academic pursuits, independent study, and lifelong learning.

Librarians provide instruction to all members of the LMC community in the use of library resources, services, information tools and technology through a number of ways:

1. Individual reference interviews and consultations
2. Research and information literacy orientations provided to classes
3. The teaching of credit library instructional courses
4. Learning community collaborations with various departmental faculty
5. Through the "Contact A Librarian" remote (phone, email, instant message, Google+ Hangouts) reference services (II.C.1.b-2).

A reference librarian is available to assist library users either at the reference desk or by appointment. During reference interviews and consultations, emphasis is placed on guiding users to identify the information they need and instructing them on the use of the various information resources and research tools offered by the library. Additional instruction regarding web searching, document creation, printing assistance and website troubleshooting is provided at the reference desk for all library users.

Research consultations are defined as reference interactions lasting longer than 15 minutes, but which are generally 30 minutes or longer. Consultations that are by appointment afford the responsible librarian additional time to prepare and allow for a more in-depth look at the student's topic and information available. Consultations are usually held in-person at the reference desk or in a librarian's office; however phone consultations, more lengthy email interactions, and Google+ Hangouts video conferencing are also available for those students who cannot come to the library in-person and for students taking distance education classes or classes at our off-site locations. In-person consultation appointments can also be arranged at the Brentwood Center. Consultation appointments can be made in-person, over the phone, through email, and online using a reservation system on the library's Contact a Librarian webpage.

The Contact a Librarian page on the LMC Library's website details additional methods for receiving research assistance and specifically highlights the online reference services being offered. Online reference services, such as email reference, instant messaging, and Google+ Hangouts video conferencing allow students to ask for help from the reference librarians regardless of physical location. Google+ Hangouts allows librarians to share their computer screens with remote library users and provide real-time demonstrations of library resources (II.C.1.b-3).

During instructor-requested research and information literacy orientations, students are introduced to the library website as a portal they can use when searching for academic materials. Librarian-led orientations often include instruction on the research process and incorporate strategies to help students develop information competency skills. Using the library's online catalog and various electronic resources, librarians demonstrate how to access a wide range of materials and instruct students on searching, finding and evaluating information and sources of that information. Orientations and workshops frequently include general or specialized library assignments to help connect classroom activities with library resources. These

assignments are developed by librarians in collaboration with the instructor (II.C.1.b-4). Orientations are offered on-site at both the Pittsburg campus and the Brentwood Center (II.C.1-4) and have also been offered asynchronously online through the College's learning management system.

Library Studies 14 (Library Research and Information Literacy Skills) is the library's one-unit transferable course designed to teach students basic information literacy skills. The course is offered completely online and is available to anyone regardless of physical location. LIBST 14 provides instruction on library utilization, secondary research methods, information technology literacy, the ethical and legal aspects of information use, and the critical thinking skills necessary to evaluate information resources (II.C.1.b-5).

In light of the AS-T degrees and the Faculty Senate's concern about adding units if a local information literacy graduation requirement was adopted, the decision was made in 2012 to stop offering for-credit library courses and instead focus on embedded library and information literacy instruction. Librarians are partnering with subject faculty to create contextualized lessons within their classes (II.C.1-4). This strategy allows for greater outreach and helps reach more students in a more targeted way. This effort includes a project that will help to identify and assess information literacy skills taught across the curriculum. The library team engages in activities such as attending library conferences to monitor strategies for information literacy delivery at other community colleges and the CSUs and holds regular dialogue about what will best serve the students we have. This has led to integrated information literacy instruction into a first year experience course. The librarians are also following a state wide initiative by the Council of Chief Librarians to create free open access modules that the colleges can adapt and use.

Center for Academic Support

The Center for Academic Support offers assistance to students in developing their information competency skills. Students work individually with consultants on reading comprehension during all stages of the academic writing process, from clarification of assignment through final drafts. Consultants evaluate students' needs, help them develop skills in the areas where they are lacking and encourage persistence with the end goal of becoming independent learners (II.C.1.a-3, II.C.1.b-6).

Faculty consultants in the Center participate in monthly training sessions to hone their abilities to help students develop critical thinking skills relevant to the information they need to select, evaluate and include in their assignments; all tutors are trained in the Socratic Method and other techniques that promote independent learning skills (II.C.1.b-7).

Computer Laboratories

Faculty, classified staff, and student workers are at hand in the computer labs across the Pittsburg campus and the Brentwood Center to provide one-to-one instruction and assist students with routine computer questions that commonly relate to printing, accessing the learning management system, and software-specific concerns (II.C.1-7). The Computer Science, Business, and Art/Graphic Design departments offer credit courses for students seeking more in depth instruction relating to computers and software applications.

Alternate Media

The alternate media specialist provides small group and individual instruction on integrating adaptive software and hardware with the computer and online resources available for DSPS students (II.B.2-4). Small group sessions are held for training using the LMC portal (InSite) and Web Advisor for registration and related services (II.B.1-60, II.C.1.b-8). The DSPS Department also offers a three-unit course in adaptive software, Learning Skills 70 (Adaptive Computer Technology). The course covers in depth use of speech recognition software and scan/read software, in addition to other adaptive and mainstream software (II.C.1-20).

Self Evaluation

Los Medanos College meets this Standard.

Library

In May 2011, the library submitted an update based on the 2008 LMC Self Evaluation Report and a planning agenda item for II.C.1.b. The update reported on the progress of efforts to explore an Information Literacy graduation requirement. At that time, the LMC Academic Senate and faculty were in discussions about local graduation requirements -- the outcome was to adopt the minimum Title 5 General Education requirements and to eliminate any additional local graduation requirements or competencies. Those changes took effect in summer 2013. The library has always worked to embed information literacy in existing courses through library instruction and librarian-authored assignments (II.C.1.b-4). The librarians are currently working towards mapping the curriculum and documenting the degree to which information literacy competencies are being taught (II.C.1.b-9). Currently librarian-led information literacy workshops are integrated into the course outline of record for English 100 (College Composition) and Speech 110 (Speech Communication) (II.A.2.b-5, II.C.1.b-10). English 100 is completed by all students completing an AA/AS degree or who become “transfer-prepared”.

All library instruction services and programs are designed to address the development of information competency skills and are formally and informally evaluated to ensure each activity is purposefully teaching to those competencies, as well as to ensure that the library meets and exceeds the expectations of this Standard. While some information competency focused instruction is designed and delivered solely by the librarians through activities such as research consultations and the LIBST 14 credit

course, much of the instruction is integrated into the coursework of discipline specific or general education courses (II.C.1.b-4). This integration fosters faculty collaboration and partnership with content area instructors and serves to connect library student learning outcomes to those specific to the course.

Course-level student learning outcomes (library and non-library) are assessed through the CSLO assessment process detailed in the 2012 Assessment Model (CR-8). Information competency learning outcomes are integrated into PSLOs and assessed through the PSLO assessment process, which is documented in the program review process (II.C.1.b-11).

Center for Academic Support

The Center conducts biennial satisfaction surveys - the last customer satisfaction survey was completed in fall 2013. Regarding student feedback relevant to the development of information competency skills, 85 percent of those surveyed indicated that working with a consultant had improved the way they work on a paper or assignment, and 78 percent of respondents reflected that they believed working with the consultant had helped them succeed in college courses. Of those students who worked with peer tutors, 86 percent of respondents reflected that peer tutors "always" encourage them to use different strategies (using graphs, pictures, predicting, et cetera.) to solve problems, which helps them to solve similar problems/assignments. In addition, 66 percent reported that the tutor "always" helped them to learn skills such as reading the textbook effectively and taking effective notes that helped them be successful in other course; an additional 22 percent reported that tutors "usually" helped them do so (II.C.1.a-18).

Computer Laboratories

The majority of students are satisfied with the availability of computers on campus, and the help they receive using computers in labs (SLO #1 listed below) (I.A.1-17).

SLOs for Library and Learning Support -- Students will be able to:

1. Access and effectively utilize available campus Library and Learning Support Services.
2. Apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.
3. Demonstrate information competency skills needed to meet the research demands of academic course work and lifelong learning.

Alternate Media

Student understanding is assessed during individual and small group training. Students are also asked to demonstrate their training skills. Students can ask questions and are able to experiment with the software. There are also lessons in the form of handouts used for the individual adaptive software training. At the end of the training, students are asked to demonstrate what they have learned, which provides an opportunity for immediate feedback. Then a summary of the training is provided. For

the three-unit Learning Skills course (LRNSK 70), the assessments are more formal. Although the students can ask questions and are asked to demonstrate skills learned as they complete their assignments and labs, their understanding is further assessed through quizzes and tests (II.C.1.b-12, II.C.1.b-13, II.C.1.b-14).

The computer labs spread across the Pittsburg campus and Brentwood Center have a variety of adaptive software installed to meet the needs of LMC's students (II.C.1-7, II.C.1-18). Once students are trained in the use of their specific adaptive software, they can access it in the campus labs. If they have any questions, need additional training, or have problems with the software, they contact the alternate media specialist.

Actionable Improvement Plan

None

II.C.1.c: The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library

Completed in 2007, the attractive 30,000 square foot glass and stainless steel library structure has seating for 300, including five group study rooms, fifty-one computer stations, three conference rooms, two classrooms with computers and seating for 32 people in each, a large community room with a 80-person capacity, as well as offices for the library and IT. Students, faculty, staff, and community members report that they appreciate the comfortable and welcoming atmosphere. The library's carrels, tables, group study rooms and armchairs are in constant use (II.C.1.c-1, II.C.1.c-2, II.C.1.c-3).

The library is open from 8:45 a.m. to 9:45 p.m., Monday through Thursday, and 8:45 a.m. to 2:45 p.m. on Fridays during the spring and fall semesters, for a total of 58 hours per week. Summer hours are 8:45 a.m. to 6:45 p.m., Monday through Thursday -- the only days classes are scheduled during the summer -- totaling 40 hours per week (II.C.1-7, II.C.1-15).

Librarians assist students, faculty, and the public in-person at the reference desk providing services that include in-depth research consultations, instruction on locating library materials, individual information literacy training, answering reference and general information questions (II.C.1.b-3). Circulation staff is on-hand during all open hours to distribute reserve textbooks, checkout circulating materials, and answer general information questions. They also reserve study rooms, assist with printing and copying, and provide referrals to reference librarians (II.C.1.c-3). The reserve

textbook collection at the Brentwood Center is available for student use during hours when the front desk staff is on site 8 a.m. to 7 p.m., Monday through Thursday, and 8 a.m. to 2 p.m., on Fridays. Students at the Brentwood Center can also check out and return non-reserve library materials belonging to all CCCCD libraries during the same hours.

The library catalog is available online through the library website, making it accessible to all users regardless of location. The catalog includes records for physical materials in the library, including books, videos and music CDs and links to items available online including electronic books and streaming videos. The catalog informs patrons of the specific location of library items and whether the item is available for check out. Items checked out to another patron may be placed on hold for check out when the item is returned. The catalog is shared with the libraries at Contra Costa and Diablo Valley colleges, making those collections available for hold or request as well (II.C.1.c-4). In addition to the materials listed in the library catalog, a complete, searchable list of all print and electronic journal titles can be found through the Electronic Resources link on the library website. Users are able to locate periodicals by title and link directly to those available in the library's electronic databases (II.C.1.c-5).

The LMC librarians have taken steps to better serve the growing enrollment at the Brentwood Center. In 2009, the LMC Library secured funding from LMCAS to begin a circulating reserve textbook collection housed at the Brentwood Center. The reserve textbook collection has grown from a few donated instructor copies to 150 volumes that circulate regularly (II.C.1.a-11). Textbooks on reserve in Brentwood are available for check out from 8 a.m. to 7 p.m., Monday through Thursday, and 8 a.m. to 2 p.m., on Fridays, and may be used for two hours at a time. Initially reserve textbook checkouts were tracked using a paper-based system; then a network upgrade at the Brentwood Center in January of 2010 allowed for installation of the Millennium integrated library system software on computers utilized by the Brentwood front office staff. This change allowed them to circulate materials electronically and view patron records in real time (II.C.1.c-6). Since fall 2011, procedures are in place allowing students to pay their late fees at the Brentwood Center (II.C.1.c-7). These improvements are two examples of expanding and upgrading services at the Brentwood Center that required close partnership between the librarians and classified staff in Brentwood. The librarians and library staff are committed to providing ongoing training and professional development in-support of library services in Brentwood.

Librarians teach information literacy workshops and offer project-based reference hours at the Brentwood Center throughout the year upon instructor request. Librarians meet the reference needs of Brentwood students via phone, email, instant message, and Google+ Hangouts video conferencing.

The LMC library electronic resources can be accessed 24-hours a day, seven days a week by all students, faculty and staff via the library website from anywhere with internet access. All users of these resources at the Pittsburg campus and Brentwood Center gain access via IP authentication without additional log in requirements to

facilitate access. Current students, staff, and faculty log in from off campus via a proxy server using their last name and student or employee ID number. The general public may access all library electronic resources on-campus in the Library Information Commons or anywhere on campus with a personal laptop using LMC's wireless network access**.** Selected to support student learning in programs across the College, the electronic resources collections contains a carefully curated group of more than 50 different subscription-based databases (II.C.1.c-8). The Library website encourages use of electronic resources by featuring different databases on the library homepage (II.C.1.c-9)

Librarians assist remote users via the telephone, email, instant message, and Google+ Hangouts video conferencing. Students may view available appointment times and schedule reference consultations with librarians online via the Library website (II.C.1.b-2).

A color, and two black and white printers, along with two photocopying machines, are available for public and student use in the Copy/Print Room on the first floor of the Library. Users may print from any library computer or wirelessly from personal laptops

Center for Academic Support

- *Reading and Writing Consultations*

Located in a highly visible location on the entry level of the College Complex, the Center for Academic Support is open 8 a.m. to 7 p.m., Monday through Thursday, and 8 a.m. to 1 p.m. on Fridays during the spring and fall semesters. Summer hours vary; however, the Center is typically open between 8 a.m. to 6 p.m., Monday through Thursday. Regularly scheduled front desk staff assist in serving students with the primary role of welcoming students, scheduling appointments, and ensuring that all students are able to locate the help they need. Reading and Writing Consultants are scheduled to provide all LMC students quality help with their school work from 9 a.m. to 7 p.m. during the fall and spring semesters on a drop-in and by appointment basis. Consultation hours offered at the Brentwood Center vary each semester, depending on the availability of consultants.

In addition to face-to-face consultation, the Center for Academic Support provides asynchronous online consultation services for both Brentwood and Pittsburg, as well as online and off-site students. This service is available to all students during regularly scheduled hours (with the exception of Fridays, which provides for consultations responses until 4 p.m.). The online service requires a 48-hour response time, though response time is typically 24 hours.

- *Peer Tutoring*

The tutors in the Center are scheduled on a "by appointment" and or a "drop-in" basis from 9 a.m. to 7 p.m., Mondays through Thursdays, and Fridays from 9 a.m. to 1 p.m. Anatomy tutors are scheduled an additional hours two to three times a month to work with students in the Anatomy Lab during the day. Some ETEC tutors also work beyond the 9 a.m. to 7 p.m. time frame, since they work in the class lab sessions both earlier and later. Brentwood tutoring is conducted in the tutoring room (Room 13); tutoring days and hours are based on tutor availability. Tutors who are hired to work at the Brentwood Center are at least second semester tutors, who have been recommended for a variety of different subjects (II.C.1.c-10).

Tutoring for most areas is conducted in the Center for Academic Support. However, some tutors require equipment that is not readily available in the Center. These tutors work in different areas/labs such as the ESL Lab, Music Lab, and Business/Computer Science Lab. The tutors check-in at the Center and then go to these areas as needed. All students seeking help from tutors initially come to the Center for Academic Support. All labs offering tutoring services provide satisfactory access to these services by maintaining sufficient hours of operation - the hours of operation are listed on the websites for each lab (II.C.1.a-4, II.C.1.c-10, II.C.1.c-11, II.C.1.c-12).

The Center captures student use through appointments made on SARS GRID and a student log-in program, SARS TRAK. The information collected through both databases provides information about days and times of student use and for which classes they are seeking help (II.C.1.c-13).

Computer Laboratories

Most computer labs on campus are open for students from 8:45 a.m. to 9:45 p.m., Mondays through Thursdays, and until 2:45 p.m. on Fridays. Discipline-specific labs typically are open fewer hours, and their hours are posted on their websites (II.C.1-7).

Alternate Media

Alternate Media services are available on level 2 of the library from 8:45 a.m. to 9:45 p.m., Mondays through Thursdays, and until 2:45 p.m. on Fridays.

Self Evaluation

Los Medanos College meets this Standard.

Library

Online access to library resources, services and instruction has been expanded to increase availability to distance and off-site learners, and the Brentwood Center, which has resulted in improved access for all students. Major areas of change and improvement are the library's electronic resources, virtual reference services and the library catalog. Implemented improvements were the result of strategic evaluation

and planning by librarians and library staff and reflect a commitment to offering services and support to users regardless of location or means of delivery.

Improvements to the library's electronic resources collection addressed issues of accessibility and programmatic coverage. Prior to a 2009 library webpage reorganization, databases were listed alphabetically requiring students to know exactly the title of the resource they wished to access. The redesign resulted in an electronic resources portal screen that allows the user to view suggested databases by type of information needed, subject content, or alphabetically by title. Grouping available databases by subject content directs users to the appropriate resource for the discipline they are studying (II.C.1.c-14). The changes also improved access to the print periodical holdings by incorporating holdings information into a searchable database of electronic subscription information (II.C.1.c-15).

Efforts to provide reference services to students outside of the physical library have moved beyond traditional methods of phone and email reference to include instant messaging and video conferencing. The library began offering a chat reference service in 2007 using a free, web-based instant messaging service. Beginning in fall 2012, the Library began using a fee-based system that is shared with Diablo Valley College. However, the librarians are currently reviewing other service providers for a possible change. Video reference service was launched in April 2013 using Google+ Hangouts. Originally developed for implementation at the Brentwood Center, video reference service is offered and promoted for use by all students. The technical services librarian implemented the service and provided necessary equipment in Brentwood, in partnership with the Brentwood Center staff.

Usability of the Library catalog improved with an upgrade to WebPAC Pro software in summer 2011. This upgrade offered additional features such as spell check and improved relevancy ranking of search results. Beginning in the fall 2011, the CCCCD libraries began a process of evaluating and updating the look and functionality of the online public access catalog (II.C.1.c-16). Led by the electronic resources librarian at LMC, every function of the catalog was reviewed and the look of every page was updated. New or updated functions include the ability to limit the search to locations within individual colleges, updated locations, languages, and material types. The new design includes new headers for each college and the combined collection, a streamlined interface and new icons for material types. The new site was launched in June 2012. This model of intra-district collaboration was so successful that it is being used to explore a new District wide integrated library system (II.C.1.c-4). The simple, updated design is visually appealing and eliminated unnecessary links. ADA compliant material type icons make it easier to determine material format. The new advanced search feature allows users to limit by location within the library by material type, language, and published date. A new streaming video collection is now also available via the catalog, making video content available for the first time to remote users (II.C.1.c-4).

Center for Academic Support

- *Reading and Writing Consultations*

Due to College wide budget reductions, available consultation hours had declined from a high of 69 hours in spring 2010 to 40 hours in spring 2013. LMC then increased consultation hours to 55 hours in fall 2013. In addition, the College has been able to restore a budget for hiring graduate assistants to consult in the Center; four graduate assistants were hired to work in the CORE in spring 2014.

In 2008, LMC noted the need to develop a plan for Brentwood Center that includes a permanent space with additional computer work stations and expanded hours to meet the needs of the students at that location. The Brentwood Center now has a space devoted for tutoring and Reading and Writing Consultations. In spring 2014, five hours a week of faculty consultation were offered; again the College has been constrained by both the availability of consultants and budgetary limits.

- *Peer Tutoring*

Access to peer tutoring has increased as a result of the consolidation of services in the Center for Academic Support. In fall 2008, there were 403 tutoring contacts, compared to 1,479 in fall 2013 (II.C.1-24). In addition, the tutoring program received funding for 2013-2014 to hire a 20-hour per week tutoring assistant. This assistant supports the coordinator in maintaining both access and quality of service for the program.

Computer Laboratories

When LMC students need a computer to complete an assignment, they can find one available in one of the computer labs at the Pittsburg campus and at the Brentwood Center. All labs are adequately staffed and supervised, and students have easy access during regular College hours (II.C.1-7).

Access to the InSite portal and cloud-based Microsoft Outlook email is provided to all employees and students and is accessible from any internet-connected computer (II.C.1.-9). The learning management system is available online 24-hours a day, seven days a week, to students and instructors enrolled in or teaching online classes (II.C.1-8). Some access to campus resources is available through a secure Virtual Private Network (VPN).

Alternate Media

In 2011, the alternate media specialist moved to the LMC library as a result of relocations necessitated by remodeling the College Complex on the Pittsburg campus. Because the library is open for more hours than the previous High Tech Center had been, disabled students now have greater access to adaptive technology in the new location, such as the scanning station and the closed caption TV. Students have also benefitted by longer hours to drop off request forms and pick up alternate media. The library also offers a greater amount space for DSPS students to work and more room

for the production of alternate media material. Having a DSPS staff person stationed in the library has the added benefit of helping DSPS students feel comfortable in the library. The library staff also benefit from having a DSPS professional on hand as a resource – there is now a constant dialogue between DSPS and the librarians (II.C.1-15).

Actionable Improvement Plan

None.

II.C.1.d: The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library

The LMC Library is located at the front (north side) of the campus off Leland Road. At the entrance to the library there is a Campus Police Information Center, which is staffed intermittently before and after campus police make their rounds. The lower level of the LMC library building contains one community room, two conference rooms, an art gallery, restrooms, and the library itself. The lower level of the library includes the information commons with fifty-one computers for general use, five group study rooms, a printer/copy room with three printers and two copiers. Copiers and printers are available for all library patrons and are maintained by Pinnacle Vend Systems. Response time when an issue arises is typically within 24 hours. The upper level of the library has a computer commons area with eight computers for student use and alternative technology equipment, two computer labs/classrooms with 32 computers in each, and an Advanced Media Room – all are for both student and faculty use. In all public areas, computer equipment is locked down with security cables and marked as district property.

There is only one public entrance into and out of the library building. It is equipped with a 3M anti-theft security system, which includes a counter to keep accurate records of the number of people entering and exiting the library. All materials, including books, periodicals, CDs, DVDs, and videos, are tagged with anti-theft tape that needs to be desensitized at checkout. The circulation desk is staffed by library assistants and student workers at all times when the facility is open. Minimum staffing levels during open hours require one library assistant at the circulation desk and one student worker on each level of the library (II.C.1.d-1). Library equipment and materials housed at the Brentwood Center are kept in locked cabinets to prevent theft.

All emergency exits have alarms that will sound if opened/activated. Library personnel have been instructed on the proper egress for each area of the building in case of an emergency (II.C.1.d-2).

An extensive inventory of the library was completed in November 2011 and targeted inventories are done by the student workers once a month. In addition to formal inventories, student workers are required to shelf read assigned area of the stacks daily to help identify books that might be damaged or misplaced (II.C.1.d-3). Similar inventory and shelf reading procedures are in place for the textbook reserve collection.

Librarians and staff members manage any student conflicts or situations as they arise. Campus security, which includes campus police officers and police aides, and Pittsburg Police will be called in if the need arises. Campus police and police aides routinely walk through the library to increase visibility of campus security and promote safety. Information about campus safety and security resources can be found on the LMC website (II.C.1.d-4).

Center for Academic Support

The Center for Academic Support is located in the center of the College Complex on the third level. Computers and monitors are locked down with cables and marked as LMC property to discourage theft. The computers in the Center for Academic support are maintained by the IT&S Department. The pay-for-print system is serviced and maintained by an outside company, Pinnacle Vend Systems. The laptops are secured in a locked cart, which is placed in a locked room. This locked room is also used to secure the electronic keyboard and human skeleton used for anatomy tutoring -- only the lab coordinator has access to the key.

Computer Laboratories

There are two computer center technicians and a number of computer aided instructional assistants who oversee the day-to-day operations of campus computer labs. The IT&S Department procures, deploys, and maintains the majority of computers. The daily operations of the labs are overseen by the staff, who ensure that labs are open and accessible during designated hours and that the equipment and facilities are both secure. Computer labs are upgraded on a systematic basis, beginning with requests that are made for software or hardware upgrades through the Resource Allocation Process (II.C.1.d-5).

When students experience a computer issue, they report the problem by informing the staff or faculty in the lab, calling the help desk, or submitting a ticket via email. Students, faculty, or staff may call the help desk or submit a service ticket via email. The IT&S help desk in the library is staffed Monday through Thursday from 8 a.m. to 10 p.m., and Friday from 8 a.m. to 2:45 p.m. Help requests are entered into Sysaid, an electronic ticketing system. IT&S technicians access Sysaid tickets and complete requests based on level of urgency (II.C.1.d-6).

The CCCCD maintains the computer network by which the LMC library's electronic resources are made available. The District began an infrastructure upgrade at LMC in October 2013. Network switches were scheduled to be replaced with upgrades and IP phones to be installed by May, 2014.

Campus police routinely make rounds through the LMC computer labs to ensure the security of campus property and the safety of the college community. All computers are attached by wire cables to the tables to prevent theft (II.C.1.d-4).

Alternate Media

The IT&S Department maintains campus computer labs and coordinates with the alternate media specialist to ensure that all adaptive technology is effectively installed and ready for student use (II.C.1-7). During library hours of operation, the library staff, media department staff, and alternate media specialist are present to oversee the facility. Police Services conducts patrols during the day and is responsible for security when the library is closed.

Self Evaluation

Los Medanos College meets this Standard.

Library

The library building was broken into in 2010, 2011, and 2013 resulting in thefts of library property, money, and damage to the building. Since the first break-in, closed circuit cameras have been positioned at the circulation desk facing the reserve collection and at the rear entrance to the building where the thefts occurred. The library staff has taken steps to ensure that cameras do not violate any patron privacy protections. Improved collection management, cash handling, and security procedures also have been implemented (II.C.1.a-12).

Center for Academic Support

The technology in the Center is effectively maintained and secured by current College resources. The Center's staff effectively maintains equipment. There have been no problems with security.

Computer Laboratories

Los Medanos College meets this Standard by providing maintenance and security for all computer laboratories (II.C.1.d-5).

Alternate Media

Devices for student loan are kept in a locked cabinet within a locked office when not checked out to students.

Actionable Improvement Plan

None.

II.C.1.e: When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.

Descriptive Summary

The library and learning support service areas contract with a variety of educational technology and service providers for software and services that facilitate operations, provide content, outfit student computer labs or assist disabled students.

Library

Millennium OPAC: LMC utilizes Millennium, an integrated library system, which manages patron and materials records and is the backend of the online public access catalog. The cost, support and use of Millennium are shared by all three colleges in the District. Library patrons have the option of viewing the College collections individually or collectively. Interlibrary loans from other college libraries within the District can easily be requested via the shared catalog. The District Office maintains LMC's Millennium contract with the vendor, Innovative Interfaces (II.C.1.a-8).

OCLC Cataloging: The library uses Connexion, a service provided by OCLC, to copy catalog library records for new library materials and to download them into Millennium (II.C.1.e-1).

Electronic Resources: Beginning in January 2012, the state began to provide California community colleges with a base package of informational databases. In order to supplement this collection, the LMC library purchases a variety of subscription-based electronic resources via the Community College Library Consortium (CCLC) (II.C.1.e-2).

Print Subscriptions: The library's subscriptions for print journal, magazine, and newspaper titles can be viewed via an online subscription management system from EBSCO Information Services (II.C.1.e-3). A few local newspapers are subscribed to annually, directly from the publisher.

3M: The library maintains a contract with 3M for its security system. 3M Tattle Tape is placed in all library materials. Patrons enter and exit the library through a 3M

security gate. Items that have not been properly checked out cause the alarm to sound (II.C.1.e-4).

Gimlet: LMC Library began an annual contract from Sidecar Publications to license Gimlet for $120 per year during February of 2012. Gimlet is software that tracks patron interactions (II.C.1.e-5).

GALE Cengage Learning: In fall 2010, the library started standing orders for six popular book series directly through the publisher. The standing orders ensured that students have access to all books in the series as soon as they are published and that the College saves 35 percent off the list price. Librarian and staff time that would normally be used to select and order each title is also saved (II.C.1.e-6, II.C.1.e-7).

Baker and Taylor: In fall 2010, the library reviewed its choice of primary book supplier and decided to make a change. The new vendor, Baker and Taylor, offers an order website that included embedded selection tools and reviews, significant discounts and a method of binding paperback books that is more visually appealing (II.C.1.e-8).

Center for Academic Support

Not applicable.

Computer Laboratories

As computer labs are updated and new software is installed, the technology systems manager ensures that the software licensing is current and that only licensed software is installed. Software is purchased according to CCCCD Board Policy and licensing records are maintained by the senior administrative assistant of IT&S (II.C.1.e-9, II.C.1.e-10).

All computer labs offer free printing or pay-for-print by using a vendor system provided by Pinnacle Vend Systems. Pinnacle Vend Systems employees come to campus to maintain their equipment, re-stock paper and replace toner cartridges. The library Circulation Desk staff keep a report of any equipment maintenance issues and a small amount of cash on hand to refund to students in case of an equipment failure. The library staff maintains a Pinnacle Vend Systems cash accounting log (II.C.1.e-11, II.C.1.e-12).

Alternate Media

LMC DSPS Department contracts with the following services:

- Rapid Text: Computer Aided Remote Transcription (CART) used for closed captioning of live classroom lectures (II.C.1.e-13).
- American Sign Language interpreters (II.C.1.e-14).
- Alternate Text Production Center of the California Community Colleges for electronic text files, electronic Braille files, Braille books and documents,

tactile graphics. This service is contracted and grant funded from the State Chancellor's Office (II.C.1.e-15).

- The low vision software and screen reader software is kept current by use of software maintenance agreements; therefore the College receives all software updates automatically (II.C.1.a-8).

Self Evaluation

Los Medanos College meets this Standard. The library and learning support service areas evaluation of outside services demonstrates effective dialogue between faculty, classified staff, and managers who take responsibility for and assures the reliability of all services. The library and learning support service areas continuously seek improvements that provide additional or upgraded service or lower costs.

Library

Millennium OPAC: Integrated library systems are in the early stages of moving from on-site server-based systems to cloud-based systems. The CCCCD libraries will need to replace their Millennium server or move to a cloud-based system in approximately three years. A District wide ILS Research Committee has been formed and has begun the process of researching the best options for the future direction of the shared system. Led by LMC, librarians from across the District have had visits from two different vendors, attended information sessions at conferences, participated in webinars, and hosted a flex session to have a shared dialogue between District wide librarians and staff. The LMC technical services librarian organized and hosted nation wide webinars on integrated library system upgrades, sponsored by the California Academic and Research Libraries Association (CARL). Over 324 librarians from across the globe attended the webinars live (223 librarians on October 9, 2013; and 101 librarians on October 16). As of October 18, 2013, 186 librarians have accessed the archived version of the webinar (152 librarians for the October 9 webinar; and 34 librarians for the October 16 webinar). The technical services librarian has received positive feedback from librarians who attended the webinar indicating that the webinars would help them make informed decisions on upgrading to a new ILS (II.C.1.e-16).

OCLC Cataloging: This is a standard library procedure that creates efficiency and cost saving by sharing cataloging records.

Electronic Resources: By making purchases through Community College Library Consortium (CCLC), the College is able to take advantage of discount prices negotiated for community colleges across the nation. Electronic resources are renewed annually, starting either on January 1 or on July 1. Electronic resources are selected to support student learning across all LMC programs. Existing collections are reviewed and evaluated annually based on price, usage statistics; and feedback from students, faculty, and librarians. New resources are piloted regularly. Resources that meet student needs are renewed. Less popular resources are replaced with new ones that will then later be evaluated (II.C.1.a-10).

Print Subscriptions: Print subscriptions are reviewed annually at renewal time. Popularity of electronic resources and budget cuts created a need for the librarians to cut titles from the print collection. The first cuts were to journal and magazine titles that are duplicated in electronic collections. Secondary cuts were made to high priced titles with low usage (II.C.1.e-17, II.C.1.e-18).

3M: In 2012, the library director reviewed the 3M Contract and made the decision to cancel the service contract on the self-check-out machines. Usage data from the machine provided evidence that it was not being used enough to justify the expense.

Gimlet: LMC is able to quickly access student learning needs and interests, and the reports generated allow librarians and staff to analyze the data to make improvements when selecting new materials, designing curriculum, and planning reference hours. Using Gimlet to track patron interactions electronically is more accurate and efficient than the old paper-based system. Before Gimlet, patron interactions were manually tallied in a binder and then the hourly totals were transferred to an Excel spreadsheet. Gimlet allows the librarians to customize the information they would like to track. The librarians are currently using pull-down menus to identify the following characteristics about reference interactions: duration, question type, patron type, format, and location. The form also provides space to write notes about the type of information requested. Gimlet allows the librarians to view valuable reports that help them to better understand patrons and their information needs (II.C.1.e-19).

Center for Academic Support

Not applicable.

Computer Laboratories

The IT&S Department meets this Standard by maintaining an accessible file of all contracts and licensing agreements. If hardware or software does not meet the obligations of the contract, the IT&S Department works with the vendor to rectify the issue.

Alternate Media

- Rapid Text: Computer aided remote transcription (CART): This service is contracted for specific classes and can be re-evaluated each semester. If the DSPS counselor or alternate media specialist receives student complaints, they have the option of using a different company the following semester.
- American Sign Language interpreters: This service is contracted for specific classes and can be re-evaluated each semester. If the DSPS counselor receives student complaints, the department has the option of requesting different interpreters or using a different company the following semester.
- Alternate Text Production Center of the California Community Colleges: This is a state wide service with an advisory board that meets three times per year to ensure the effectiveness of the service (II.C.1.e-20).

- The low vision software and screen reader software: The CCCCD uses industry standard software.

Actionable Improvement Plan

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Library

The library uses a variety of evaluation methods to ensure the services and resources it provides meet the needs of the College and its students. The results of these evaluations are used to inform and improve library planning and decision making in areas related to the use, access, and learning outcomes. Much of the library's evaluation projects are ongoing and integrated into departmental planning and purchasing decisions. Examples of ongoing evaluation projects are:

Program/Unit Review: The library participates in the College's program/unit review and resource allocation processes. These processes require that a comprehensive program/unit review is completed every five years, with updates completed annually. The program review process allows for the creation and tracking of operational objectives and goals, as well as the assessment of program level student learning outcomes (II.C.2-1).

Statistics: Statistics collected daily at the Circulation and Reference Desks are used to track and evaluate the demand for informational and instructional services provided by library staff. These statistics inform decisions related to staffing needs, scheduling, and collection development. Additionally, the tracking service used at the Reference Desk creates an archive of the topics being asked about, and the types of resources needed for the collection. Statistical reports are also generated from the integrated library system and electronic databases, which are used to evaluate usage of library materials (II.C.1.a-10, II.C.1.b-3).

Surveys: A Student Satisfaction Survey was conducted in fall 2013. Students were asked to rate their satisfaction with "the availability of needed materials in the library" – 80 percent of responding students reported that this question was applicable to them and 91 percent of those students stated that they were satisfied or very satisfied (II.C.2-2).

Print Periodical Review Project: The library maintains subscriptions to print editions of magazines, journals, newspapers, and trade publications. The print collection is reviewed annually by the librarians for cost effectiveness and possible duplication with electronically offered titles. A patron use project was done in 2009-2010 to monitor which titles were being used and to give insight into how the print collection was most beneficial to students and community users. The librarians decided to continue to provide access to daily print newspapers, weekly news magazines, non-duplicated trade publications and scholarly journals, and monthly popular magazines that are low cost to the College, but of interest to students. This review has resulted in cost savings to the College and a more streamlined print periodical collection (II.C.1.e-18).

Circulating Collection Maintenance Project: The collection maintenance project detailed in Standard II.C.1.a of this self evaluation report is the main mechanism for evaluating individual titles and the collection as a whole.

In addition to ongoing evaluation activities summarized above, the library uses student learning outcome (SLOs) assessment projects to ensure that the services and instruction being offered are supporting the students' achievement of those outcomes. Examples of projects designed to assess program student learning outcomes (PSLOs) in the library are:

Group Study Room Assessment Project: This project involved surveying students who were making reservations to use the library's five group study rooms and was intended to track the usage of the rooms in order to identify how often they were in use and if any patterns were observable. A survey was given to the student when the reservation was made asking the intended use of the room and which program or course the work was addressing (II.C.1.b-15).

Library Orientation Outcomes Assessment Projects: The library has tried different methodologies when assessing student learning in library workshops. In 2008, a project was piloted that involves collecting bibliographies from final research papers of students in English 100 (College Composition) for examination to track the use of library-provided resources and database content. The pilot looked only at courses which had included library orientations, but did illustrate the use of library electronic resources and provided evidence that a bibliography review project could be used to assess the learning outcomes of the orientations (II.C.2-3).

A second project was initiated in 2009, but did not result in a large enough sample to be useful. The most recent assessment project was initiated in 2012 and included papers collected from sections that did not receive a library orientation. This same group of research papers was used by the English Department for a course level assessment project which will allow the library to assess library student learning outcomes and compare the results of that assessment to the results of the English assessment. The data from that project is still being analyzed by the library. The English faculty did look at the students' use of source material and concluded that students had trouble finding and incorporating sources into their research papers. The

comparison of coursework from students who had a library orientation to those students who did not will help in addressing this need (II.C.2-4).

Librarians are also partnering directly with faculty to evaluate and assess student learning in library workshops by co-creating assignments that are collected and reviewed by both the class instructor and the library team. This allows for the integration of information literacy skills and outcomes within the course content creating a contextualized lesson that can be used to measure information literacy outcome and course specific outcomes simultaneously (II.C.2-5, II.C.2-6).

Research Consultation Assessment Project: Research consultations are interactions between a reference librarian and a student or group of students, and involve a deeper level of instruction than what is normally found in a reference desk exchange. Typically lasting 30 minutes or more, consultations are one of the best methods of providing targeted one-to-one teaching. The librarians have developed learning outcomes specific to the research consultations and have designed an assessment project to be implemented in fall 2014 (II.C.2-7).

Along with the formal assessment project, the librarians have additional information to help them evaluate the effectiveness of the instruction taking place at the reference desk. In fall 2007, three new full time faculty librarians were hired and were participating in the tenure review process. As part of that process, each librarian was required to collect student evaluations at the reference desk. The results of those evaluations were reviewed by the individual librarian, the library department chair, and the Tenure Review Committee. A total of 552 evaluations were collected and the resulting data was aggregated to maintain the confidentiality of the tenure review process. While the data collected is self-reported by the student, it has given the library team insight into how students perceive the usefulness and effectiveness of the instruction taking place at the library reference desk. The collection of similar data over a long period of time and for multiple librarians also helps to show that the quality of instruction is consistent. For example, 95 percent of respondents report that the librarian was able to clearly explain the library resources available to them (II.C.2-8).

The evaluation and assessment activities described above help the librarians and library staff to better address the needs of the College community. These internal evaluations provide much- needed data regarding the use and accessibility of library services and resources and help to measure the impact on student learning. There are also external projects that influence how and when library resources are evaluated. Surveys conducted by the U.S. Department of Education, Association of College and Research Libraries, and the California State Chancellor's Office collect and track data related to the size and use of the collection, staffing levels, and materials expenditures. Survey data is compiled and published by the respective organizations. The librarians actively pursue relevant professional development opportunities designed to ensure that they are keeping up to date with new developments in their profession and learning about new technological or pedagogical strategies that would benefit students.

Center for Academic Support

- *Reading and Writing Consultations*

The Center conducts a satisfaction survey every two years to assess student satisfaction and needs. The survey asked students to rate their satisfaction with both the Reading and Writing Consultant and tutoring services they received in the Center. Overall, 73 percent of students who completed a survey reflected that they were "very happy" with the services they received, with an additional 7 percent indicating they were "mostly happy" with services. Although 20 percent did not respond to the question, none of the respondents reported being unhappy with services provided. Of those who responded to questions about working with a consultant, 71 percent answered that working with a consultant had positively affected the way they work on a paper or assignment, and 65 percent of the respondents reflected that they believed working with the consultant has helped them succeed in college courses – only 4 percent felt that working with consultants has not helped them in college courses. Of those students who worked with peer tutors, 86 percent of respondents reflected that peer tutors "always" encourage them to use different strategies (using graphs, pictures, predicting etch) to solve problems, which helps them to solve similar problems/assignments. In addition, 66 percent reported that the tutor "always" helped them to learn skills such as reading the textbook effectively and taking effective notes that aided them to be successful in other courses. An additional 22 percent reported that tutors "usually" taught them how to use such skills (II.C.1.a-18).

In fall 2012, faculty leads for the Center for Academic Support began working on a plan to assess student learning as a result of faculty consultations. That plan grew out of professional development workshops with the faculty consultants and their input on both difficulties students seemed to experience during consultations, and ways that might help students get more out of the sessions in terms of long-term learning. The pilot, conducted in spring 2013, had the following goals:

- To assess what students want or need from a session compared, or contrasted, to what consultants deem the student needs
- To assess what students learn and understand to apply after the session.

From the students' initial statement of goals for the session, LMC learned that they have grand expectations and unrealistic goals -- often just checking all or most of the boxes provided for the session with 40 percent having no realistic assessment of their own needs. And after a 25-minute session, still 20 percent of students could not or would not write out a brief few sentences about necessary next steps. Center staff were intrigued by the results, although there is much that needs to be improved both in terms of the results and the process. As a result, a second pilot was completed in March, 2014 (II.C.1.b-6; II.C.2-9).

- *Peer Tutoring*

The Tutoring Support Team (TST) consists of lab coordinators, faculty liaisons from departments that use tutors, the manager of the area, and the library director. It is this

team that advises on all aspects of College wide tutoring. The team is also responsible for developing, evaluating, and revising both SLOs and tutoring learning outcomes (TLOs) (II.C.2-10). Both student learning outcomes and tutoring learning outcomes (for tutors) were first developed in 2008-2009. Both sets of learning outcomes were reviewed and revised in November 2012. Students who use tutoring services both in the Center and in all lab areas on campus are asked to complete SLO assessments.

Tutor training is also guided by the SLOs of tutoring and the TLOs (II.C.1-26). At the end of each training session, tutors are asked to evaluate all training sessions, both the pre-semester and ongoing training sessions, and changes are made each semester based on feedback on the evaluations (II.C.2-11, II.C.2-12).

Computer Laboratories

Student satisfaction in open computer labs is assessed by the Student Satisfaction Survey, which includes questions that relate to satisfaction with computer labs (II.C.2-2). In addition, a survey was administered in February 2014 to 60 students who used the open computer lab on level 2 of the College Complex, a lab that was previously used primarily for computer science and business classes. This survey indicated that 90 percent of students "strongly agreed" or "agreed" that they were able to find and use what they needed in the computer lab; were comfortable using computers and applications in the lab; and were able to research and find valid sources for their assignments (II.C.2-13).

Alternate Media

DSPS has administered a customer satisfaction survey to current DSPS students via email and 112 students completed the survey. The results indicate a majority of students are satisfied with their DSPS contacts and services. Overall, students report that they are either satisfied or very satisfied in 86.6 percent of the responses. The majority of responding students reported they had not used either assistive technology or alternate media services (68 percent for both respondent groups). Students responding that they had utilized alternate media and assistive technology services were satisfied or very satisfied (II.C.1-19).

Self Evaluation

Los Medanos College meets this Standard.

Library

The LMC library has developed a culture of evaluation that meets the expectations of this Standard. The library is committed to reviewing all aspects of its operation to ensure that service and resources are meeting the needs of the college community efficiently and effectively.

Center for Academic Support

- *Reading and Writing Consultations*

The Center for Academic Support demonstrates ongoing evaluation of services to ensure it meets the needs of students. The Center reports on the use of its services and tracks the number of students served, the subject coverage of its tutoring services and availability of reading and writing consultations. Services are evaluated each semester and any identified gaps in service are addressed in recruiting, training, and hiring (II.C.1-29, II.C.2.-14, II.C.2-15, II.C.2-16).

In addition, LMC has piloted an assessment of SLOs in the Center, and based on results has designed an improved assessment, which was scheduled to be implemented in spring 2014 (II.C.1.b-6, II.C.2-17).

The Center has followed through on the 2008 report planning agenda to offer flex workshops on ways to utilize the Center for faculty and students, including an activity on writing clear assignments and connecting students to the Center for reading and writing needs (II.C.2-18).

- *Peer Tutoring*

The College wide tutoring program has done a good job of seeking information from the Tutor Support Team in order to guide training sessions based on the needs the team has observed. The program has also been successful evaluating all training sessions and using the results to improve the pre-semester and ongoing training sessions based on the needs of the tutors (II.C.2-19). Although the evaluations are a valuable tool and allow for immediate feedback, the SLO and TLO assessments have given the program and the team a clearer picture of what training/tutor development is still needed.

The student evaluations typically demonstrate that students are very satisfied with tutor services. A better guide to student need and tutor training need are the SLOs and TLOs (II.C.1.b-7, II.C.1.c-13, II.C.2-20).

Computer Laboratories

Access to appropriate technology is critical for student success. IT&S meets this Standard by providing access to standard software, such as Windows XP (upgrading to Windows 7), Microsoft Office 2010, Internet Explorer, Mozilla Firefox, and discipline-specific software. Instructional faculty advise IT&S on the purchase of discipline-specific software that is the industry standard in their fields of expertise. The software used in each class is tied to the course outline of record and its student learning outcomes. Evaluation is part of the course-level assessment (II.C.2-21).

In addition to the 2013 Student Satisfaction Survey, an assessment was conducted in Spring 2014 to capture student feedback about how the open computer lab on level 2 of the College Complex, formerly used mostly by computer science and business students, is helping students achieve learning outcomes in the courses for which they

use the labs. This survey indicated that 90 percent of students "strongly agreed" or "agreed" that they were able to find and use what they needed in the computer lab; were comfortable using computers and applications in the lab; and were able to research and find valid sources for their assignments (II.C.2-12). However, an assessment of the degree to which work done in the labs is helping students achieve learning outcomes in their courses still needs to be designed and implemented. The design of such an assessment is scheduled to be completed by the end of spring 2014, with implementation of the assessment in fall 2014. Results of the assessment will inform improvements of the labs for spring 2015.

Alternate Media

The alternate media specialist works with various departments to adjust learning support services to meet students' needs. In addition, DSPS strives to increase the collaboration between departments, faculty, and staff by participating on committees and providing FLEX training (II.C.2-22, II.C.2-23). During these meetings and trainings, the participants are able to provide input on how DSPS learning support services are operating in their area and give suggestions. DSPS strives to evaluate and improve its student support services from the feedback it receives from these sources.

The DSPS Department also participates in the College's planning processes through program review and the development and assessment of program-level student learning outcomes. One of the SLOs for the Learning Skills 70 course is to demonstrate the ability to customize settings with Kurzweil 3000. To accommodate the increasing number of students taking Learning Skills 70, LMC upgraded its version of Kurzweil 3000 to include more simultaneous users. The upgraded version is a web-licensed version, which adds greater installation flexibility. It is limited by simultaneous users and not by the number of computers on which it is installed. Learning Skills 70 was assessed in fall 2012 (II.C.2-24). During the program review process, the DSPS Department sets strategic priorities, which include student learning services. For example, in the most recent program review, DSPS strategic priorities included, "Improving the learning of students by purchasing five Live Scribe Pens for a pilot student loan program". Finally, the DSPS Department also uses student email surveys to identify and evaluate current services (II.C.2-25).

Actionable Improvement Plan

None.

Standard II.C - Evidence List

CP-2	Course Outline of Record Form
CP-3	Online Supplement to Course Outline of Record
II.A-1	New Instructional Program Proposal - Phase I Form
II.A-2	New Credit Programs-Non ADT Phase II Form
II.A-3	Narrative Template Traditional Degrees and Certificates-New Programs
II.A.2.b-5	Course Outline of Record ENGL 100
II.B.1-58	Center for Academic Support Webpage Screenshot
II.B.1-60	DSPS Home Webpage Screenshot
II.B.2-4	DSPS Student Handbook 2012
II.C.1-1	Library Mission Statement Revision Dialogue
II.C.1-2	Library Collections Table
II.C.1-3	Section 508 Compliance Statements from Library Electronic Databases Vendors
II.C.1-4	Library Workshop Schedule 2011-2012
II.C.1-5	Brentwood Center Tutoring Flyer
II.C.1-6	Tutor Training Plan
II.C.1-7	Computer Lab Spreadsheet-spring 2014
II.C.1-8	Online Classes at LMC Webpage Screenshot
II.C.1-9	InSite Portal Website Screenshot
II.C.1-10	DSPS Assessment Webpage Screenshot
II.C.1-11	DSPS Student Accommodations Webpage Screenshot
II.C.1-12	DSPS Alternate Media Form
II.C.1-13	DSPS Testing Center Webpage Screenshot
II.C.1-14	DSPS LRNSK 70 Syllabus
II.C.1-15	Library Hours and Staff Directory Webpage Screenshot
II.C.1-16	Back to Basics Recommendations for a High Tech Center
II.C.1-17	High Tech Center Training Unit-HTCTU of CA Community Colleges Website Screenshot
II.C.1-18	Alternate Media Table
II.C.1-19	DSPS Comprehensive Program Review
II.C.1-20	DSPS Courses and Syllabi Webpage Screenshot
II.C.1-21	Examples of Collaboration with Academic Departments
II.C.1-22	Library Millennium Circulation Statistics July 2011-June 2013
II.C.1-23	Compilation and Explanation of Evidence Regarding Collection Adequacy
II.C.1-24	Tutor Usage-2008 to fall 2013
II.C.1-25	Online Consultations Webpage Screenshot
II.C.1-26	Tutor Training Semester Length New Plan Tied to SLOs and TSLOs
II.C.1-27	Professor Is In Email 11Feb2013 Faculty Feedback
II.C.1-28	Professor Is In Totals By Semester spring 2010-fall 2012
II.C.1-29	Tutoring Subject Area Coverage Expansion (by semester)

II.C.1-30	Tutor Training Numbers fall 2008-spring 2013
II.C.1.a-1	Library Faculty Resources Webpage Screenshot
II.C.1.a-2	Library Reserve Request Form
II.C.1.a-3	Collection of Writing Resources Webpage Screenshot
II.C.1.a-4	Mathematics Lab Webpage Screenshot
II.C.1.a-5	English as a Second Language-ESL Lab Webpage Screenshot
II.C.1.a-6	Biology Lab Webpage Screenshot
II.C.1.a-7	Learning Management System Recommendation
II.C.1.a-8	Innovative Interfaces Hardware and Software Maintenance Agreement June 2011
II.C.1.a-9	Library Collection Development Policy fall 2013
II.C.1.a-10	Electronic Resources Selection Spreadsheet Example-October 2012
II.C.1.a-11	Reserve Circulation Statistics by Semester Ending April 2013
II.C.1.a-12	Library Inventory and Weeding Project Directions fall 2011
II.C.1.a-13	Library Reference Book Weeding Project Example Page
II.C.1.a-14	Circulating Collection Maintenance Spreadsheet Example Page
II.C.1.a-15	Foundation Mini Grant Proposal for Library Children's Collection fall 2012
II.C.1.a-16	Library Children's Collection Circulation Information September 2013
II.C.1.a-17	Center for Academic Support Student Survey Results and Comments fall 2011
II.C.1.a-18	Center for Academic Support Student Survey Results and Comments fall 2013
II.C.1.a-19	Upgrade from RT to Sysaid-Dialog with District Director of Information Technology
II.C.1.a-20	Trainings Attended by the Alternate Media Specialist
II.C.1.b-1	ACRL Information Literacy Competency Standards for Higher Education 2000
II.C.1.b-2	Contact-Ask a Librarian Webpage Screenshot
II.C.1.b-3	Reference Statistics February 2012-April 2013
II.C.1.b-4	Library Workshop Assignments and Handouts spring 2012
II.C.1.b-5	LIBST 018 Course Outline of Record
II.C.1.b-6	CAS Pilot Assessment spring 2013
II.C.1.b-7	Center for Academic Support Comprehensive Program Review
II.C.1.b-8	How to Apply for DSPS Services
II.C.1.b-9	Library and Learning Resources Program Review Objectives 2011-2013
II.C.1.b-10	SPCH 110 Course Outline of Record
II.C.1.b-11	Instructional PSLOs Incorporating Information Literacy Competencies 2012-2013
II.C.1.b-12	Alternate Media Handout 1 Jaws Basic Lesson 2
II.C.1.b-13	Alternate Media Handout 2 K3000 Scanning Worksheet 1
II.C.1.b-14	Alternate Media Handout 3 LRNSK 70 Speech Recognition DRAGON

II.C.1.b-15	Library Group Study Room Assessment Results- December 2008
II.C.1.c-1	National Library Week Video Webpage Screenshot
II.C.1.c-2	Library Patron Counter spring 2012-fall 2013
II.C.1.c-3	Library Circulation and Reference Desk Statistics 2007-2012
II.C.1.c-4	CCCCD Library Catalog Before and After June 2012
II.C.1.c-5	EBSCO List A-Z Webpage Screenshot
II.C.1.c-6	Brentwood Center Millennium Reserve Circulation Procedure Training
II.C.1.c-7	Collecting Fines Brentwood Training via III October 2011
II.C.1.c-8	A-Z List of Library Electronic Resources Webpage Screenshot
II.C.1.c-9	Library Home Webpage Screenshot Sample March 2014
II.C.1.c-10	Center for Academic Support Schedule Booklet-spring 2013
II.C.1.c-11	Computer Lab Webpage Screenshot
II.C.1.c-12	MESA Room SC-202 Tutoring Schedule spring 2014
II.C.1.c-13	Student Tutoring Evaluation Form
II.C.1.c-14	Electronic Resources Access Webpage Redesign after spring 2009
II.C.1.c-15	Library A to Z List of Journals and Magazines
II.C.1.c-16	CCCCD OPAC Refresher Collaboration with DVC and CCC April 2012
II.C.1.d-1	Student Workers and Library Assistants Schedule Sample
II.C.1.d-2	Library Evacuation Plan
II.C.1.d-3	Student Shelf Read Areas-spring 2013
II.C.1.d-4	LMC Campus Safety and Security Resources Webpage Screenshot
II.C.1.d-5	Computer Lab Refresh and Re-Imaging Process
II.C.1.d-6	Computer and Media Support Webpage Screenshot
II.C.1.e-1	OCLC Contract-PO# 14789 August 2012
II.C.1.e-2	Access Information for EBSCO Publishing Databases Email 02Dec2011
II.C.1.e-3	EBSCO Renewal Page Sample
II.C.1.e-4	3M Contact Security Gate Self Checkout- November 2012
II.C.1.e-5	Gimlet Invoice Reference Desk Stats March 2014
II.C.1.e-6	Evidence of Standing Orders with Gale Cengage Learning
II.C.1.e-7	Gale Cengage Learning Standing Order Invoice-35% Discount September 2013
II.C.1.e-8	Evidence of Reviewing and Improving Book Vendors Services and Contracts
II.C.1.e-9	Business Procedure 10.06, *Acceptable Technology Use*
II.C.1.e-10	Software Licensing Table
II.C.1.e-11	Pinnacle Cash Accounting Log Form
II.C.1.e-12	Pinnacle Vending System Maintenance Issues Form
II.C.1.e-13	Rapid Text Remote Classroom Captioning Contract spring 2012
II.C.1.e-14	American Sign Language Interpreters Contract with DSPS 2013-2014

II.C.1.e-15	Alternate Text Production Center of the California Community Colleges Website Screenshot
II.C.1.e-16	California Academic Research Libraries' (CARL) Webinar Information
II.C.1.e-17	Print Periodical Cost per Subject 2011-2013
II.C.1.e-18	Print Periodical Renewal and Usage Projects
II.C.1.e-19	Gimlet Sample Page
II.C.1.e-20	Alternate Text Production Center Advisory Committee Webpage Screenshot
II.C.2-1	Library Services Comprehensive Program Review 2012-2013
II.C.2-2	LMC Student Satisfaction Survey fall 2013 Questions #24-#26
II.C.2-3	Bibliography Review Project 2008
II.C.2-4	ENGL 100 CSLO Assessment Report-spring 2012
II.C.2-5	Library PE 100 Workshop Assessment Report-fall 2013
II.C.2-6	Library ENGL 221 Workshop Assessment Report-fall 2013
II.C.2-7	Research Consultation Assessment Plan
II.C.2-8	Reference Desk Evaluation Data-fall 2013
II.C.2-9	CAS Pilot Assessment Report-March 2014
II.C.2-10	Tutoring Program SLO-TLO Assessment Plan 2010-2015
II.C.2-11	Tutor Training Reflections Form-spring 2013
II.C.2-12	Tutor Training Reflections Responses Compiled-spring 2013
II.C.2-13	Drop-In Lab Assessment-spring 2014
II.C.2-14	Center for Academic Support fall 2010 Semester End Report
II.C.2-15	Center for Academic Support spring 2011 Semester End Report
II.C.2-16	Center for Academic Support Seen and Not Seen Drop-ins fall 2012-spring 2013
II.C.2-17	CAS Assessment Plan-spring 2014
II.C.2-18	Flex Workshop Plan-Using Center for Academic Support January 2011
II.C.2-19	Tutor Training Reflections-spring 2013
II.C.2-20	Tutoring Assessment Reports-fall 2012
II.C.2-21	TAG Report to SGC 25Apr2012
II.C.2-22	Flex Workshop Sample 508 Compliance
II.C.2-23	Flex Workshop Sample Alternate Media
II.C.2-24	LRNSK 70 Course Assessment
II.C.2-25	DSPS Student Satisfaction Survey-Comprehensive Program Review fall 2012

listed in alpha-numeric order

LOS MEDANOS COLLEGE

Standard III: Resources

Human Resources

Physical Resources

Technology Resources

Financial Resources

★

"My confidence has soared at LMC.

As someone who was previously homeless, I was quite intimidated at the idea of attending college. I have learned how to deal with challenging classes at LMC, and the instructors were very helpful. I now love math, physics and chemistry! Not only have I learned the technical side of this career, but also feel my public speaking, English and other 'soft skill' classes will make me very employable."

- Tamralyn Thompson
Associate of Science in Process Technology '14

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad education purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1: The institution assures integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a: Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The College follows all District-established hiring processes, which are designed to be clear, fair, and well-documented. All faculty and academic managers must meet the standards set forth in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (ER-35). LMC requires the same qualifications for full-time, part-time, and substitute faculty members. For most faculty positions, the College uses only the state minimum qualifications in order to attract the largest possible applicant pool. Occasionally, departments require additional locally-determined minimum qualifications for specialized faculty

positions. Qualifications for classified staff and managers are included in Governing Board approved job descriptions. All minimum and desirable qualifications are clearly job related and applicants answer a series of questions to demonstrate their qualifications.

The District and College have established procedures (III.A.1.a-1, III.A.1.a-2) to hire highly qualified individuals, who will respond effectively to the educational needs of a diverse student body and contribute to the ability to meet LMC's institutional mission and goals. All College participants in faculty hiring are required to undergo training once every two years in order to serve as committee members. The current *Uniform Employment Selection Guide* requires that the College provide on-going training for individuals involved in any faculty recruitment process. During spring 2014 Flex, the vice president facilitated a newly-created two-hour training for all faculty participating in the recruitment process for fall 2014 faculty position recruitment. The training included anti-bias awareness, and covered District policy and procedures related to paper screening, screening interviews, and the final interview process. A PowerPoint presentation has been developed for any mid-year or on-going training necessary, and this guided training will continue to be a part of Flex each fall and spring semester (ER-37, III.A.1.a-3).

A training opportunity was made available in February 2014 by the District Human Resources Department, "Hiring the Best While Developing Diversity in the Workplace: Legal Requirements and Best practices for Screening Committees". This unique workshop developed specifically for hiring committees and those involved in the hiring process was facilitated by Laura Schulkind of Liebert, Cassidy and Whitmore and the lead attorney in the most recent Title 5 rewrites of the Equal Employment Opportunity (EEO) regulations. This training fulfills current Title 5 regulations requiring all members of District screening and/or selection committees to receive training in Title 5 EEO requirements (III.A.1.a-4, III.A.1.a-5).

Full-time academic job openings are advertised widely in print publications, in targeted association list-serves, and on common recruiting websites. Management and classified positions are advertised in a wide array of venues, both online and in print. Job announcements are announced online at the District's Career Opportunities webpage. Requests go through the Instruction or Human Resources offices of the College. Any request made for application materials is addressed immediately by the responsible College department or the District Office. As begun in 2007, the submission of applications for management and classified positions is accomplished electronically via the *PeopleAdmin* recruiting system. For the first time in January 2014, faculty positions were included in this online recruiting system. The process was a huge success and served to attract larger applicant pools with easier to read materials. This new method garnered over 500 nationwide applications for our nine faculty openings, resulting in more than 100 interviews of highly qualified applicants. The only identified challenges with the new recruiting and application system was in the uploading of attachments in the *PeopleAdmin* system. This has resulted in the immediate, and will be continuous, improvement of this recruiting system.

Faculty selection committees provide input into the creation of all job announcements, which are then reviewed by the LMC management and District Human Resources personnel. This input may include suggesting education that exceeds the minimum requirements, advanced industry experience, desirable qualifications outside of the Board-approved job description, but within the scope of new information or technologies, or licensures/ certifications common or required in the industry connected to the teaching discipline.

In addition to the state-mandated minimum qualifications, teaching effectiveness, ability to contribute to LMC's mission, and sensitivity to diversity are qualifications for all instructional faculty positions. The "match" between the finalists and the College mission is emphasized by College management during the final hiring interview.

Following a nationwide or geographically appropriate search, separate trained committees screen the applications and interview candidates, based only on the stated job-related qualifications. Teaching demonstrations are included in the screening interviews for instructional faculty. Committees typically also include questions about educational philosophy and effective teaching methods.

Based on District personnel procedures (III.A.1.a-2) and the *United Faculty Contract* (ER-36), faculty play a primary role in the selection of their peers. The instructional department conducting the hiring takes the lead in staffing the respective committees. Applications are screened by a committee composed of at least two tenured faculty members. Screening interviews are conducted by a committee of two to five tenured faculty members and an academic manager. Committees sometimes include classified staff and/or students as non-voting members. The committee develops its questions, the teaching demonstration topic and rating sheet, and the evaluation criteria. At the end of the interview process, the College president and vice president reach consensus with the committee on the candidate to be recommended for hire to the Governing Board. Reference checks are then conducted before the candidate is officially offered the position.

The description of the selection process is contained in the District's *Uniform Employment Selection Guide* (ER-37). This guide defines the different roles of District Human Resources, College Human Resources, and the Office of Instruction depending on the type of position opening. In general, District Human Resources receives the request to open a position for recruitment by the submission of a Position Authorization Request. This request contains information on the type of position, funding source for the position (operating or grant funding), and other particulars of the position. In turn, District Human Resources obtains approval from the associate vice chancellor of finance for funding confirmation, and the executive vice chancellor of administrative services for concurrence to fill the vacancy. Upon those approvals, they prepare the public announcement, commence the recruiting for the position, and conduct the initial screening of the candidates to assure they meet the minimum qualifications for the position. The Office of Instruction handles all faculty recruiting, from the screening process to the final interview sequence. College Human Resources

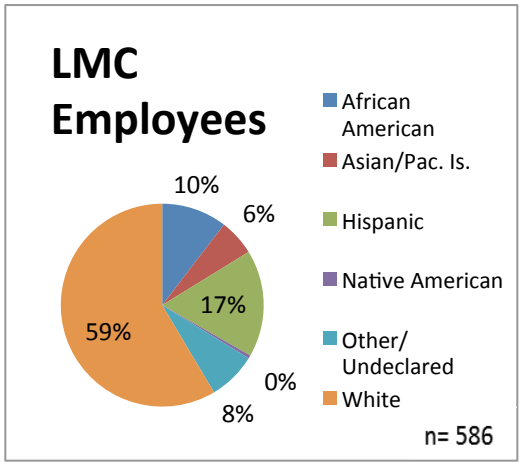
oversees all management and classified hiring processes and procedures from paper screening, screening interview, final interview, to completing the successful hiring.

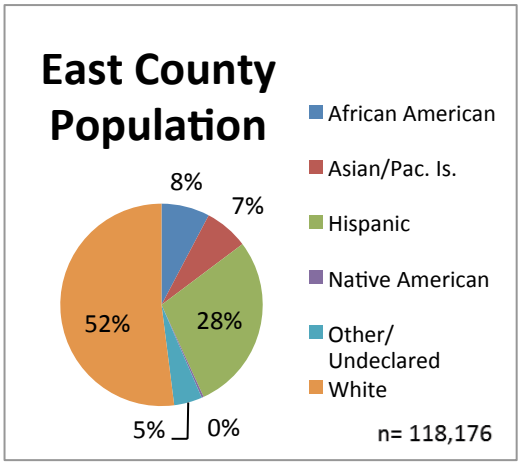
Degrees held by full-time faculty, classified staff, and managers are listed in the College Catalog (ER-2). The hiring policy requires that all degrees are from institutions "accredited by one of the six regional accrediting agencies recognized by the Council on Post-secondary Accreditation and the United States Secretary of Education". Official transcripts are required before Governing Board action. Applicants for faculty and academic management positions with degrees from non-U.S. institutions are required to obtain a foreign transcript evaluation to compare their studies against U.S. standards. The applicant bears the cost and responsibility to see that his/her education is indeed equivalent to U.S. criteria for that same degree. The evaluation must be conducted by one of the approved NACES Foreign Evaluation companies; any deviation must be reviewed and approved by the Academic Senate president. Lastly, professors may qualify via an Equivalency process. The Equivalency process requires the department chair or dean and Academic Senate to document how a professor's education and experience is equivalent to the standards set forth in the *Minimum Qualifications for Faculty and Administrators in Community Colleges*. This process is used sparingly and is reserved for situations when the degrees held by the professor candidate do not exactly match the definitions in the state document, since faculty are aware that once a discipline is granted, it is valid District wide -- they consider the integrity of all district instructional programs and how their decision will impact them.

Self Evaluation

This Standard has been met by LMC adhering to District selection processes, which are based on good personnel practice, the District's *Uniform Selection Guide and Human Resources Procedure* 1010.01 – 1010.06. College personnel have a positive view of hiring, although there are sometimes concerns about the time- consuming and/or lengthy nature of the process. However, the process was recently reviewed at the District level. The outcome was the update of the *1990 Uniform Employment Selection Guide* (ER-37), which resulted in a complete revision involving shared governance input at every level of the District. The new Guide was approved by the Governing Board on April 25, 2012 and process changes have been made, based primarily on legal directives from the State Chancellor's Office.

In terms of faculty, the outcome of the hiring process is clearly positive based on student survey results regarding instructors' quality of teaching and subject matter competence. For all employee groups, the turnover rate at LMC is low and there are very few terminations, indicating a good match between new employees' qualifications and their job responsibilities. LMC's full-time faculty number has grown from 96 in 2008, to 102 professors (spring 2014) serving the Pittsburg campus and the Brentwood Center. The College and District actively recruit under-represented applicants. However, some applicant pools are not as diverse as the College would like. The charts below demonstrate the diversity of our employees (full and part-time) at the College in comparison to East Contra Costa County, which is the predominant area served by the College.





LMC has had some difficulty in recent years in attracting enough applicants for certain highly specialized academic disciplines such as Nursing, Electrical and Instrumentation Technology (ETEC), and Process Technology (PTEC); and for some classified positions that require advanced degrees (science laboratory coordinator; mathematics laboratory coordinator), and management positions where industry experience does not necessarily directly relate to the educational environment (director of business services). In some cases, District salaries are simply not competitive with the external industry salaries, as in the aforementioned disciplines of Nursing, ETEC, and PTEC. It is also increasingly difficult to find qualified part-time faculty in some curricular areas (English, clinical faculty in nursing, mathematics). The high demand for adjunct professors in disciplines such as English and mathematics across the Bay Area makes these recent graduates highly competitive among local community colleges.

Criteria used by departments and management generally result in the hiring of effective faculty members. Students in surveys give instructors high marks for the general quality of teaching and, more specifically, for presentation of controversial material, subject-matter competence, encouraging an open classroom environment, motivating students and being accessible to students (I.A.1-14). District and College processes (ER-37, III.A.1.a-6, III.A.1.a-7, III.A.1.a-8, III.A.1.a-9, III.A.1.a-10), and the *United Faculty Contract* (ER-36) guarantee a primary role for faculty in the selection of new instructors.

The requirement that the College accept degrees only from accredited institutions, or the equivalent, is always met. All documentation must be by official transcript, not diplomas; and work experience used to meet minimum qualifications or salary placement must be original and signed by a representative of the institution, company, or organization. The College Catalog (ER-2) listing of degrees supports the finding that LMC has hired well-qualified employees (ER-35, III.A.1.a-11).

In LMC's most recent faculty allocation process, 15 full-time faculty positions were requested by departments. Based on available funding, the College president

approved hiring for eight of these positions and the new instructors were scheduled to start work in August, 2014.

Actionable Improvement Plan

None.

III.A.1.b: The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

For continuous improvement and effectiveness, the College adheres to all District policies and procedures regarding the systematic evaluation of its personnel. Each employee type has a performance review cycle which is clearly defined in orientation materials provided, employment contracts issued, in HR Procedures governing the type of position, in applicable Union contracts, and various personnel handbooks (ER-36, III.A.1.b-1, III.A.1.b-2, III.A.1.b-3, III.A.1.b-4, III.A.1.b-5, III.A.1.b-6).

Classified Staff: All new classified staff serve a 12-month probationary period. They are evaluated at the end of the third, sixth, ninth, and eleventh months of service. Permanent classified employees with fewer than five years of service are evaluated at least once annually and may be evaluated more frequently "for good cause". When a classified employee receives a promotion, s/he is placed on probation, and is again evaluated according to the new six month employee timeline, at the second, fourth, and fifth months of the new position. The Business Office notifies the supervising manager when classified evaluations are due and follows up to see that the evaluations are completed.

The supervising manager is required to discuss the evaluation with the classified employee. The Local 1 contract (III.A.1.b-2) requires that "any negative rating shall include specific recommendations for improvements and provisions for assisting the employee in implementing any recommendations made". Classified employees with more than five years of service may be formally evaluated with proper notice. The College initiated a new review cycle for classified employees with more than five years of service in July 2010. The new cycle is scheduled for every three years and takes place over a six-month period (III.A.1.b-7, III.A.1.b-8). The process begins with a special notification letter to the employee explaining the overview of the process, identifies the standards against which the employee will be evaluated, establishes goals for a common and positive outcome and recognizes any specific

issues that that the employee should address for improvement. The process is designed to tie evaluations with employee effectiveness based on the specific department function and the personnel who support it. The process incorporates a mid-cycle meeting to monitor the progress on the initial goals or improvements identified, and helps supervisors and their employees address any necessary changes. This process has helped keep an open dialogue between supervisors and subordinates to better serve the College and its constituents. The review is then signed by the employee's supervisor, his/her supervisor, and the employee prior to being placed in the personnel file. Employees are allowed to make comments on the review as well.

Faculty: Probationary full-time faculty are evaluated during their first, second, third, fifth, and seventh semesters. Tenured (regular) faculty are evaluated every three years. Part-time faculty are evaluated during the first, fourth, and seventh semesters, and every six semesters thereafter. The Office of Instruction maintains a database that tracks the evaluation of all faculty (III.A.1.b-9). Office of Instruction staff send a packet to the evaluation chairperson at the beginning of the semester and follow up to ensure completion of the process (ER-36).

An appendix of the *United Faculty Contract* (ER-36) describes the process as follows: "Guidelines for faculty evaluation were developed by United Faculty, Academic Senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria". The process is essentially peer evaluation by tenured faculty, although an academic manager also sits on the committee for probationary full-time faculty. Evaluation performance criteria focus on demonstrated competence in the classroom or student services assignment, and participation in other professional responsibilities. Criteria-based evaluation by students is part of the process, as is a post-evaluation conference between the committee and faculty member being evaluated.

The United Faculty conducts training for evaluators at three-year intervals, and the Office of Instruction keeps records of that training. To capture a larger audience, the instructional deans are considering adding this training to the semi-annual Flex workshops as well. Once the evaluator(s) are identified, they meet with the professor to be evaluated to explain what to expect and discuss the timeline of the evaluation. The evaluation process is semester length, which includes a review of former evaluations, classroom observation, student surveys analysis, and a final signature by the evaluator and the evaluatee. The appraisal is then forwarded to Human Resources to be included in the professor's personnel file.

Managers: New managers are evaluated at the end of six months, eleven months, two years, three years, and five years. Veteran managers are evaluated every three years. Evaluation criteria are stated in the *Management Personnel Manual* (III.A.1.b-10). The process includes input from classified staff, faculty, and other managers. The Office of the President is responsible to track and ensure completion of the management evaluations (III.A.1.b-11).

Self Evaluation

This Standard has been met by each employee category being reviewed systematically and the evaluations being conducted at stated intervals, as per legal requirements, bargaining unit contracts, and the *Management Personnel Manual* (III.A.1.b-10).

Written performance criteria exist for all employee groups and are the basis of the evaluation processes.

The stated purpose of the evaluation processes for all employee groups is to assess effectiveness and to encourage improvement. Improvement plans have been developed and implemented occasionally to assist employees who were having difficulty. Various professional development activities are also available to support employees in improving job performance. Actions taken following evaluations are formal, timely, and always documented in the employee's personnel file. New faculty who participate in the evaluation process generally state that it is helpful. Faculty also report that receiving feedback from evaluation committees is a positive experience.

Actionable Improvement Plan

None.

III.A.1.c: Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The faculty evaluation process is criteria-based. The general criterion for teaching effectiveness and the achievement of student learning outcomes is to "demonstrate competence in performing classroom procedures and other responsibilities included in the teaching load assignment". Faculty have direct responsibility for student progress towards achieving student learning outcomes and the District/College has incorporated student learning outcomes (SLOs) into the faculty evaluation process. Fifteen (15) self-evaluation forms, tailored to the instructor status and method of instruction, are used in the faculty evaluation process: classroom faculty (adjunct, tenure track, tenured - repeated for each instructor classification), counselors, learning disabilities specialists, librarians, and online classroom faculty. Faculty members evaluate themselves on two measurements: "I use appropriate and varied tools for evaluating and assessing student learning outcomes" and "I participate in department committees/tasks", which include curriculum development, assessment of SLOs, course outline rewrites, and course content review. Instructors are also evaluated on

participation in non-classroom professional responsibilities, participation in professional growth activities, and respect for the rights of students (III.A.1.c-1, III.A.1.c-2, III.A.1.c-3).

Faculty self-evaluations are incorporated into the completed evaluation packet by the evaluation review team. Faculty evaluations occur annually for the first four years for non-tenured full-time faculty and every three years thereafter, once the faculty member is tenured (DR-5, II.A.2.c-4, III.A.1.c-4, III.A.1.c-5, III.A.1.c-6, III.A.1.c-7, III.A.1.c-8, III.A.1.c-9). Part-time faculty are evaluated during their first semester teaching, and every three years subsequently.

The evaluation of student learning outcomes was incorporated into the faculty evaluation process in fall 2010 and two cycles have been completed. All faculty evaluated during that period responded to the queries on their individual progress in the two areas used to measure progress.

Instructional faculty have primary responsibility for academic program review and writing/updating course outlines of record. During the last decade, both of these activities have required instructors to identify student learning outcomes and develop and implement measures/plans to assess them. The majority of course-level assessment has been completed by spring 2014 (CR-5, CR-6). Assessment plans developed by full-time and adjunct faculty collaboration are posted on the College's P Drive; and assessment results are uploaded into the Program Review Submission Tool (PRST). Results from assessment inform the curriculum writing process and initiate changes in course outlines needed to improve teaching effectiveness and achievement of improved student learning outcomes (III.A.1.c-10, III.A.1.c-11, III.A.1.c-12). Department developed cohorts of courses are assessed each year, Assessment Improvement Plans are generated, and course outlines rewritten or updated every five years. The cohort model enables departments to focus on a smaller number of courses each semester and reinforces the concept of continuous improvement of the teaching/learning process (ER-57, I.B.2-19, I.B.2-20, III.A.1.c-13, III.A.1.c-14, III.A.1.c-15, III.A.1.c-16).

Self Evaluation

The Standard has been met. District management and the United Faculty union implemented newly-negotiated evaluation criteria in 2009 (ER-36, III.A.1.c-9, III.A.1.c-17). Evaluation criteria clearly emphasize teaching effectiveness – faculty are required to present material that conforms to the course outline (which includes SLOs); display subject matter expertise; present controversial matter in a balanced fashion; regularly assess the teaching-learning process, and modify strategies as necessary; and conduct classes in a way that stimulates critical thinking. Management, the Academic Senate, and the faculty union negotiated a revised evaluation process, which was put in place in 2010 (III.A.1.c-18).

On a more individual level, LMC faculty have incorporated identification of SLOs and their assessment into course planning and implementation. All course outlines at LMC include student learning outcomes, and require that students be assessed and graded according to their achievement of these stated outcomes. When faculty are evaluated, one of the criteria is that their syllabi reflects the official course outline of record – and all syllabi must include the student learning outcomes as well. In the pre-evaluation conference, the faculty member must show how the course materials, assignments and grading criteria are aligned with those outcomes. In addition, during the actual observation, faculty are being evaluated on a number of criteria that relate to course-level student learning outcomes such as expertise, class level, learning styles, and assessment of student comprehension during the class session. Finally, faculty are asked to reflect on how they assess student learning outcomes in their written self-evaluations. College faculty have also developed institutional-level – or General Education – student learning outcomes. Program-level student learning outcomes, and a plan to assess them, were developed by departments as part of their program review. Course-level student learning outcomes are developed by faculty with disciplinary expertise. The Curriculum Committee requires that SLOs and a plan to assess them are included as integral parts of all course outlines (III.A.1.c-19, III.A.1.c-20).

SLOs for the majority of the courses currently taught at LMC have been assessed. Assessment plans are in place, all courses have been placed in cohorts, outlines are on schedule to be rewritten to reflect necessary improvements, and the assessment cycle has begun anew (III.A.1.c-21, III.A.1.c-22, III.A.1.c-23, III.A.1.c-24, III.A.1.c-25). Reports showing cohorts and schedule for current/future assessments and Teaching and Learning Committee reports are archived data on the LMC Intranet. As part of the program/unit review process, instructional departments are provided data such as student retention and success by course – indirect measures of SLO attainment. The instructional deans also reviewed the data and asked the departments to respond to specific questions that were based on the information. The process was designed to engage faculty in a discussion of student outcomes as part of the program review process (I.A.3-5, I.B.3-13, I.B.3-24, I.B.3-25, I.B.3-26). A majority of faculty responding to the Faculty Survey on Assessment in spring 2011 reported they found course-level assessment useful in making changes to their instructional methods and/or course structure. Many reported that their departments or programs made changes in course outlines, in student learning outcome statements and in the sequence of courses, or the program requirements based on assessment results (I.B.1-38).

Actionable Improvement Plan

None.

III.C.1.d: The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The District's *Employee Code of Ethical Behavior*, Human Resources Procedure 1040.08 (III.A.1.a-2), states: "The conduct of District employees as public employees shall be worthy of the respect and confidence of the community we serve. Employees must, therefore, avoid conduct which is in violation of their public trust or which creates a justifiable impression among the community that such trust is being violated…". What follows in the procedure is a list of specific "do's and don'ts" for ethical employee conduct. The procedure concludes with the statement: "Violation of this code could subject an employee to disciplinary action up to, and including, termination".

Other written policies involving employee ethics are: Academic Freedom, Freedom of Expression; Unlawful Discrimination (includes sexual harassment); Equal Employment Opportunity; the District's Conflict of Interest Code; the prohibition of "employee participation in applicant selection process of relatives and household members"; and Drug-free Workplace.

Written policies are provided to new employees in their new hire orientation meeting with College Human Resources, as evidenced by their signature on the New Employee Orientation Checklist. There is one checklist for the College human resources assistant, and two checklists that are completed by the hiring manager. These checklists verify by the signature of the employee that policies and procedures have been received or discussed, including hours of work and other vital position information. The checklist also indicates that the manager and human resources have provided all resources needed by employees in their new position (III.A.1.b-1, III.A.1.d-1). Policies that are distributed to all new employees include HR Procedure 1040.01, *Protection of Confidential Data*; Board Policy 5040, *Acceptable Technology Use Policy*; Business Procedure 10.06, *Acceptable Technology Use*; HR Procedure 4000.17, *Political Activity*; and the group of policies governing no smoking, no sexual harassment, no lethal weapons and drug-free workplace (III.A.1.d-2, III.A.1.d-3, III.A.1.d-4, III.A.1.d-5). Providing policies in advance, discussing them with new employees, as well as the continuing dialogue with employees as part of their supervision and performance evaluations, helps to foster ethnical behavior by all College employees.

The mandatory New Employee Orientation at the District level is held once per month for all incoming employees. The training includes a presentation and binder section regarding all District policies, and where to locate them on the District's website, as well as all our procedural manuals. Finally, all departments are currently undergoing Sexual Harassment Training, a two-hour meeting conducted with the District's HR

Office in coordination with the District's legal counsel, Atkinson, Andelson, Loya, Ruud & Romo.

Procedures exist for addressing unlawful discrimination and harassment applicable to staff and students. It is the policy of the District to apply the highest ethical principles and standards of conduct to all members of the District community – managers, faculty, classified and students. The District is committed to the principle of trustworthiness, respect, responsibility, fairness, and stewardship. The District's *Code of Ethics* and *Student Code of Conduct* contain general guidelines for conducting business with the highest standards (CP-19, DR-3, ER-11).

The District is committed to an environment where open, honest communications are the expectation, not the exception. The District wants employees to feel comfortable in approaching administration in instances where they believe violations of policies or procedures have occurred, hence its Whistleblower Protection policy (CP-27). In situations where employees prefer to report the violation in confidence or anonymity, they are encouraged to contact EthicsPoint Inc., a hotline provider independent of the District, by either clicking on "Make a Report" link or dialing 855-433-9922 (toll-free within the United Sates) (III.A.1.d-6). The District assures employees that any information provided to EthicsPoint Inc. will remain confidential and anonymous (if the employee chooses) when communicated to the District. Reports on violations of the District's policies and procedures are taken seriously. Upon completion of a report, the employee is assigned a unique code called a "report key" and asked to set a password. Employees are asked to keep this information and use it to Follow-up on a Report after five to six business days, for feedback or questions (III.A.1.d-7).

Students may follow grievance procedures for addressing student dissatisfaction related to services, faculty, staff, and final grade appeals (II.B.2-3, III.A.1.d-8, III.A.1.d-9, III.A.1.d-10). All resources available to students are located on LMC's website, in the College Catalog, or in hard copy in the Student Life Office, the Counseling Center, the Information Center, and at the Brentwood Center.

Self Evaluation

The Standard has been met based on evidence noted in the section above. The District has a written code of professional ethics (DR-4). In general, College employees follow the code and interact with each other and with students on a professional basis. All employees also receive the pamphlet entitled, *Liability Insurance* (III.A.1.d-11). The intent of this information is one of risk management and is aimed at risk reduction and eventual insurance savings; a secondary purpose is to make employees aware of their potential exposure to liability claims resulting from unauthorized activities. When employee disagreements have arisen, the departments and/or management have responded, including bringing in outside consultants in two cases, in order to re-establish professionalism.

Actionable Improvement Plan

None.

III.A.2: The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

LMC currently employs 113 full-time faculty, 118 permanent classified staff, and 21 managers – the number fluctuates depending on the timing of retirements, resignations, replacements, and new hires.

The College allocation of full-time faculty is determined by the "Box 2A process" ("faculty staffing discussions" section of the *Uniform Selection Guide*) (ER-37), which was an agreement among the Academic Senates, United Faculty and management in 1990, in order to implement the AB1725 hiring reforms. The *Uniform Selection Guide* was revised over a two-year period beginning in 2010, and involved participation from various District committees and councils. It was adopted by the Governing Board on April 25, 2012. Each October, faculty leaders and College management prioritize departmental requests to hire full-time faculty, based on previous and projected resignations and retirements and the need for "growth positions" based on current needs following Enrollment Management Principles (CR-35, I.A.3-5, I.B.3-24, I.B.3-25, I.B.3-26, I.B.6-6, III.A.1.c-29, III.A.2.-1, III.A.2.-2, III.A.2.-3). Then, at the District level, staffing discussions occur among the chancellor, college presidents, Academic Senate presidents, and the United Faculty president. For many years, the group considered allocations based on "staffing assessments submitted by each college, full-time/part-time staffing ratios, college growth projections and other factors." Typically, the process allocated all "replacement" positions to each college and a few "growth" positions (III.A.2.-4, III.A.2-5, III.A.2-6, III.A.2-7). When the District developed and implemented a new budgeting model, responsibility to determine the number of full-time faculty hires shifted from the District to the colleges. Most recently, based on available financial resources, LMC's president authorized eight full-time faculty hires for fall 2014.

For classified staff, Business Procedure 18.03, which formulaically determined staffing allocations for colleges, was eliminated in July 2010 when the District adopted the SB361 budget allocation model. Each college is now also responsible for determining its own appropriate classified staffing levels commensurate with services offered and budget available. Management positions are similarly established based on College needs and available resources. Ultimately, the

President determines if the College has the financial means to increase positions in any area of the College.

Self Evaluation

The Standard has been met. Faculty and management leaders agree that the College must continually review the need for more full-time faculty. Although the number of full-timers has increased in recent years, the increase in some disciplines has not kept pace with the growth in enrollment. In addition, some departments face increasing difficulty in finding qualified part-time faculty due to competition among the area's community colleges. At the District level, based on AB1725 mandates on the ratio of full to part-time instructors, the CCCCD significantly exceeds the state-mandated "maintenance of effort" target. The Faculty Obligation Number (FON), is the number of faculty we are measured against as it relates to the goal of working towards the maintenance of effort. For fall 2013 reporting, the District's FON was 318.7 FTEF and we reported 424 FTEF; more than 100 FTEF over the requirement.

Program needs, as well as positions resulting from retirements and resignations, are analyzed to best utilize budgeted salary and benefit dollars where they are needed most. Recent promotions of full-time faculty to deans in English and math, retirement notifications, and a resignation have been factored into the faculty recruiting plan for 2014-2015, as well as new full-time positions identified for existing, but increasing, program demand (Emergency Medical Technology). In the most recent analysis of needs, 8 additional full-time faculty positions were authorized for the 2014-2015 fiscal year. This is a huge increase over the faculty hiring years 2010-2013, where the trend was to identify and hire 3-5 new full-time faculty positions, which included the continuous recruitment for our hard to fill Nursing professor positions and augmentation of the Counseling Department. The filling of these positions will result in improved instructional program opportunity, stability and delivery, and the reduction of part-time faculty needs going forward.

With the hiring of a new president in July 2012, a major review of the organization of the College was undertaken. In April 2013, management unveiled a new organizational structure, which increased the number of instructional deans, established separate deans for Counseling and Student Success, as well as realigned current managers with functions and modified the distribution of responsibility and workload.

During fiscal years 2010-2011 and 2011-2012, some classified positions were reduced to address budgetary constraints and decisions were made based on instructional and business needs. Since that time, some classified positions have been added; however, more recently, grant funds have been used to employ additional classified staff for specific grant-funded programs and services. As each classified position becomes vacant, a thorough analysis is conducted as to business needs and staffing required. Classified bargaining unit Local 1 is consulted and involved in most staffing decisions. The resource allocation process (I.B.3-5, I.B.3-6, I.B.4-3, I.B.4-4, I.B.4-5, III.A.2-8) allows for departments to request classified positions to support objectives. New positions, as well as the reallocation of resources captured

by attrition, are addressed once a year with this process. The reduction of adjunct faculty was a result of fewer sections during the same time period of workload reductions in the state. And some management positions were left unfilled during the same period. The current classified salary compensation study is underway, the Hay Study, but the College will not have the results until fall 2014. Therefore, classified hiring will be conservative until the budgetary impact of that study is known. All positions deemed vital and continuing will be addressed in upcoming recruitment plans.

While the College experienced fiscal challenges in 2011 and 2012 resulting in close scrutiny of new position authorization, as well as the reassessment of vacant positions, the financial situation improved slightly during the 2013-2014 fiscal year after the passage of Proposition 30 in November 2012. The District and Local 1 have been working on the restoration of employees laid off by the utilization of re-employment lists first and foremost as new or existing positions become available. Most recently, the College has conservatively chosen to fill vacancies as a result of retirement or resignation, and those supported by grant funds. Classified vacancies have been filled choosing classifications that best meet the current administrative and instructional department needs. As an example, a full-time math laboratory coordinator was divided into a half-time coordinator and half-time administrative assistant for math. This staffing decision best serves the needs of the Math Department professors and the need for student support.

Most new management positions have been identified in tandem with grant-funded activities or funding sources, such as the Workforce Development Program initiative that resulted in the hiring of a program manager, as well as a classified support position of community and educational partnership liaison. One exception has been the senior academic services manager position that was considered to serve as the Director of Nursing -- this role was previously filled by a full-time faculty member. The recruitment yielded no successful hire, so the position reverted to full-time faculty in the 2014-2015 recruiting cycle.

The President's Cabinet reviews all vacancies in advance of the semester, and prioritizes classified recruiting with hiring managers. This list is forwarded to District Human Resources (III.A.2-9).

Actionable Improvement Plan

None.

III.A.3: The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a: The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The District systematically develops personnel policies and procedures that are accessible to employees and the public on the District's website, under the Governing Board section (III.A.3.a-1). These policies include the Governing Board Policies and Administrative Procedures Manual, Human Resources Procedure Manual, Business Services Procedure Manual, Student Services Procedure Manual, Curriculum and Instruction Procedure Manual, Management/Supervisory/Confidential Employee Personnel Manual, the Local 1 Bargaining Agreement, and the recently updated United Faculty Agreement. Policies and procedures go through the District Governance Council, as well as constituency groups (Faculty and Classified Senates, United Faculty and Local 1) if appropriate, before being approved by the Governing Board and/or District management. All policies and procedures are reviewed on a four-year rotating basis and revised as appropriate. After extensive evaluation and input with shared governance committees, they are subsequently reviewed and approved by the Governing Board. In approaching the four sections of HR Policy and Procedure, which are divided by policy numbering 1000-general information, 2000-academic, 3000-classified and 4000-miscellaneous, review of the first two sections was concluded in 2013; the other two sections are scheduled for examination in 2014.

In implementing District wide efforts to address employee diversity and to ensure legal compliance, the College incorporates a number of policies and procedures relating to hiring. The cornerstone is Human Resources Procedure 1010.02, the *Uniform Employment Section Guide* (UESG) (III.A.1.a-2). The UESG went through an extensive review over the course of two years, 2010 and 2011, with changes approved by all appropriate constituents and approved by the Governing Board on April 27, 2012. The District also implements guidelines included in Board Policy 2001, *Non-discrimination Policy* (III.A.1.d-8), which states the District's commitment to equal access in recruitment, selection, promotion, and transfer.

Board Policy 2052, *Equal Employment Opportunity* (III.A.3.a-2), expresses the District's commitment to foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. Of particular note is Human Resources Procedure 1010.01, *Nondiscrimination Procedures and Faculty and Staff Diversity Program* (III.A.1.a-6) which outlines the District's procedures related to diversity, in order to ensure good faith efforts are undertaken to recruit applicants from all ethnic and gender groups.

All selection procedures are designed to be job related – "there shall be no artificial barriers in the position requirements". The guide requires that minimum and desirable qualifications "must relate to the knowledge, skills, abilities and personal characteristics needed to perform the tasks, duties and responsibilities as stated in the official position description". College managers and District Human Resources personnel review job announcements and application materials to ensure that they meet the Guide's requirements.

All participants in the faculty selection process are required to complete a hiring workshop, which emphasizes fairness, at least once every two years. Specific orientations are also held for participants in the selection process for classified and management positions. The Academic Senate president, in collaboration with United Faculty representatives, is currently developing a Flex workshop to train faculty in the hiring and interview process based on the updated *Uniform Employment Selection Guide* (I.B.1-13, I.B.1-14). Also, the District's recruitment and classification analyst will make in-person training available for hiring committees. This approach worked well as the College embarked on the hiring of three new instructional deans in spring 2013. A large workshop was provided to members of all three hiring committees at one time to explain the committee's role in the hiring process, policy and procedure, and the confidentiality of their participation. Currently many Flex workshops and continuing training by representative bargaining units, are continuing to address the need for proper procedural guidelines and information about processes (I.B.1-13, I.B.1-14).

Self Evaluation

This Standard has been met. LMC follows the District's written hiring policies and procedures, which are found in the Human Resources Procedures Manual (III.A.1.a-2), *Uniform Employment Selection Guide* (ER-37) and relevant portions of the Local 1 (III.A.1.b-2), and United Faculty (ER-36, III.A.1.c-9) agreements. Compliance is assured by District Human Resources, the College director of business services and the designated hiring manager.

Hiring committee members are well trained and comfortable in their roles in the process. They are knowledgeable about the scope of the job and use only job-related criteria to evaluate all applicants. Hiring processes are completed in a timely manner, almost always result in an offer to a well-qualified candidate.

The College receives very few complaints alleging unfairness and/or irregularities in its hiring processes. Two years ago, a faculty hiring process was halted for an irregularity in the role of the hiring manager. It was unclear whether the manager was a voting member of the committee or not. The hiring process was conducted shortly after the *Uniform Employment Selection Guide* was revised, and therefore did not incorporate the role change of the hiring manager stipulated in the revised Guide. The position was re-announced, the process was monitored by the hiring dean and department chair, and the hiring process was concluded successfully.

Dissemination and training has been held on the revised *Uniform Employment Selection Guide* and its contents. This updated Guide is very specific on the steps in the hiring processes, dependent on the type of position. While the United Faculty president is assessing current training methods and is considering adding a FLEX Workshop to address this subject, the LMC vice president did hold a two-hour FLEX workshop in January 2014 targeted to hiring committees and processes (I.B.1-13, I.B.1-14). This FLEX Workshop will continue to be offered each semester, and on-going training will be offered as dictated by the new *Uniform Employment Selection Guide*. The presence of a dean on all faculty hiring committees, serving as chairperson, helps to guide the process and to assure compliance with policy and procedure. Oral instructions to the committee members by the Committee Chairperson begin all interview processes. For large recruitments, the District's recruitment and classification analyst can be scheduled to address committee members -- this approach was used to provide training in an assembly setting in the spring of 2013 in advance of the hiring processes for LMC's three instructional dean positions.

Actionable Improvement Plan

None.

III.A.3.b: The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Human Resources Procedures 1040.01 and 1040.02 (III.A.3.b-1, III.A.3.b-2) - *Protection of Confidential Data* and *Personnel File Contents* -provide for the protection of personnel records and specify what can be placed in the official personnel file. The procedure and the two collective bargaining agreements stipulate that employees have the right to examine their personnel files.

A single, official personnel file for each active employee is maintained on campus in the Business Office. Personnel files are stored in locked file cabinets and access to them is strictly limited. Supervisory access to the information is limited to business need. Any employee may make an appointment to review his/her personnel file in the presence of the College human resources assistant.

Self Evaluation

This Standard has been met. The Business Office maintains secure employee personnel files. The College human resources assistant is responsible for the files and their contents. Only authorized personnel have access to personnel records. There have been no instances of personnel files being misused or misplaced.

Employees may make an appointment with the College human resources assistant to see their personnel files at any time. The human resources assistant remains present during the file review and can answer any questions the employee may have.

Electronic personnel information is maintained in the District's Datatel system. District Information Technology has installed appropriate measures to protect the confidentiality of the data. Access to this data is only authorized by an employee's supervisor and must be directly related to the employee's job function.

As of January 2014, the District Human Resources Department, in conjunction with Information Technology & Services, purchased scanners and has chosen a company for the electronic storage of all personnel files, *Hyland On-Base*. Since District HR specialists review, audit and approve all hiring and salary actions prepared by College Human Resources, the common location of hiring documents, subsequent salary action or position change documents, and benefits documents, will streamline the employment and payroll functions for the District. The eventual goal is to scan all employee personnel files into *On-Base*. In turn, all campus business directors and college HR assistants may see the personnel file contents without sharing a physical file between campuses. Also, two District executive vice chancellors will have access to any employee's personnel file, and furthermore may establish and maintain a confidential component of a personnel file only accessible to them. This action would occur with specific disciplinary actions. Levels of file review may be set or revoked by the system administrator. A two-day training was held on March 12 and 13, 2014 with all HR specialists and HR assistants throughout the District with the company's representative for scanner training, the practice of indexing documents under a variety of document types, and to come to agreement on a standard approach for categorizing the file contents (III.A.3.b-3, III.A.3.b-4).

Actionable Improvement Plan

None**.**

III.A.4: The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a: The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The District's vision statement emphasizes the commitment to diversity: "…our colleges transform lives. We are agents of equity, compassion, and excellence, building upon the diverse strengths of our students, faculty and staff. We thrive upon the learning and success of all of our students." The College Mission Statement states

that it "provides quality educational opportunities for those within the changing and diverse communities it serves" (ER-6).

Human Resources Procedure 1010.01, *Nondiscrimination Procedures and Faculty and Staff Diversity Program* (FSDP) (III.A.1.a-6) stipulates the responsibilities of the District in this regard. The District's Non-Discrimination Policy included in the College Catalog (ER-2), Schedule of Classes (ER-19, ER-20, ER-21) and *Student Handbook*, states that the colleges are committed to equal opportunity in educational programs and campus life.

LMC has had numerous professional development activities on diversity issues. Most prominent during recent years have been two All College Day presentations on the latest state and local demographic changes and how best to meet the needs of the changing student clientele. The College has worked with the Campus Change Network (CCN) to provide on-going professional development in this area over the years. Subsequently, the Institutional Development for Equity and Access (IDEA) group became a formal shared governance Committee in October 2008.

Two proactive workforce diversity efforts which support LMC's diversity goals are the 4CD Leadership Institute (4CDLI) and a teaching internship program (III.A.4.a-1, III.A.4.a-2). During the past three years, the 4CDLI programs have graduated 45 individuals, many of whom have advanced in their career – seven have been from Los Medanos College. The Teaching Excellence Internship Program was also initiated by District Human Resources, with two interns in the program at LMC. This highly successful program resulted in job offers to six candidates of varying backgrounds within the District -- four were employed by Los Medanos College as adjunct professors after completing the program. A review of the internship program was underway in spring 2014, with input sought from the first cohort which completed the program in fall 2012. Both 4CDLI and the internship program will be modified and improved as needed, and continued in the coming years.

The College has also renovated and constructed numerous facilities to comply with the American with Disabilities Act. During the past decade or so, $1.7 million has been spent to make the facilities more accessible, including modifications to doors, restrooms, parking lots, and ramps. LMC's three new buildings meet all of the latest accessibility requirements.

Self Evaluation

The Standard has been met with the College and District commitment to equity and diversity, as noted in numerous planning documents. The College continues to encourage diversity in its employees and student body. In implementing the commitment to diversity and ensuring legal compliance, the College incorporates a number of policies and procedures relating to hiring. The cornerstone is Human Resources Procedure 1010.02, the *Uniform Employment Section Guide* (UESG) (ER-37). The UESG went through an extensive review over the course of two years, 2010 and 2011, with changes approved by all appropriate constituents and approved by the Governing Board on April 27, 2012. The District also follows guidelines

included in Board Policy 2001, *Non-discrimination Policy* (III.A.1.d-8) which stipulates the District's commitment to equal access in recruitment, selection, promotion and transfer. District staff made a presentation to the March 27, 2013 Governing Board entitled, "Strategic Conversation on Ethnic Diversity in the CCCCD Workplace" (III.A.4.a-3). The presentation included a report on the District's workforce diversity efforts and student, employee and service area demographic information. The data revealed very little change in demographics over the last four years -- longer term, by decades, more clearly illustrates that as the county population is becoming more diverse, so too are the District's students and employees.

The College continues to offer a variety of curricular offerings in ethnic/multicultural studies area. While offerings in this area fluctuate from fall to spring, class schedules reflect the College has increased courses in this area from seven in fall 2009 to the current level of eleven in spring 2014 (ER-19, ER-20, ER-21). For fall 2014, the English Department has introduced a new course, English 135, entitled *Introduction to LGBT (Lesbian, Gay, Bisexual, Transgender) Studies*. This class will take an interdisciplinary, multicultural approach to examining the historical, political, social, and cultural issues that have affected LGBT people throughout time and across the world.

Student Activities and Student Life promote student clubs and events on campus, facilitating coordination with important community milestones, local events, important holidays, health issue awareness and various celebrations. Open to all students and campus personnel, these gatherings help tie many activities on campus with diversity issues and are designed to promote opportunity for all. Currently there are 30 chartered clubs at the College.

The Institutional Development for Equity and Access (IDEA) Committee was formed on campus and was formally authorized as a shared governance committee on October 22, 2008. The purpose of IDEA is to inspire and advocate for an institutional culture that defines, values, and promotes equity, inclusion and social justice for all members of the College community. IDEA facilitates and aims to coordinate organized action to shift diversity, equity, and inclusion from the periphery of the College's activities to the center of the institution's mission, policies and programs.

Staff development activities focusing on access, equity and success have increased in recent years (CR-31, I.B.1-14, I.B.1-43, III.A.1.a-5, III.A.4.a-4, III.A.4.a-5).

The College has made significant progress in bringing its older facilities into compliance with the Americans with Disabilities Act, as demonstrated by major renovation projects, both completed and underway.

In referencing the District Research report, *District Workforce Diversity Efforts and Student, Employee and Service Area Demographics*, February 2013 (III.A.4.a-4), the comparison of the employee profile with that of local residents revealed that there is a higher percentage of both African American and Asian students at each of the three colleges relative to their respective service areas. Examination of the District hiring patterns over the last decades reveals a movement toward greater alignment with the

county ethnicity profile. Employment of Hispanics has increased across all three colleges and the District and today, all four institutions employ higher percentages of Hispanics than in 2000. Comparing the ethnicity profiles of the colleges with that of their service areas, and likewise of the District with the county as a whole, is made more meaningful if the education level and work experience of residents can be determined. Given that there are measureable and often sizable differences in the levels of education attainment across ethnic groups, perfect parity between employee and resident profiles is difficult to achieve. (See charts included in Standard III.A.1.a.)

Actionable Improvement Plan

None.

III.A.4.b: The institution regularly assesses its record in employment equity and diversity consistent with its mission.

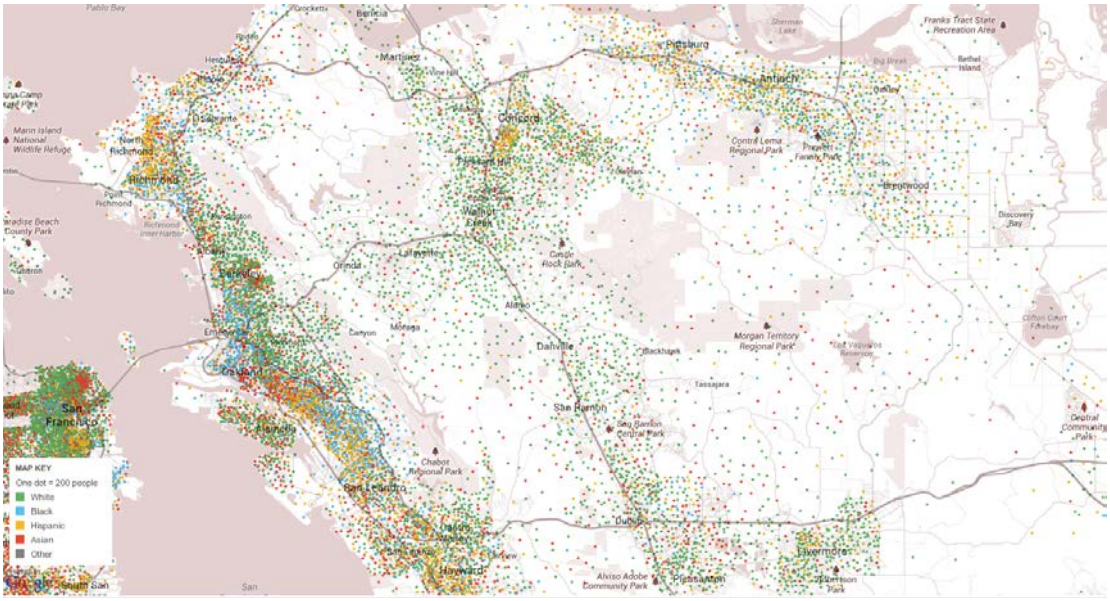
Descriptive Summary

The District and College continue to support and implement the policies on non-discrimination and equal opportunity. Every effort is made to attract diverse applicant pools. The District Equal Opportunity and Diversity Advisory Committee supports these efforts.

The College continues to have a diverse workforce, although diversity in some specific categories has decreased due to retirements and the lack of fiscal resources to then fill the positions. The District Research report, *District Workforce Diversity Efforts and Student, Employee and Service Area Demographics*, February 2013 (III.A.4.a-4), revealed that the employee profiles for each college have remained largely stable over the last four years in terms of the percentages captured in the primary ethnic groups of Asian, African, American, Filipino, Hispanic and White. The data reveals some variability over the last four years within certain categories of employees; however, given the limitations of the data in terms of the timeline and sample sizes, it is difficult to determine whether this variability indicates the emergence of a trend. That said, there is some evidence of a modest reapportionment of ethnicities across several employee categories.

The following charts and data were presented in the District's Environmental Scan, dated August 27, 2013 (INT-10):

Distribution of Racial and Ethnicity Groups in Contra Costa and Alameda Counties



Maps were taken from the New York Times online resource titled: *Mapping America: Every City, Every Block* (link: http://projects.nytimes.com/census/2010/explorer?ref=us). Map source data come from the Census Bureau's American Community Survey, based on samples from 2005 to 2009. Because these figures are based on samples, they are subject to a margin of error, particularly in places with a low population, and are best regarded as estimates.

Ethnicity Narrative

West County

Ethnically diverse

- Highest concentration of residents of Asian African Americans & Hispanic decent.

Rapid decline of African-Americans; Edging toward parity with the county

- Rapid decline in African American population (-28%)
- Slowest growth in Asian residents
- Only area to experience an increase in White residents

Central County

Least diverse

- Nearly two of every three residents are White; all remaining ethnic groups having lower concentrations than the county average

Growing more diverse

- Rapid growth among Asian (67%) and Hispanic residents (44%)
- For every new Hispanic resident the region lost one White resident

East County

Bimodal population

- Three of every four residents are either White or Hispanic

Rapid growth among minorities

- Growth in Hispanic residents outpaced all other ethnic groups combined
- Fastest growing region among African Americans
- Most rapid decline of White residents

Note: [illegible] rom 2000 to 2011.
Data sources: U.S. Census Bureau, American Community Survey.

Work continues on workforce diversity efforts undertaken at the District level, and implementation will occur as strategic initiatives are approved as a result of the forthcoming *District Strategic Plan 2014-2019*. A special presentation to the Governing Board was made on March 27, 2013 entitled *Strategic Conversation on Ethnic Diversity in the CCCCD Workplace* (III.A.4.a-3). Next steps and conclusions from that meeting identified the District's challenge in keeping its employee demographic shifts in pace with county and student demographic shifts. The report indicates that upon delivery of the state's model EEO Program, the District will integrate the state model into existing policies, procedures, and outreach and recruitment efforts. Until then, the District will continue its broad recruitment outreach and seek ideas for untapped sources of applicants.

The *District Strategic Plan 2014-2019* identifies the following objective: "Conduct focused recruitment efforts that result in the hiring of employees who are sensitive to and knowledgeable of the needs of our continually changing student body". A training opportunity was offered in February 2014 by the District Human Resources Department, "Hiring the Best While Developing Diversity in the Workplace: Legal Requirements and Best practices for Screening Committees". This unique workshop developed specifically for hiring committees and those involved in the hiring process was facilitated by Laura Schulkind of Liebert, Cassidy and Whitmore and the lead attorney in the most recent Title 5 rewrites of the Equal Employment Opportunity (EEO) regulations. This training addresses current Title 5 regulations requiring all members of District screening and/or selection committees to receive training in Title 5 EEO requirements (III.A.1.a-4, III.A.1.a-6).

Self Evaluation

Information related to diversity in recruitment and hiring has been compiled, and the District will utilize this data in its hiring processes. The next step is for the District to complete the required diversity plan and submit it to the State Chancellor's Office. The District remains committed to equity and diversity in its staff to better serve its students and community.

The College found it necessary to reduce and eliminate some management and classified positions in fiscal years 2011-2012, 2012-2013, and 2013-2014. In 2011, positions held by Latinas and African Americans took the brunt of the downsizing; conversely in fiscal years 2012 and 2013, 67 percent of the positions reduced or eliminated affected Caucasian employees holding management and classified positions. As acknowledged by the classified employee union - Local 1 - the College followed Article 13 contractual language that applied seniority rights across the District, resulting in a negative impact to some classified employees. Furthermore, they recognized that the College made difficult decisions that were necessary to capture labor and benefits cost savings, and did its best to identify areas having the least impact on students' access to educational programs and in the delivery of student services. The College has been examining ways to restore affected positions in programs and services as required for institutional effectiveness and student success (III.A.4.b-1, III.A.4.b-2, III.A.4.b-3, III.A.4.b-4, III.A.4.b-5, III.A.4.b-6).

Utilizing the *2007 District Equal Employment Opportunity (EEO) Plan*, the College's EEO Committee began work in early 2012 and identified two major goals for that year: 1) sponsoring events, training or other activities that promote equal employee opportunity, non-discrimination, retention and diversity, cultural/disability awareness, cross-cultural communication styles and multi-ethnic team building; and 2) create a plan to monitor all selection committees and gender balance and to ensure their integrity. Committee work started by querying other colleges to gather common interview questions around diversity, and compare the District's language to practices of other colleges in this area (III.A.4.b-7, III.A.4.b-8). The College has held multiple events, trainings and meetings on an on-going basis to support Goal #1. In addressing the original Goal #2, specific College work in this area was placed on hold in March 2012 in part to wait for better alignment with the District's resurrection of the Equal Employment Opportunity Advisory Committee (DEEOAC). In order to not duplicate efforts, the College and the LMC EEO Committee decided to wait for direction in creating a plan to address the monitoring of all selection committees in regards to ethnic and gender balance, and for approaches to ensure that integrity of the process. Some of the work in this area is reflected in the revised *Uniform Employment Selection Guide* as well as the workshop delivered District wide in February 2014 by the District Human Resources Department, "Hiring the Best While Developing Diversity in the Workplace: Legal Requirements and Best practices for Screening Committees". This unique workshop developed specifically for hiring committees and those involved in the hiring process was facilitated by Laura Schulkind of Liebert, Cassidy and Whitmore and the lead attorney in the most recent Title 5 rewrites of the Equal Employment Opportunity (EEO) regulations. This training addresses current Title 5 regulations requiring all members of District screening and/or selection committees to receive training in Title 5 EEO requirements (ER-37, III.A.1.a-4, III.A.1.a-5, III.A.4.a-4, III.A.4.a-5).

The Shared Governance Council began reviewing the history of the College's EEO Committee, its structure and charge during the 2013-2014 academic year. At the April 23, 2014 meeting of the SGC, it voted to resurrect the LMC EEO Committee as a shared governance committee (I.A.1-6).

Actionable Improvement Plan

Upon adoption of the College and District five-year strategic plans, and with guidance from the state's EEO Plan, College and District Human Resource Offices will take action to review any policy and procedure changes necessary in current hiring practices to ensure that hiring pools are representative of the service area, and that all state and local policies and procedures are followed precisely.

III.A.4.c: The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

A key point in the District's Mission Statement (III.A.4.c-1) is "striving for integrity and ethical behavior in all we do". The District has numerous policies and procedures – available in manuals and electronically – all designed to treat employees and students in a fair and equitable manner.

LMC has several statements related to integrity in our values, which are published in the College Catalog (ER-2): "We value the importance of critical thinking, effective communication, ethical behavior and diversity"; "in collaboration we learn to value multiple perspectives and resolve conflict in constructive ways"; "we want an organization that has clear decision-making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures". The institution strives to implement these values in its dealings with employees and students.

Procedures exist for addressing unlawful discrimination and harassment applicable to staff and students. It is the policy of the District to apply the highest ethical principles and standards of conduct to all members of the District community – managers, faculty, classified and students. The District is committed to the principle of trustworthiness, respect, responsibility, fairness and stewardship. The District's *Code of Ethics* and *Student Code of Conduct* contains general guidelines for conducting business with the highest standards (ER-11, DR-3, CP-19).

The District is committed to an environment where open, honest communications are the expectation, not the exception. The District wants employees to feel comfortable in approaching administration in instances where they believe violations of policies or procedures have occurred, hence its Whistleblower Protection policy, as detailed previously (CP-27).

Students may follow grievance procedures for addressing dissatisfaction related to services, faculty, staff, and final grade appeals (II.B.2-3, III.A.1.d-8, III.A.1.d-9, III.A.1.d-10). All resources available to students are located on LMC's website, in the College Catalog, or in hard copy in the Student Life Office, the Counseling Center, the Information Center, and the Brentwood Center.

Self Evaluation

The Standard has been met. LMC's administration is committed to treating employees and students with integrity and consistently follows existing policies, procedures and contracts. The College has experienced only a small number of employee grievances over the years, indicating compliance with collective bargaining agreements, which are designed to protect employee rights.

The president and Shared Governance Council have also made it a priority to improve/increase communication with employees regarding significant College issues (CR-3, CR-4, I.A.3-8, I.B.1-19, I.B.2-19, I.B.2-20, I.B.4-17, I.B.4-18, I.B.4-19).

Actionable Improvement Plan

None.

III.A.5: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a: The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The professional development function is assigned to the Office of College Advancement and is managed by the senior foundation director and an administrative assistant – the latter serves as the professional development coordinator and flex coordinator.

LMC plans and offers professional development activities based on needs identified by its employees in the annual District wide Professional Development Survey, as well as surveys and evaluations conducted as follow-up to professional development activities such as Focused Flex days, All College Days, and individual workshops. The Professional Development Advisory Committee (PDAC) includes many sub-committees: Conference Funding Review, Teaching and Learning/Nexus, Orientation, Technology, Health and Wellness, and Leadership. Both College Advancement staff members are co-chairs of PDAC and members of the Local Planning Group (LPG), as well as members and chairs of several PDAC sub-committees. PDAC and the LPG, which plan Flex activities, meet once a month and review input acquired about employees' professional development needs. In addition, College wide initiatives and gaps are identified and discussed for possible future professional development offerings. The information collected (CR-29, CR-33, CR-34) is used to design and improve future professional development workshops and other professional development activities. The process is described in the following example about how the institution selected a topic for Focused Flex Day for fall 2013. LPG reviewed evaluations and feedback from the fall 2012 semester in considering topics for the fall 2013 Focused Flex. It was determined (through surveys conducted in spring 2012, fall 2012, and spring 2013 by the Learning Management System Task Force and from professional development activity evaluations and the annual District wide Professional Development Survey administered in fall 2012) that Technology in the Classroom was a top priority. Information about Desire to Learn, the new

Learning Management System, was identified by 57 percent of the 72 respondents as a need in the professional development survey results for LMC.

A second topic was identified after the LPG members noted another highly rated priority in the "Teaching and Learning" section of the 2012-2013 annual survey was Culturally Relevant Pedagogy (42 percent), Equity Issues (41 percent), and Teaching Underprepared Students (55 percent). In addition, under the survey section "Leadership and Job Skills", Cultural Competency was identified by 34 percent of the respondents as a desired topic to address. After some discussion, the LPG chose "Cultural Competency and Unconscious Bias" as the focus for the spring 2013 Focused Flex Day. A planning committee representing all employee groups met and designed the day, which was attended by over 80 participants – it was titled "Looking In-Looking Out: A Conversation about Unconscious Bias and Cultural Competence". While reviewing the evaluations of the day, both PDAC and LPG noted the need to continue the work and discussions, which began during this Focused Flex day.

In this case, there was a need to offer continuing professional development on the topic from one semester to the next, as noted in the example above. In March 2013, LPG met to determine the need for Focused Flex for fall 2013, and the decision was made to recommend to the President's Council that the continuation of this work occur during the spring semester, as well as for fall 2013 Focused Flex. A deeper conversation continued during fall 2013 Focused Flex, when the College invited well-known educator, Greg Tanaka, to guide participants in all day workshop to continue the work of the Looking In-Looking Planning Committee.

Professional Development Committees Identify Workshops and Activities:

PDAC has six active sub-committees that were established to match the "strands" used in the sections of the District wide Professional Development Survey. Each of the sub-committees meets and reviews the needs identified in the survey results within their strand, as well as other information they gather, and recommendations are made for professional development to address those needs. Proposals and funding requests are submitted by the sub-committees and then reviewed by the larger PDAC, which makes recommendations regarding allocations. Often these proposals come from personnel who are not members of PDAC, but have been part of the larger campus community and needed a way to fund and support the activity they have created. In addition, a sub-committee was created to review and prioritize requests for conference funding and attendance by employees. The six strands are:

- Orientation and Nexus
- Teaching and Learning
- Technology
- Leadership
- Health and Wellness
- Conference Funding Review for staff, faculty and managers to submit requests for conference funding for outside professional development. These requests

are coordinated with other funding sources on campus such as grants, departmental funds, and other resources that may be available.

PDAC and LPG Membership:

PDAC's membership includes all employee groups equally. In addition, while the LPG membership is governed by the faculty contract, requiring a defined number of voting faculty and managers, classified staff representatives from PDAC have been invited to regularly attend and provide input during LPG meetings and in decision-making for Flex. In addition, members of both the PDAC and LPG committees jointly hold seats on other campus committees, such as the Teaching and Learning Committee, IDEA, EXITO-HSI Steering Committee, Distance Ed Task Force, and the District wide Professional Development Committee, as well as LMC student services committees, which enhances the membership's ability to be informed of professional development needs across the campus. The College also gathers other input that aligns with the institutional mission, and teaching and learning needs. The Teaching and Learning Committee coordinates College wide assessment and assessment-related professional development efforts, with the goal of improving teaching and learning. In addition, the PDAC Teaching and Learning sub-committee created an opportunity for faculty to work together in partnerships to learn from each other about innovative ways to teach. One of these workshops was *Spotlight on Success* was held during All College Day, spring 2012 (III.A.5.a-1) and other related workshops are held each semester during Flex week. The College supported and hosted a two-day orientation for new faculty in June, 2013 (III.A.5.a-2). Finally, several teaching mentorship partnership opportunities were created by the sub-committee (III.A.5.a-3) which provided resources to support faculty partnerships in ways to share and learn from each other about teaching. (III.A.5.a-4).

Classified staff professional development needs are currently addressed in many ways. The most significant regular activity is Job Links, which is hosted by a planning committee of Classified Staff representatives throughout the District. This day of workshops is held each June and is organized like a conference. While all employees are welcome, the event is mainly targeted to and attended by classified staff. In February 2014, the District announced that the District wide Professional Development Committee has facilitated an opportunity for all CCCCD employees to access to a full year of free access to lynda.com, a quality web-based online library of software tools and other skills learning tools such as project management, customer service, marketing tips, productivity pointers, et cetera. LMC's PDAC supported this decision when it was consulted prior to purchase of lynda.com. The members of the professional development committees at the District and LMC are excited at this opportunity to provide quality professional development in response to many employees' request for software training.

LMC and the District have been providing multiple strategies for training faculty on the new course management system, Desire 2 Learn (D2L). Trainings include workshops during Flex week at LMC, workshops at DVC, and follow-up face-to-face trainings including Skype sessions. The fall 2014 Focused Professional Learning

(Flex) day will be a full day of workshops and speakers focusing on "Innovative Technology". The workshops will include technology trainings for faculty, staff and managers.

All staff are encouraged to submit presentation proposals as well as attend professional development (Flex) activities during Professional Development (Flex) week, with the highest participation taking place during All College Day/Opening Day and Focused Flex activities. In answer to a College wide request for input on what the focus should be for Focused Flex in spring 2014, the Classified Senate recommended a focus on safety. The LMC management supported this suggestion, and the spring 2014 Focused Flex was titled "All About Safety" with a full day of activities addressing the following topics:

- Red Cross presentation on "Ensuring Your Safety"
- How LMC is ensuring campus safety
- Safety video – "Active Shooter" (64 percent of workshop attendees valued this workshop as the most beneficial) (CR-30, III.A.5.a-5)
- Simulation exercises in small groups
- Hands-on fire extinguisher training

Self Evaluation

LMC meets this Standard. As an example, employee feedback from overall Flex, All College Day, and Focused Flex on "All About Safety" from spring 2014 Flex included:

- "Best All College Day ever."
- "I LOVED hearing from real LMC Students! It was so inspiring! (spring 2014, All College Day)
- When asked which professional development activity during spring 2014 Flex influenced your work the most, a respondent stated "Opening Day, Nick Garcia's presentation."
- "I really enjoyed the entire workshop on strategic planning, especially as a new faculty member!" (spring 2014)

While some classified staff are able to leave their work area during the week prior to the start of the semester, many are not. Discussions are taking place in PDAC, Classified Senate, and in President's Council on ways to increase and welcome classified staff to professional development opportunities, including encouragement and support by department managers. Classified staff are also welcome to submit requests to the PDAC Conference Funding committee for conference attendance, as well as to request funding from their departments. Selected members of the classified staff (as well as faculty and managers) were also invited to attend the Student Success Conference in San Francisco in October 2013.

The District offers an annual Leadership Institute, open to members of all employee groups to apply for selection. Classified are well-represented at the Institute.

Although the District's chancellor was scheduled to take a sabbatical in fall 2014 to research professional development best practices and how to bring those practices to CCCCD employees with one of the primary goals of improving employee morale through professional development, she has place this sabbatical on hold. However, the Chancellor continues her efforts in this area and has contacted the professional development coordinators at each campus to begin planning a district wide day of professional development, tentatively scheduled for All College Day on January 9, 2015.

In an Employee Satisfaction Survey distributed to all LMC employees in January 2014 by the LMC Office of Planning and Institutional Effectiveness, responses to questions about professional development were reviewed and evaluated by the Office of College Advancement. The results are listed below:

The following percentages are those who strongly or moderately agree with the statement:

- 78 percent: LMC provides effective professional development opportunities
- 71 percent: Made changes to their curriculum, pedagogy and strategies of working with students as a result of their participation in professional development
- 74 percent: Employees are encouraged to participate in professional development by their supervisors
- 83 percent: Increased their engagement and collaboration with colleagues across campus
- 87 percent: Enhanced their personal and professional skills
- 83 percent: Feel like professional development has had a positive effect on the success of students.

PDAC and professional development staff feel confident that LMC is creating and maintaining a culture of professional development with the ultimate goal of the improved success of our students.

During a Strategic Planning session held by the Office of Planning and Institutional Effectiveness in January, 2014, the District senior dean of research and planning shared a chart provided by the RP Group which compiled the results of their study in 2009 on levels of activity at California Community Colleges on state wide professional development initiatives which are listed below:

Professional Development Programs:

- Faculty Inquiry Network (FIN)
- Strategic Literacy Initiative (SLI)
- California Leadership Alliance for Student Success (CLASS)
- CCC BSI Professional Learning Network (3CSN)
- Digital Bridge Academy (DBA)

Los Medanos College had the highest incidence of involvement in all types of professional development included in the study in the state (III.A.5.a-6).

Efforts continue to identify and collaborate with "pockets" of professional development across campus. Personnel are encouraged to post all trainings on the District's professional development registration site, so that professional development activities can be documented, coordinated, and reported. Staff from LPG and PDAC communicate with the campus community throughout the semester to notify personnel about training opportunities, options for Variable Flex credit hours, and related processes. The professional development staff and committee members continue to make improvements to processes based on feedback received from evaluation surveys at the end of Flex week.

LMC continues to identify gaps and needs in professional development, and research opportunities to fill these needs. This is done by the members of PDAC and LPG, who serve on multiple campus committees and are members of departments across the campus, where they gather input and share out at the PDAC and LPG meetings. The professional development coordinator function is currently provided by an administrative assistant in the Office of College Advancement who co-chairs PDAC and is staff liaison to LPG, and coordinates many of the processes and activities for PDAC and LPG campus wide. In order to continue our robust support of professional development, the College is considering through the College's program review and resource allocation processes how to augment staffing support in this area.

Actionable Improvement Plan

None.

III.A.5.b: With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The College offers professional development based on the identified needs of its personnel as described above. A list of what is offered can be found on the District registration site on InSite (III.A.5.b-1). In addition, the institution allocates funding for its personnel to attend conferences based on available resources, after the application is reviewed for relevancy of content, and funding recommendations by PDAC. The Office of College Advancement oversees this process and maintains records of PDAC's review of conference funding.

The institution identifies teaching and learning needs through review of the District wide Professional Development Survey results for teaching and learning; through the work of the Teaching and Learning Committee (TLC), the PDAC Teaching and Learning sub-committee, and other interdepartmental committees. Teaching and learning needs are identified from the survey results, which are used as a guide to create and implement new and continuing professional development activities.

The new five-year assessment cycle (II.A.2.f-1) streamlines the assessment model and integrates SLO assessment with course outline revisions, professional development, and resource allocation processes by connecting it to the comprehensive unit/program review and the required annual program/unit review update. This revised process enables professional development to be identified at the course, program, and institutional levels.

Academic program reviews indicate that the advisory boards required in the career and technical education (CTE) areas provide helpful professional development to staff and faculty in the areas of identifying the type and focus of training LMC students should obtain in order to seek employment in the workforce (II.A.2.b-14).

PDAC and its sub-committees continually refer to the results of the annual District wide Professional Development Survey and identify priorities at the beginning of the academic year, as well as throughout the year, as new or changing initiatives occur that require professional development support. At the conclusion of each professional development activity, surveys are conducted of participants on the value and content of the activity.

The PDAC Conference Review sub-committee and the Office of College Advancement staff regularly follow up with conference attendees with a survey monkey immediately upon their return from a professional development activity requesting feedback on their experience. (CR-33, CR-34, III.A.5.a-5, III.A.5.b-2). In addition, the PDAC Conference Funding application form includes questions about

the attendee's plans to share the information with the campus, their department, other staff, et cetera and the response is an important criterion in the funding decision.

Self Evaluation

This Standard has been met. The College evaluates all of its Flex workshops and other professional development activities with a common evaluation form developed by the District. In addition, further custom evaluation is often done using a more targeted approach, such as Survey Monkey. With this additional information, the College can offer new or continued activities that are customized to employees' identified needs. Customized surveys using Survey Monkey have been used to "drill down" to obtain more specific feedback about professional development activities -- examples include the post-conference survey that is sent to all conference attendees funded by PDAC when they return from their conference and the Survey Monkey that is sent out immediately after Flex week. The College's goal is to strive for higher response rates to the District wide Professional Development Survey.

Classified staff attendance at pre-semester Flex activities is sometimes low, due primarily to the high demand for student services at the start of the semester. More formal support or alternative solutions from the supervising manager may be needed. Another idea is to schedule an entire day of Professional Development workshops so that varying schedules and business needs can be addressed. The PDAC Conference Funding sub-committee has created a new funding rubric and criteria for the review and approval process for conference funding and evaluation/assessment of conference attendance.

Online instruction will require an integrated strategic training plan for both the technical aspects of this undertaking, as well as the pedagogical aspect. Management, planning, coordination and oversight of this work needs to be considered. A resource allocation proposal was approved for distance educational technology staff for 2013-2014. With this funding, two faculty members received reassigned time to co-chair the Distance Education Committee. One of these co-chairs will also lead the coordination of distance education training and is maintaining a webpage for information on training.

The College is aware that it needs to collect and make available the data that indicates increased professional development both within departments and campus wide has a documentable effect on student success. PDAC's proposed charges to SGC, approved by SGC in February 2014 (III.A.5.b-3, III.A.5.b-4), include the evaluation of the impact of professional development on student success. The institution as a whole is currently considering additional methods to do this including the examination of program review documents, which now include specific examples of newly implemented professional development and their impact on students' performance in the classroom. If a faculty member attends a professional development event and learns a new teaching strategy or tool, once implemented, faculty can measure student improvement via tests and scores after the new teaching tool is implemented (III.A.5.b-5). PDAC is currently looking at new strategies to

work in a more integrated way with the Teaching and Learning Committee on professional development with regard to assessment.

Actionable Improvement Plan

None.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The *Educational Master Plan* (EMP) (ER-7) completely revised during the 2006-2007 academic year, drives all planning at the College. The Plan's values (learning, collaboration, communication and engagement with the community) and goals – improved learning, a goal-oriented educational environment, high quality programs, fiscal wellbeing, and innovation/ inclusiveness/ collaboration – all have a clear impact on human resources decisions.

The LMC "Box 2A" committee uses the EMP in addition to enrollment management plans to prioritize faculty hiring requests before making its recommendations for hires to the College president. The committee also considers the *Interim Strategic Priorities 2012-2014* (ER-52) including specific priorities such as the Puente Program, and initiatives such as Basic Skills in determining the ranking of position requests for full-time faculty.

The Shared Governance Council also considers the EMP in making classified hiring recommendations to the College president. The District commissioned the Hay Group to study some confidential, management and supervisory positions to make sure that they were appropriately defined, classified and aligned (III.A.6.-1, III.A.6.-2). As a result, the classification of some positions changed, during the 2007-2008 academic year. A new and more comprehensive study is now in progress by the Hay Group for all classified job titles. In three distinct job families, each classified employee of the College and their supervisors attended a College Assembly. In this assembly, the process of position evaluation was discussed and each classified employee was instructed to review his/her current job description, and choose whether the job description was adequate. If not, the Hay Group provided a template and guide for the evaluation of job duties, and how to submit a more complete description of tasks performed and the percent of time those tasks take. There was a deadline for submission of the assessment to their supervisor, and the supervisor had a review and comment timeline. The Hay Group is currently comparing all classified job titles to the market, and plans on revealing those results to District management and Local 1 in fall 2014. Subsequent action may be changes of job titles and salary ranges for a variety of classified employees.

Beginning with fall 2006 program/unit review and planning, the process (I.A.3-5, I.B.3-24, I.B.3-25, I.B.3-26) requires all programs to state their resource needs, including human resources. A specific question was asked regarding the adequacy of program full-time faculty and staff.

The LMC management team regularly assesses the effectiveness of the College's human resources by timely implementation of employee evaluation processes and by periodic evaluation of the overall College structure. As a result, improvements are proposed and implemented. At times, these reviews result in a Local 1 reclassification process for staff. More specifically, each time a position vacancy occurs, the department and management conduct an assessment of the need to fill the position "as is", to modify it based on changing College needs, or to determine whether that the position is no longer needed. In the latter case, the position may be reallocated to cover a more pressing institutional need.

Self Evaluation

This Standard has been met. LMC has well designed planning processes, which clearly tie human resources planning to the *Educational Master Plan* and the mission of the College. The College evaluates the effectiveness of its human resources, as demonstrated by the president's implementation of a significant reorganization (INT-3, INT-4, INT-6) in spring 2013. Examples include adding a third instructional dean and the realignment of CTE and general education instructional areas between the deans, adding a senior dean of planning and institutional effectiveness position, and the supervision of the Brentwood Center placed under the senior dean of student services, along with the elimination of a management position.

Actionable Improvement Plan

None.

Standard III.A - Evidence List

CP-19	Student Services Procedure 3027, *Student Code of Conduct*
CP-21	Human Resources Procedure 1010.02, *Uniform Employment Selection Guide*
CP-27	Board Policy 2055, *Whistleblower Protection*
CR-3	SGC 11Apr2012 Minutes-Approval of SLO Assessment Model
CR-4	Academic Senate Minutes 12Mar2012-Approval of SLO assessment model
CR-5	List of 2012-2013 Cohorts Courses Assessed
CR-6	Public Drive Course Level and Program Assessment Folder Screenshot
DR-3	Board Policy 2056, *Code of Ethics*
DR-4	Human Resources Procedure 1040.08, *Employee Code of Ethical Behavior*
DR-5	United Faculty Revised Evaluation Forms
ER-2	2014-2015 College Catalog
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-7	*LMC Educational Master Plan 2006-2016*
ER-11	Board Policy 1010, *Code of Ethics of the Governing Board*
ER-19	Spring 2014 Schedule of Classes
ER-20	Summer 2014 Schedule of Classes
ER-21	Fall 2014 Schedule of Classes
ER-35	*Minimum Qualifications for Faculty and Administrators in California* Community Colleges *2012-2014*
ER-36	*United Faculty Contract 2011-2014*
ER-37	*Uniform Employment Selection Guide*
ER-57	*Student Learning Outcomes: A New Model of Assessment spring 2012*
I.A.1-6	SGC Minutes 042314
I.A.1-14	LMC Student Satisfaction Survey 2013
I.A.3-4	College Assembly February 2013 Accreditation Update PowerPoint
I.A.3-5	President Bob Kratochvil Email 08Feb2013, 2012-13 Unit Program Review and RAP documents due 25Feb2013
I.A.3-8	SGC Minutes 050813
I.B.1-13	List of Flex Workshops-January 2013
I.B.1-14	List of Flex Workshops-spring 2014
I.B.1-15	College Assembly 31Mar2014 GE Assessment PowerPoint
I.B.1-19	SGC Minutes 121113
I.B.1-38	Faculty Survey on Assessment Results spring 2011
I.B.1-43	College Assembly 01Nov2010 CUE Presentation PowerPoint
I.B.2-19	Department Chairs Meeting Agenda and Minutes 01Oct2013
I.B.2-20	Department Chairs Meeting Agenda 04Feb2014
I.B.3-24	What is Program Review?
I.B.3-25	Steps to Conducting a thoughtful Program Review

I.B.3-26	Guide to Program Unit Review 2014-2015
I.B.4-17	LMC Strategic Planning 1st Retreat-RSVP Sign-in Sheets
I.B.4-18	LMC Strategic Planning 2nd Retreat-RSVP Sign-in Sheets
I.B.4-19	LMC Strategic Planning 3rd Retreat-RSVP Sign-in Sheets
I.B.6-6	LMC SharePoint-RAP Proposals and PR Objectives spring 2012
II.A.2.b-14	ETEC Advisory Board Minutes 02Aug2007
II.A.2.c-4	Summary Evaluation Form for Faculty-Blank
II.A.2.f-1	Integrated Model of SLO Assessment: A Synchronized Five-Year Cycle (diagram)
II.B.2-3	Student Complaint Form and Procedures
III.A.1.a-1	Governing Board Policies and Administrative Procedures
III.A.1.a-2	Human Resources Department Procedures
III.A.1.a-3	Faculty Box 2A Hiring Training PowerPoint
III.A.1.a-4	2014 District HR Training Title 5 and EEO Regulations Workshop Email 06Feb2014
III.A.1.a-5	Title 5 and EEO Regulations February 2014 District HR Training PowerPoint
III.A.1.a-6	Human Resources Procedure 1010.01, *NonDiscrimination Procedures and Faculty and Staff Diversity Program (FSDP)*
III.A.1.a-7	Human Resources Procedure 1010.03, *Employee Participation in Applicant Selection Process of Relatives*
III.A.1.a-8	Human Resources Procedure 1010.04, *Telephone Pre-employment Reference Check*
III.A.1.a-9	Human Resources Procedure 1010.06, *Hiring of Contract Administrators*
III.A.1.a-10	*Uniform Employment Selection Guide*-Section III
III.A.1.a-11	Faculty Job Announcements
III.A.1.b-1	New Employee Orientation Checklist
III.A.1.b-2	Local One Contract 2013-2016
III.A.1.b-3	Human Resources Procedure 3080.02, *Evaluation of Confidential and Supervisory Employees*
III.A.1.b-4	Human Resources Procedure 3080.03, *Classified Management Personnel Performance Evaluation*
III.A.1.b-5	Human Resources Procedure 3080.05, *Evaluation of Classified Contract Administrators*
III.A.1.b-6	Human Resources Procedure 3080.04, *Participation in the Academic Classified Management Evaluation Process*
III.A.1.b-7	Classified Evaluation Project Kick-Off July 2010
III.A.1.b-8	Classified Evaluation Form
III.A.1.b-9	Faculty Evaluations Database fall 2013
III.A.1.b-10	Management, Supervisory and Confidential Employees Personnel Manual

III.A.1.b-11 LMC Management Evaluation Cycle 2013-2020

III.A.1.c-1 Classroom Observation Form for Teaching Faculty
III.A.1.c-2 Tentative Agreement between CCCCD and UF 2014-2015
III.A.1.c-3 Office of Instructions Forms Webpage Screenshot
III.A.1.c-4 Part-Time Faculty Evaluation Checklist
III.A.1.c-5 Peer Review Committee Checklist (Evaluation of Tenured Faculty)
III.A.1.c-6 Tenure Review Committee Checklist (Evaluation of Probationary Faculty)
III.A.1.c-7 Self-Evaluation for Online Classroom Faculty
III.A.1.c-8 Self Evaluation for Classroom Faculty
III.A.1.c-9 United Faculty Tentative Agreement 2013-2014
III.A.1.c-10 P Drive Archived Course Outline of Records Screenshot and Master List with Disciplines
III.A.1.c-11 Course Assessment Improvement Plan Samples 2012-2014
III.A.1.c-12 Stipend List for Assessment/Assessment Improvement Plan Completion by Adjunct Faculty
III.A.1.c-13 Teaching and Learning Committee Minutes 25Mar2014
III.A.1.c-14 Teaching and Learning Committee Agenda 25Mar2014
III.A.1.c-15 Teaching and Learning Committee Minutes 15Oct2013
III.A.1.c-16 Teaching and Learning Committee Agenda 15Oct2013
III.A.1.c-17 United Faculty of Contra Costa Community College District Website Screenshot
III.A.1.c-18 United Faculty Appendix X - Revised 31Mar2010
III.A.1.c-19 ENGL 083 Course Outline of Record
III.A.1.c-20 Program Level Student Learning Outcomes-PSLOs Samples
III.A.1.c-21 Improvement Plan for Classroom Faculty
III.A.1.c-22 Improvement Plan for Counselors
III.A.1.c-23 Improvement Plan for Learning Disability Specialists
III.A.1.c-24 Improvement Plan for Librarians
III.A.1.c-25 Improvement Plan for Online Classroom Faculty

III.A.1.d-1 Orientation Checklist-Hiring Manager
III.A.1.d-2 Board Policy 2002, *Unlawful Discrimination and Harassment*
III.A.1.d-3 Board Policy 2045, *Smoking Policy*
III.A.1.d-4 Board Policy 2046, *Drug-Free Environment and Drug Prevention Program*
III.A.1.d-5 Board Policy 2050, *Lethal Weapons on District Property*
III.A.1.d-6 EthicsPoint - Make a Report Webpage Screenshot
III.A.1.d-7 Ethics Point - Follow Up on Report Webpage Screenshot
III.A.1.d-8 Board Policy 2001, *Nondiscrimination Policy*
III.A.1.d-9 Human Resources Procedure 1040.07, *Unlawful Discrimination and Harassment*
III.A.1.d-10 Curriculum and Instruction Procedure 4005, *Student Appeals for Grade Changes*
III.A.1.d-11 Liability Insurance Employee Brochure

III.A.2-1	Enrollment Management Committee Membership Roster Webpage Screenshot
III.A.2-2	Enrollment Management Committee Webpage Screenshot
III.A.2-3	Enrollment Management Townhall Assembly August 2012
III.A.2-4	Enrollment Management Guiding Principles
III.A.2-5	Enrollment Management Agenda 15Oct2013
III.A.2-6	Enrollment Management Minutes 15May2012
III.A.2-7	Enrollment Management Schedule Development Form
III.A.2-8	Email Announcement Beginning Resource Allocation Process for 2014-2015 Requests 03Feb2014
III.A.3.a-1	Governing Board Policies and Procedures Webpage Screenshot
III.A.3.a-2	Board Policy 2052, *Equal Employment Opportunity*
III.A.3.b-1	Human Resources Procedure 1040.01, *Protection of Confidential Data*
III.A.3.b-2	Human Resources Procedure 1040.02, *Personnel File Contents*
III.A.3.b-3	On-Base Two Day Training Agenda March 12-13, 2014
III.A.3.b-4	On-Base Quick Reference Guide-Scanning and Indexing
III.A.4.a-1	4CDLI Group Projects Reports 2010
III.A.4.a-2	Teaching Excellence Internship Program
III.A.4.a-3	Strategic Conversation on Ethnic Diversity in the CCCCD Workplace
III.A.4.a-4	District Workforce Diversity Efforts and Student, Employee and Service Area Demographics
III.A.4.a-5	Facilitated Discussion on Workforce Diversity CCCCD 2013
III.A.4.b-1	Governing Board Report 08May2012 Reduction/Elimination Management and Classified
III.A.4.b-2	Governing Board Report 27Jun2012 Reduction/Elimination Management and Classified
III.A.4.b-3	Governing Board Report 25Jul2012 Reduction/Elimination Management and Classified
III.A.4.b-4	Governing Board Report 22May2013 Reduction/Elimination Management and Classified
III.A.4.b-5	Governing Board Report 26Jun2013 Reduction/Elimination Management and Classified
III.A.4.b-6	Governing Board Report 24Jul2013 Reduction/Elimination Management and Classified
III.A.4.b-7	EEO Committee Minutes 07Feb2012
III.A.4.b-8	CCCCD EEO Plan-December 2007
III.A.4.c-1	District Mission, Vision and Goals Webpage Screenshot

III.A.5.a-1	Spotlight on Success Workshop-All College Day spring 2012
III.A.5.a-2	PDAC Resource Request English and ESL June 2013 Training Workshops
III.A.5.a-3	PDAC Proposal - The Teaching Network 27Jan2011
III.A.5.a-4	Faculty Network/Professional Development Share Sample
III.A.5.a-5	Spring 2014-Focused Flex/All College Day Survey Monkey Results
III.A.5.a-6	RP Group Mapping the Statewide Initiatives-A Geographical Profile of Program Activity at CA Community Colleges
III.A.5.b-1	InSite Professional Development List of Workshops as of 19May2014
III.A.5.b-2	Application for Conference Funding Form
III.A.5.b-3	PDAC Report to SGC 25Apr2012
III.A.5.b-4	PDAC Report to SGC 12Feb2014
III.A.5.b-5	Summary of General Ed Report 2014
III.A.6-1	CCCCD Classification and Compensation Study-Results and Market Analysis - February 2007
III.A.6-2	CCCCD Governing Board Report No. 30-A October 24, 2007
INT-3	College Assembly 04Mar2013 PowerPoint
INT-4	College Assembly 01Apr2013 PowerPoint
INT-6	2014 LMC Administration Organizational Chart
INT-10	2013 Environmental Scan
OR-2	College Assembly October 2012-Accreditation PowerPoint
OR-8	College Assembly September 2013 Accreditation and Environmental Scan PowerPoint
OR-9	College Assembly November 2013 Accreditation Update PowerPoint

listed in alpha-numeric order

III.B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Los Medanos College facilities are safe and sufficient to support the College's mission, programs and services to enhance student learning. The facilities and equipment have been significantly improved since the last accreditation site visit in 2008.

III.B.1.a: The institution plans, builds, maintains, and upgrades or replaces the physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The CCCCD chief facilities planner assists the College with the development of long-range facilities master plans and manages major capital improvement projects under those plans. The chief facilities planner also works collaboratively with the College to develop the five-year scheduled maintenance plan, the annual scheduled maintenance project execution plan, and provides those details to the State Chancellor's Office. The District also monitors and reports funding allocations and expenses for these programs to the College. The *LMC Facilities Master Plan (2007)* (I.B.1-24) and the *Eastside Campus Master Plan Update (2010)* (I.B.1-25) provide the basis for all the facilities projects. End-user input is included during the planning, construction or remodeling phases.

The 2002 and 2006 local construction bonds, passed by the residents of Contra Costa County, have provided the funds to make significant additions and improvements to the campus which include new buildings, a remodeled student services hub, renovations to improve classrooms and labs, upgrades to equipment, improved student access, and major maintenance.

Improvements to the Pittsburg campus since the last accreditation site visit in fall 2008 include:

- Relocation and expansion of the Nursing and Emergency Medical Services facilities, including two simulation rooms and a mock-ambulance (completed fall 2012).
- Relocation, expansion, and modernization of Central Services (completed fall 2012).
- Relocation, expansion, and modernization of Business Services (completed fall 2012).
- Remodel of existing space and relocation of Student Life Office (completed fall 2012).
- Expansion of Parking Lot B to add needed parking spaces (completed in fall 2011).
- Expansion of the Art Department (completed in fall 2010).
- Remodeling and relocation of the Office of Instruction (completed in spring 2009).
- Remodeling and addition of three large classrooms on level 1 of the Core Building (completed in spring 2009).
- Remodeling and addition of 3,600 square feet of space dedicated to tutoring and student leadership development (completed in spring 2009).
- Remodeling and relocation of Computer Science classroom and lab facilities to second floor of the Core Building (completed in spring 2009).
- Remodeling and creation of a mega-computer lab serving students in Computer Science and other programs across the College (completed in spring 2009).

Planned and continuing construction projects include expansion and integration of Student Services into a "one-stop" facility -- construction started December 2012 with completion expected in December 2014.

Since many of the improvements, like the Student Services project, have been done on existing areas of the campus, extensive areas of the Pittsburg campus have been renovated and remodeled to create "swing space" for departments and programs that have had to be displaced as a result of the student services remodeling project. "Swing space" is defined as the temporary space for relocated departments or units during renovation of the permanent space or during the construction of new space to house these departments or units such as Admissions and Records, Counseling, Equal Opportunity Programs and Services, Disabled Students Programs and Services, Welcome Center, Student Success Center, Financial Aid, Transfer Center, President's Office, LMC Foundation Office, Grants Development Office, and the Office of Planning and Institutional Effectiveness. These functions are all currently housed in various swing spaces on campus and will be moved to their permanent spaces in early spring 2015, once the student services capital construction project is completed.

In addition to new construction and remodeling projects at the Pittsburg campus, the Brentwood Center has been progressively expanded. The Brentwood campus received official "Center Status" in spring 2012. Since the last accreditation site visit, LMC has amended its facilities lease agreement with the City of Brentwood two times in an effort to expand the facilities to meet growing student demand and further develop specialized facilities to address programmatic needs. The original square footage of

the Brentwood Center was 17,500; two expansions were completed in the first decade and one more expansion is in progress. The first expansion, completed in 2008, added 1950 square feet creating three new classrooms. The second expansion was completed in 2010 and added 2230 square feet converting a classroom into a tutoring lab, adding a math lab, and an additional classroom. The third expansion in progress will add 1,817 square feet in July 2014, which includes a science lab and a prep room. In order to improve student services and promote student leadership, an existing office (room 62) was converted into a dedicated student services resource space (III.B.1.a-1, III.B.1.a-2).

Enrollments at the Brentwood Center and the Pittsburg campus were reduced due to the funding constraints and the workload reductions imposed by the state between 2009 and 2013. However, now with funds for growth, the Brentwood Center enrollment increases again are the highest of any site in the District. In spring 2013, the Brentwood Center had 104 sections and served a headcount of 2285 students with an FTES of 491.42 at census. In spring 2014, the Center grew to 127 sections with a headcount of 2471 students with an FTES of 569.88 at census. As funding allows, the number of students and sections will continue to increase. Given the rapid growth and high demand for class sections in far East County, it is a high priority for the College to construct a new and larger Brentwood Center facility with the local bond approved by the residents of Contra Costa County in June 2014.

The College offers two off-site academies – the Fire Academy at the Contra Costa Fire Training Center in Concord and the Police Academy at the Law Enforcement Training Center in Pittsburg. Both these facilities are maintained by the site owners. Classes are offered at these sites on the basis of contracts.

The Buildings and Grounds manager and his staff are responsible for maintaining all physical resources on campus in Pittsburg, as well as, addressing issues that arise in the Brentwood Center. To that end, a number of facility, equipment and safety issues have been addressed during the past several years, with District and Redevelopment Agency funds. As a part of capital improvement projects at the Pittsburg campus, HVAC systems have been updated in the art area, English area, social science area, Office of Instruction, nursing/EMT area, and the student tutoring labs. Infrastructure updates have included sewage lift station replacement, high voltage cable replacement, and the replacement of several boiler heat exchangers. Major maintenance includes ongoing boiler and chiller maintenance, along with roof maintenance, pool maintenance, and maintenance of athletic fields.

The Buildings and Grounds Department is notified about maintenance concerns via an easy to use online work order system, M-Plus. General campus maintenance and mechanical equipment replacement is based on a priority system and an online work order process, which provides an efficient means to address campus needs. Faculty, classified staff, managers, and students have the ability to submit work orders via the online work order system, which is accessed via the InSite Portal (III.B.1.a-3). The priority system for maintenance and integrated mechanical equipment is managed by the buildings and grounds manager. Priority is established based on student and staff safety, followed by asset protection.

The online system has provided direct access for all groups to report concerns directly to Building and Grounds. The online paper-less process has proved to be more efficient than going through campus mail, especially since the College has expanded to multiple buildings from the original single College Complex. The online system also allows the Buildings and Grounds Department to keep accurate records of current and past work order requests. This record of previous work orders allows the buildings and grounds staff to give higher priority to repeat issues.

Equipment needs to support distance delivery modes (computers, servers, information technology equipment, etc.), both in and outside the classroom, are maintained by the College's Instructional Technology and Services (IT&S) Department. Computers with standardized software and servers to support distance delivery modes are located at a variety of locations at the Pittsburg and Brentwood campuses. The LMC Computer Lab Grid shows the locations, number of computers and current software for computer-based classrooms, computer labs, and other areas where student computers are available (III.B.1.a-4). All campus instructional computers have a standard set of software installed, which includes the Microsoft Office Suite, Internet Explorer and Firefox web browsers, various add-ons (Silverlight, Acrobat Reader, Flash player, etc.), Symantec End-point protection (anti-virus, network protection, etc.), and Faronics Deep Freeze. Additional instructional software is installed in specific computer labs to support the specific instructional needs of the lab.

There are currently 55 smart classrooms at the Pittsburg campus and seven at the Brentwood Center. Additional classrooms will be converted into smart classrooms as funding becomes available (III.B.1.a-5). The standard equipment package for smart classrooms includes an LCD projector, computer workstation, DVD/VCR player combo, speakers, switching equipment, and a connection to the campus network and Internet. In addition to the smart classrooms with built-in equipment, several cost-effective and efficient smart carts are available at both the Pittsburg and Brentwood campuses with laptops, LCD projectors, and DVD/VCR player combinations. These mobile smart carts are delivered to classrooms and meeting rooms as requested.

The networks at both the Pittsburg campus and Brentwood Center have recently been upgraded through the bond-funded Infrastructure Upgrade Project (IUP) (III.B.1.a-5).This project, completed in spring 2014, funded the upgrade of network switches, routers, wireless access points, and firewalls and added equipment and additional network cabling to support voice over IP (VoIP).

Servers are housed at both the Pittsburg and Brentwood locations, while the main server farm is located at the Pittsburg campus. A majority of the servers located in Pittsburg have been virtualized using VMware's ESX infrastructure, Dell servers, and an EMC SAN. Servers provide services such as the College intranet, authentication, application serving, network file storage, print services, and backup. The Pittsburg server farm hosts the LMC's website; and it hosted the learning management software, Blackboard, until it was retired at the end of fall 2013 semester.

All full-time faculty, staff, and managers are provided a desktop computer in their office. Part-time faculty have access to a desktop computer, if they need one. As with

instructional computers, employee computers have the same standard set of software installed (see above) when delivered. Other CCCCD-owned software can be installed on employee computers as needed, if done so under the licensing agreements for the software packages.

Effective spring 2014, the online Learning Management System (LMS) Desire2Learn (D2L) is now the standard LMS used throughout the District for all fully and partially online classes, as well as, in those classes that use the LMS as a supplement. Faculty training on D2L is ongoing via Flex (III.B.1.a-6, III.B.1.a-7).

Self Evaluation

LMC meets Standard III.B.1.a by planning, building, maintaining, and upgrading facilities effectively to ensure a quality learning environment for LMC's students.

LMC has committed significant resources for the improvement of its existing facilities. Planning started in spring 2014 for a new PE Complex for the total replacement of the existing PE buildings, with the exception of the gymnasium. All planning and construction is done in accordance with the Los Medanos College *Facilities Master Plan (2007)* (I.B.1-24) and the *Eastside Campus Master Plan Update (2010)* (I.B.1-25). Areas for improvement mentioned in the 2013 Student Satisfaction Survey such as the "availability of recreational opportunities and facilities on campus" will be addressed by the new PE Complex (I.A.1-14).

The institution evaluates the effectiveness of facilities and equipment in meeting the needs of programs and services through annual program review updates, and surveys of employees and students.

In the 2013 Student Satisfaction Survey, respondents were asked to rate the classroom and physical environment (including lighting, heating/cooling, cleanliness, comfort of seats, etc.); 87 percent of students were very satisfied or satisfied. With regard to "safety on campus", 83 percent of respondents were either very satisfied or satisfied. Seventy-one percent of students were satisfied or very satisfied with the "availability of spaces for individual and group study on campus"; 71.4 percent of students were very satisfied or satisfied with the "space on campus for relaxing or socializing between classes"; 57.7 percent of students were satisfied or very satisfied with the "availability of recreational opportunities and facilities on campus"; 49.6 percent of students were satisfied or very satisfied with the "availability of parking on campus." It should be noted that since the last accreditation site visit, 407 spaces were added to parking lot B (I.A.1-14).

In the 2014 Employee Satisfaction Survey, respondents were asked to rate the physical facilities and safety on campus. With regard to the physical facilities, 79.7 percent strongly agreed or agreed that the "aesthetics of the campus were adequate", 86.1 percent strongly agreed or agreed that the "appearance of campus landscaping was adequate"; 69.4 percent strongly agreed or agreed that the "cleanliness of the campus, including classrooms and restrooms is adequate." With regard to safety, 55.6 percent strongly agreed or agreed that "safety on the campus is adequate." With

regard to lighting specifically, 58.3 percent strongly agreed or agreed that the "lighting in the parking lot is adequate", and 73.9 percent found the "lighting in the hallways is adequate." Seventy-five percent of the staff strongly agreed or agreed that "the parking facilities are adequate." (III.B.1.a-8).

The results of both surveys were reviewed by the administration, including the buildings and grounds manager, in order to prioritize improvements within the framework of the *Facilities Master Plan (2007)* and the *East Side Campus Master Plan Update (2010)*. The feedback about improving lighting in the parking lots and the need for larger classrooms and improved computer technology are being addressed in facilities planning and during the resource allocation process. While changing the size of the classrooms in the existing buildings is difficult to do, the need for bigger classrooms is being addressed in the new buildings. In regards to computer resources for students and employees, these will be addressed in the draft LMC Technology Strategic Plan, which will go through the review and governance process prior to approval in fall 2014.

Program review, which is done on an annual basis, is also used to provide guidance as to the effectiveness of the use of facilities and equipment. Programs and departments that have needs for new equipment or facilities document the need(s) as part of their review. Funding for equipment is processed through the resource allocation process (RAP) (I.B.3-5, I.B.3-6, I.B.4-3, I.B.4-4, I.B.4-5). Other facilities needs are addressed through a variety of funding sources, including bond measures. Please see below for a list of bond funded facilities that have been completed (such as Nursing/EMT) or are planned for the future (such as the Physical Education Complex).

College facilities are not restricted to staff and student use only. The College routinely opens its facilities for community use. In particular, Library Room L109, also known as the "Community Room", is used by a wide range of community organizations, such as the Red Cross, the County Supervisor's Office, County-wide Science Fair, etc. (III.B.1.a-9). Other areas of the campus that have been used by community organizations include the swimming pool, music recital hall, and the football field (III.B.1.a-10).

Although scheduled long term maintenance projects continue, they are backlogged due to inadequate state funding. In 2008-2009, there was only $326,000 in deferred maintenance funding district wide, with 25 percent allocated to LMC. During 2010-2012 there were no funds for scheduled maintenance, and in 2012-2013 there was $100,000 from the College's operating budget. In 2013-2014, there was $100,000 in the College operating budget with matching funds from the state, for a total of $200,000. The deferred maintenance project list, however, amounts to $8 million (III.B.1.a-11).

The College has developed a plan to address long term maintenance projects and equipment replacement as funding becomes available (III.B.1.a-11). In addition, an existing District Business Procedure has recently been modified to require future budget increases to fund scheduled maintenance at the College, whether or not the

State Chancellor's Office provides a Physical Plant grant for facilities maintenance (III.B.1.a-12).

Actionable Improvement Plan

None

III.B.1.b: The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The facilities are regularly inspected by the Buildings and Grounds Department, Police Services, College managers, as well as, faculty and staff. A yearly "Slip, Trip, and Fall Survey" is performed by the Buildings and Grounds manager (III.B.1.b-1). Additional reviews for safety are also conducted by Police Services, with daily walks of the entire campus. Observations of potential safety hazards or needs are reported to the Buildings and Grounds Department. Evening managers on duty are also tasked with identifying and reporting safety issues to the Buildings and Grounds Department through email or the online work order system – s/he surveys night time campus conditions, especially lighting, and reports any concerns to the Buildings and Grounds Department. In an ongoing effort to improve safety on the campus, the vice president, along with the manager assigned to a specific area, inspects each area and discusses any safety concerns related to the facilities with relevant faculty/staff. When appropriate, Buildings and Grounds is notified via email or the online work order system of necessary corrections (III.B.1.b-2).

The facilities are also periodically inspected for safety by a loss control consultant with the District property and loss insurer, Keenan and Associates. A safety inspection of both the Pittsburg campus and the Brentwood Center is conducted on a two-year inspection cycle with a follow-up audit visit in the interim year. The consultant reviews and inspects the campuses to identify problems and safety hazards, and then makes recommendations for corrections. The consultant returns to campus for the follow-up audit visit to verify correction of identified items.

Hazardous material storage and disposal is evaluated annually by Keenan and Associates Insurance. As problems are identified and recommendations are made, follow-up and confirmation to address the identified issues is completed by Buildings and Grounds (III.B.1.b-3). In addition, the District submits the Certified Unified Program Agencies (CUPA) package required by the State of California to Contra Costa Health Services (CUPA 2012-13). This document describes LMC's spill response measures, emergency contacts, chemical inventory, and a business plan for handling hazardous materials and waste (III.B.1.b-4).

The College currently leases facilities from the City of Brentwood for the Brentwood Center. Beginning in fall 2013, the District Police Services added staff coverage of the Brentwood Center to match the services provided at the other District properties – a parking services officer is present during all the hours that the Center is open to the public.

The College utilizes off-site facilities for both the Police and the Fire academies. The Police Academy is located at 340 Marina Boulevard, Pittsburg; and the Fire Academy is located at 2945 Treat Blvd., Concord. These facilities are maintained by the Contra Costa County Sheriff and the Contra Costa County Fire Departments respectively, which are public agencies. These agencies and the College are subject to the same facilities standards required by the Division of State Architect's (DSA) Office. Safety of facilities at these off-campus locations is ensured by their staff who report unsafe areas of the facilities and equipment to the owners of the off-site facilities to be addressed.

The Buildings and Grounds department manager and his staff are responsible for maintaining all the physical resources on campus in Pittsburg, as well as, addressing facilities issues that arise at the Brentwood Center. Concerns about the condition of the classrooms, labs, walkways, lighting, and overall appearance are reported to the Buildings and Grounds Department for assessment and follow-up maintenance; and repairs are performed as funding and staffing are available, with safety concerns given the highest priority.

The District has developed a preventive maintenance computer program called M-Plus to enable the college buildings and grounds departments to schedule and track maintenance. All equipment is documented in M-Plus and is scheduled for regular maintenance to be performed by the College's maintenance staff. Scheduled inspections identify and address safety issues regularly.

To promote consistency throughout the District, all the colleges have adopted the same learning management system, Desire2Learn, which is managed by the District Instructional Technology Department. Computer equipment on campus, both inside and outside the classroom, is maintained by the LMC Information Technology Department. College equipment maintained includes smart classrooms, computer labs at both campuses, networks and servers, and employee computers.

In an effort to promote a safe and secure environment for all students, faculty, staff, administrators, and visitors of the College, LMC has a Safety Committee whose membership includes faculty, classified staff, students, managers, and law enforcement officers. The charges of this committee are:

- To review and update campus emergency preparedness procedures including but not limited to building monitors and evacuation procedures.
- To develop an emergency response protocol for managers including establishment of and training for an Emergency Operations Center.
- To establish and provide training and a communications plan regarding various emergency response situations to all college personnel.

- To update evacuation signage and procedures, and administer a campus wide evacuation drill (both at the Pittsburg campus and at the Brentwood campus) (III.B.1.b-5, III.B.1.b-6).

Safety monitors have been designated from each area of the campus to provide assistance should the campus need to be evacuated. This information has been shared with faculty and staff via a Flex Workshop, email, and the information is available on the LMC website (III.B.1.b-7, III.B.1.b-8). Select faculty and staff have also been trained on the use of the Automated External Defibrillator (AED) and are aware of their locations on campus (III.B.1.b-9). Selected faculty and staff have also been trained on the location of and how to properly use evacuation chairs to assist those persons to evacuate a building who are unable to navigate the stairs without assistance (III.B.1.b-10).

To further protect staff, students, and visitors, the CCCCD Campus Alert System (4CD Alert) uses a variety of methods to alert the community and emergency responders whenever a significant life-threatening hazard occurs. The system utilizes outdoor sirens located on the LMC campus. Sirens are tested on the first Wednesday of every month at 11a.m. During testing, the sirens sound for approximately 30 seconds. The system will also alert subscribers who register to receive e-mail and/or cell phone text messages (III.B.1.b-11). To be informed of any campus alerts or emergency related information, employees, students, and visitors can also follow LMC on *Twitter*.

During the hours that the Pittsburg campus is open, it is patrolled by a small staff of police officers, with the assistance of police aides. The LMC Police Services work hours are:

- Monday through Thursday: 7:30 a.m. to 11:00 p.m.
- Fridays: 7:30 a.m. to 5:30 p.m.
- Saturdays: 7:30 a.m. to 3:30 p.m.

In addition to securing the campus facilities, police officers and aides also escort students concerned about safety to or from the classroom, or address other safety issues encountered by students.

Effective fall 2013, parking officers at the Brentwood Center operate from a new work space near the main entrance, which has improved building access and security. An officer is present during all the hours that the Center is open to the public.

The College recycling program includes the following:

- Recycling bins for beverage containers and paper at most College entrances and exits, as well as in other strategic areas.
- A container to dispose of large packing boxes and cardboard.
- Containers for hazardous waste such as batteries, light tubes, excess paint products, and medical waste which are disposed by outside vendors.
- Recycling of all electronic waste such as computers and peripheral electronic equipment.

- Outside contractors are also required to recycle 50 percent of all materials removed from construction sites (III.B.1.b-12).

In an effort to assure access to all campus facilities, an updated Americans with Disabilities Act (ADA) Transition Plan was established for the College in spring 2009. The 4CD Access Database (III.B.1.b-13) has been used to guide decision making related to ADA access. Some 2006 bond funds have been designated to be used to remove barriers to access identified in the American with Disabilities Act (ADA) Transition Plan. In addition to this Transition Plan, the District and College constantly assess accessibility and remove newly identified barriers. All new construction projects listed above in Standard III.B.1 are planned and constructed with access in mind and are in compliance with current ADA standards.

ADA-related issues that are discovered are addressed. As part of the capital improvements projects, several automatic, powered, ADA accessible doors and architectural barriers to ADA access have been installed throughout campus, including a new door into the Admissions and Records Office.

Self Evaluation

Standard II.B.1.b has been met. The College provides a healthful learning and working environment; access, safety, and security are priorities for the institution.

The College continues to improve access through design and implementation of projects that meet ADA standards. LMC, once again, has an active Safety Committee, which provides input and recommendations on safety and security on campus. In January 2014, the Committee sponsored a "Focused Flex" day called "All About Safety." The program offered information on ensuring employee and student safety, information on safe campus initiatives and hands-on fire extinguisher training. Campus Police Services then facilitated simulation safety exercises, including how to respond to an earthquake and the release of hazardous materials.

Actionable Improvement Plan

None.

III.B.2: To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

The *Facilities Master Plan (2007)* was developed based on the *Educational Master Plan (2006-2016)*, both of which were approved by the District Governing Board on September 26, 2007. The *Educational Master Plan* includes an environmental scan, internal analysis, and program assessment. Comprehensive unit plans for each instructional, student services, and administrative support area of the College were reviewed and forecasts for enrollment and instructional programs were evaluated. This information served as the foundation for the development of the *Facilities Master Plan (2007)* and *Eastside Campus Master Plan Update (2010)*.

The Los Medanos College *Facilities Master Plan (2007)* (I.B.1-24) and the *Eastside Campus Master Plan Update (2010)* (I.B.1-25) addressed four key areas – the need to:

- Integrate LMC's front door aesthetic throughout the campus
- Establish and energize student support service facilities
- Improve and create opportunities for formal and informal learning environments
- Develop recreational facilities to welcome the community.

Inadequate lecture and lab space, given the continued growth of enrollment, reinforced the need for new facilities.

As a result of the *Facilities Master Plan (2007)* and the *Eastside Campus Master Plan Update (2010)*, the projects listed in Standard III.B.1.a were completed. In general, as a result of the newly remodeled areas and upgrades in the College Complex, access to smart classrooms and labs has greatly increased for students, though demand continues to outpace supply.

The College is continuing to implement the projects documented in *the Facilities Master Plan (2007)* and the *Eastside Campus Master Plan Update (2010)*. The following projects are currently being implemented:

- Expansion and integration of Student Services into a "one-stop" facility, including updating the main entrance to the College Complex to reflect the aesthetics of the newer buildings on campus, as described in the Facilities Master Plan (scheduled for completion in December 2014). All of the services that will be housed in the new Student Services building (Admission & Records, Financial Aid, Welcome & Information Center, Assessment, Disable

Student Programs and Services, EOPS, CALWORKS/CARE, Counseling, Transfer Center and the President's Office) will be transitioned into this space during the spring 2015 semester. The "swing space" that was created to temporarily house these entities will be largely converted back into instructional space. The Facilities Master Plan outlines additional projects and buildings that will be implemented once funding is secured.

- Relocation, expansion, and modernization of Physical Education facilities (intensive planning started in spring 2014).

While a considerable amount of construction has been done on the Pittsburg campus, the Brentwood Center has also undergone expansion and remodeling to address the needs of the programs, students, staff, and faculty as stated earlier in this Standard.

Future priority projects approved by the District Governing Board on February 26, 2014, include:

- Modernize the College Complex building at the Pittsburg campus
- Construct a new student activities building at the Pittsburg campus
- Modernize the physical education, gym, and aquatics facilities at the Pittsburg campus
- Construct a new Brentwood Center

The District has received voter approval for another county wide bond measure in June 2014 to remodel the original College Complex, and to construct a new Brentwood Center and a new student activities center. The Associated Students Union voted in 2002 to begin collecting a student activity fee of $1 per credit unit in summer 2003, up to a maximum of $10 per academic year, for construction for the Student Activities Center. These fees continue to be collected.

Self Evaluation

One of the strengths of the College and the District is the planning and evaluation of facilities and equipment. LMC developed two facilities master plans (2007, 2010), aligned with its *Educational Master Plan (2006-2016)*. Based on the priorities documented in those plans, the College has completed numerous projects that clearly benefit students and support their learning. In addition, the large Student Services remodel is nearing completion and planning is in progress for a significant upgrade to the physical education facilities and for the future construction of a permanent Brentwood Center.

Both the College and District have been effective in augmenting limited state funds for the construction of facilities by passing two local bond issues, with a third bond measure in the June 2014 in progress.

Actionable Improvement Plan

None.

III.B.2.a: Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Capital plans are developed according to the *Facilities Master Plan (2007)* and the *Eastside Campus Master Plan Update (2010)* aligned with the *Educational Master Plan (2006-2016)*. The District chief facilities planner, College president and vice president review these plans as part of completing the annual Five-Year Capital Outlay Plan for the District (III.B.2.a-1).

The elements that comprise the definition of "total cost of ownership" include the capital outlay of funds for the construction of the building, maintenance for the life of the building, utilities, faculty and classified staffing, furniture, fixtures, and equipment (FF& E), as well as the cost of disposal of the building at the end of its useful life. While programming and planning new facilities, total cost of ownership is considered during the design and construction phases through procurement of high quality, low maintenance products, such as high efficiency lighting fixtures, low flow plumbing fixtures, high efficiency heating and air conditioning systems, and high quality FF&E.

Self Evaluation

Los Medanos College meets this Standard. The College has been effective in developing long-range capital plans that take into consideration the total cost of ownership of new facilities and equipment.

As per the Campus Zoning Analysis included in the *Facilities Master Plan (2007)* (I.B.1-24), multiple offices were relocated and construction is currently underway to move some offices and programs to new locations. For example, the Office of Instruction was relocated to a newly renovated space in the Core Building in fall 2009, and the Art Department facilities were significantly expanded, with improved visibility in the College Complex. All of the Student Services units, like counseling, admissions, financial aid, DSPS, and assessment, will be moved into a centralized student services area currently under construction and slated for completion in December 2014.

Since 2007, no new long-range capital plans have been developed, with the exception of the *Eastside Master Plan Update (2010)* that was primarily an update for the athletic facilities. These plans did not require the master planning consultant to specifically include an evaluation of the total cost of ownership in the scope of the planning document. In the period between 2007 and 2014, District planning efforts have focused on implementation of these facilities plans. However, since the District's first local construction bond was passed in 2002, District and campus plans have taken total cost of ownership into account in the development of capital

improvement projects. LMC has sought to mitigate increases in ownership costs by implementing very low growth capital improvements.

Actionable Improvement Plan

None.

III.B.2.b: Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Physical resource planning is integrated with institutional planning at LMC. In 2006-2007, the District employed tBP Architecture to facilitate dialogue in different venues in the College to develop the *Facilities Master Plan (2007)*, and later the *Eastside Campus Master Plan Update (2010)* (I.B.1-24, I.B.1-25). A number of College Assemblies were conducted to broaden the dialogue about modernization and other facility projects. On numerous occasions, representatives from the architectural firm facilitated campus discussions of facilities priorities and presented detailed visuals of proposed facility projects (III.B.2.b-1, III.B.2.b-2, III.B.2.b-3, III.B.2.b-4). Both the facilities plans are based on the *Educational Master Plan (2006-2016)* integrating facilities planning with educational planning.

Facilities planning included a detailed analysis of the College site and the plans document construction and remodeling priorities for the next 10 years based on a review of:

- Program/unit review documents
- Enrollment trends by TOP codes/discipline
- Weekly Student Contact Hours/Full Time Equivalent Faculty by division (WSCH/FTEF)
- Lecture and laboratory WSCH by division

In addition to departmental discussions, physical resource needs are surfaced in program reviews. Every College program and unit is required to complete program review and planning update annually, which includes a review of the facilities and equipment required to continuously improve the effectiveness of the program and impact student learning positively. Information gathered from these program reviews is incorporated into the goals and plans included in the Educational Master Plan and subsequently in the facilities master plans.

Construction projects to meet the goals of modernization and expansion of the Pittsburg campus as detailed in the *Facilities Master Plan (2007)* (I.B.1-24) and the

Eastside Campus Master Plan Update (2010) (I.B.1-25) are ongoing and on schedule -- the projects are listed above in this Standard.

The District has purchased 17 acres of land in *The Vineyards* near the intersection of Marsh Creek Road and the Highway 4 Bypass in east Contra Costa County for the new permanent Brentwood Center to serve the local community and the increasing student demand. This location is easily accessible from the freeway and serves the communities of East Antioch, Oakley, Knightsen, Byron, Discovery Bay, Bethel Island, and Brentwood. The City of Brentwood and the CCCCD are collaborating closely in development of the new Brentwood Center. The District has just received voter approval for a local bond for the construction of the Center. The College community will be involved in finalizing which programs will be "housed" in the new Brentwood Center, and then all user-groups and stake-holders will participate in determining the labs, classrooms, and equipment that will be required for these programs and services.

The annual program review and resource allocation processes enable programs and units to request and justify needs for funding of equipment replacements and physical resources. To request resources, each department or unit completes a resource allocation form clearly documenting the need as defined in the program review along with the impact of the resource on the program or unit. Programs and units also indicate which College and District goals, as well as which program-level student learning outcome(s) the resource request is aligned with. The requests are reviewed by the Shared Governance Council, which prioritizes the requests and makes recommendations to the college president, who makes the final decision in accordance with the College's strategic plan, educational master plan, and mission based on the availability of funds. The SGC prioritizes needs for equipment purchase and repair based on a number of factors, including the age and condition of existing equipment, safety of existing systems, number of people affected by the failure of the equipment, the impact on instructional services, and the overall impact on students and staff.

The College conducts student satisfaction surveys and employee satisfaction surveys every three years. These surveys also include questions about the physical plant of the College, adequacy of classrooms and labs, campus safety, parking, and aesthetics, among other criteria.

Based on the results of the 2013 student satisfaction survey, the institution is effectively meeting or has in place a plan to effectively meet the physical resource needs of the campus community. The areas of strength in the survey are "classroom and physical environment", "quality of specially-equipped classrooms", "availability of spaces for individual and group study on campus", "space on campus for relaxing or socializing between classes", and "safety on campus." Areas for improvement include the "availability of recreational opportunities and facilities on campus", which is being addressed with the planned total replacement of the PE complex buildings.

Based on the results of the 2014 employee satisfaction survey, the institution is effectively meeting, or has in place a plan to effectively meet, the physical resource needs of the campus community. The areas of strength in the survey are aesthetics of the campus, campus landscaping, cleanliness of the campus, including classrooms and restrooms, parking facilities, lighting in the hallways and parking lots, and safety. Areas for improvement include increasing number of smart classrooms and technology throughout the campus -- this area for improvement is being addressed in Standard IIIC (III.B.1.a-8).

Self Evaluation

LMC meets Standard III.B.2.b, since the College integrates physical resource planning with institutional planning. LMC effectively plans and evaluates its physical resources. The College regularly evaluates buildings and systems, both informally and as part of regular planning cycles. Institutional use of program plans and related budget requests tie expansion and development to institutional goals. Physical resource planning is integrated with institutional planning as demonstrated by the *Educational Master Plan (2006-2016)*, the *Facilities Master Plan (2007)*, the *Eastside Campus Master Plan Update (2010)*, and the *District Strategic Plan (2014-2019)* (I.B.1-24, I.B.1-25, ER-7, I.B.2-6).

The College is in the process of developing a new strategic plan (2014-2019) in alignment with the *District Strategic Plan (2014-2019)*. The new strategic plan will drive and integrate other plans, such as the next educational master plan, facilities plan, and technology plan.

The feasibility and effectiveness of physical resources in supporting institutional programs and services has been evaluated and found to be sufficient according to student and employee satisfaction survey results ((I.A.1-14, III.B.1.a-8). For example, students highly rated the “classroom and physical environment” and quality of specially-equipped classrooms and faculty highly rated aesthetics and landscaping of the campus.

The annual program review and RAP continue to allow any program or unit to request and justify needs for funding of equipment replacement and improved physical resources. Programs, services, and administrative units surface equipment and additional facilities needs during the annual program review process and subsequently make resource allocation requests. These requests are reviewed by the President’s Cabinet and the Shared Governance Council, who make funding allocation recommendations to the president.

Actionable Improvement Plan

None.

Standard IIIB - Evidence List

ER-7	*LMC Educational Master Plan 2006-2016*
I.A.1-14	LMC Student Satisfaction Survey 2013
I.B.1-24	*LMC Facilities Master Plan 2007*
I.B.1-25	*LMC Eastside Campus Master Plan Update 2010*
I.B.2-6	*Contra Costa Community College District Strategic Plan 2014-2019*
I.B.3-5	RAP Timeline for 2014-2015 Funding
I.B.3-6	RAP Request Form 2014-2015
I.B.4-3	President Bob Kratochvil Email-RAP Update on 2013-14 Funding
I.B.4-4	RAP Update on 2013-14 Funding Memo to Campus Community 24May2013
I.B.4-5	LMC President's Email Memo Announcing Outcome of RAP Process 19Sep2013
III.B.1.a-1	Brentwood Center Lease Amendment-November 2009
III.B.1.a-2	Fifth Amendment to Lease for LMC Brentwood Center 05Sep2013
III.B.1.a-3	CCCCD Maintenance Plus-Buildings and Grounds Work Order Request System
III.B.1.a-4	Computer Labs Spreadsheet spring 2014
III.B.1.a-5	CCCCD Final Report *District Technology Plan* with Appendices
III.B.1.a-6	fall 2013 Flex At a Glance-Sorted by Date Updated Draft 07Aug2013
III.B.1.a-7	Professional Development Workshop Enrollment spring 2014
III.B.1.a-8	LMC Employee Satisfaction Survey with comments-spring 2014
III.B.1.a-9	Staff Use of Facilities Forms for L109
III.B.1.a-10	External Facilities Use Forms-Pool, Recital Hall and Football Field
III.B.1.a-11	LMC Five-Year Facilities Scheduled Maintenance Plan 2013-2017November 2013
III.B.1.a-12	Business Procedure 5.01, *Scheduled Maintenance and Special Repair Program*
III.B.1.b-1	Slip, Trip and Fall Checklist
III.B.1.b-2	Completed Work Orders
III.B.1.b-3	Keenan Inspection Report LMC 2013
III.B.1.b-4	CUPA Report 2012-2013
III.B.1.b-5	SGC Minutes 092513
III.B.1.b-6	LMC Safety Committee Draft Charge from SGC 25Sep2013
III.B.1.b-7	Evacuation Assembly Site Areas
III.B.1.b-8	Evacuation Safety Monitor Flow Chart
III.B.1.b-9	Location of AED Machines and Personnel Trained
III.B.1.b-10	LMC Evacuation Chairs Location and Personnel Trained
III.B.1.b-11	4CD and LMC Campus Alert System Webpages Screenshot
III.B.1.b-12	Project Recycle Requirements 1505
III.B.1.b-13	LMC-4CD Access Database (ADA Transition Plan)

III.B.2.a-1 Governing Board Report 8-C, *2015-2019 Five Year Capital Outlay Plan*

III.B.2.b-1 Opening Day Assembly spring 2013-Construction Update
III.B.2.b-2 College Assembly October 4 2010 Facilities Plan Update
III.B.2.b-3 LMC Facilities Planning Meeting 27Mar2007
III.B.2.b-4 LMC Facilities Planning Meeting 15Mar2007

listed in alpha-numeric order

III C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Technology resources, now, more than ever, are critical for the delivery of quality instruction and the efficient functioning of all areas of the College. Decisions related to the purchase of hardware and software, and changes in technology staffing are made in collaboration with the academic and administrative departments at the College, the District Office of IT (DOIT), and the Information Technology and Services Department (IT&S) at LMC. These efforts are documented in the program/unit review and resource allocation processes, demonstrating cycles of planning, implementation, and evaluation. As a result of these planning and collaborative efforts, the College's technology resources are maintained and supported at a level that allows for effective instruction and administrative operations at the Pittsburg and Brentwood campuses, as well as online.

IT&S and Media Services play a significant role in providing and supporting the technology needs of the College to achieve the following goals:

- Improve student learning, administrative effectiveness, and the overall functioning of the College through the effective support, and advancement of the use of technology;
- Develop and provide on-going and regular training opportunities for technology-related professional development for faculty, classified staff, and managers in collaboration with the Professional Development Advisory Committee (PDAC);
- Plan, implement, and evaluate upgrades of student and employee computers and software in collaboration with the college department, using established College procedures (Program Review and Resource Allocation Processes);
- Maintain a robust network and server infrastructure to support College instructional and administrative needs in collaboration with DOIT; and
- Operate a responsive Help Desk to provide timely and high-quality responses to user issues.

III.C.1: The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Los Medanos College assures that technology support is designed to meet learning, teaching, college wide communications, research, and operational systems through effective collaboration between the Information Technology and Services Department, District Office of IT, and the academic and administrative departments

at the College. Through planning, implementation, and evaluation, LMC's technology resources are maintained and supported at a level that allows for effective instruction and administrative operations at the College.

The Shared Governance Council (SGC) tasked the Technology Advisory Group (TAG) with updating the *Technology Strategic Plan* for the College in September 2006 (III.C.1-1). TAG is a multi-constituency shared governance committee comprised of classified staff, faculty, students, and managers, including the manager of instructional technology. The draft *Technology Strategic Plan* (III.C.1-2) and recently developed *Technology Goals and Strategic Action Grid* (III.C.1-3) will go through the governance process for review, approval, and adoption in fall 2014. Once adopted, these documents will provide the guidelines for network management, hardware and software standards, and the cycle for computer replacement.

In addition to technology needs identified by TAG, individual departments identify their technology needs in their annual program/unit review and planning update, and in their comprehensive program/unit review and planning every five years.

The homepage of the electronic Program Review Submission Tool (PRST) states that, program/unit review is a collaborative self-study completed by all instructional, student service, and administrative units/departments/programs at LMC. It is an opportunity to review, analyze, assess and plan for continuous improvement of our programs with respect to student learning outcomes, student achievement, and the overall student experience -- all of which lead to student success. The program/unit review process helps us determine how well as program is performing in relation to its own mission, objectives and goals, as well as the mission and strategic priorities of the College. Program/unit review is an essential component of the process to demonstrate the continuous improvement and effectiveness of each program and the institution as a whole. Program/unit review integrates planning, implementation, assessment, and resource allocation (ER-8).

Requests to fund technology needs are then completed and submitted through the resource allocation process (RAP). These funding proposals are reviewed, ranked, and prioritized by the Shared Governance Council; however, due to the recent state financial situation, it has been difficult for the College to fund all the requests, even if they were prioritized as "high". However, technology is acknowledged as a high priority by the College and has been identified as such in recent employee and student satisfaction surveys (I.A.1-14, III.B.1.a-8).

III.C.1.a: Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Technology plays an important part in instruction, student services, and administrative areas; and is used effectively at LMC to enhance student learning and provide efficient operations at both the Pittsburg campus and Brentwood Center. IT&S takes a lead in all aspects of technology and works with TAG, instructional and administrative departments, DOIT, the Professional Development Advisory Committee (PDAC - a shared governance committee), outside vendors, and other constituencies to provide stable technology resources to support current and future technology needs in all areas of the College. Through a continuous and collaborative process of planning, implementation, and evaluation, IT&S works to ensure that the technology-related needs of the College are met.

Technology services

A wide variety of technology services are made available to both the Pittsburg and Brentwood campuses by IT&S, including a Help Desk staffed by students, Media Services, computer installation, lab/computer-based classroom re-imaging, and centralized purchasing for software and hardware.

LMC's Help Desk is staffed by dedicated student employees during the library's normal operating hours. Help Desk staff document user issues from all technology areas – media requests, hardware and software concerns, email, online classes, et cetera – and enter the relevant information into the District-provided ticketing system SysAid (III.C.1.a-1). The SysAid ticketing system is available round-the-clock to all LMC employees through a web-based interface that can be accessed using any Internet-connected computer, smart phone, or other device. Help Desk staff also have two-way radios to communicate with IT&S staff if immediate assistance is required in a classroom during instruction or during an event.

The Media Services unit of IT&S assists in the design of LMC's smart classrooms as well as the maintenance of smart classrooms. Smart classrooms have become a mainstay of instruction at LMC. Media Services works with the rest of IT&S and strives to keep all smart classrooms operating effectively at all times. In addition, Media Services is responsible for meeting an assortment of media needs such as assisting in the planning and execution of campus events that require media equipment, the regular delivery of media equipment for instructional and administrative use in rooms that are not currently smart classrooms, and assuring the reliable operation of all media equipment.

Purchasing for all technology and media-related equipment and software is centralized through IT&S. In 2009, SGC charged TAG with evaluating campus technology purchasing. As a result, and as reported to the SGC on April 13th, 2011 (III.C.1.a-2), purchases are identified and prioritized in accordance with the program/unit review objectives, the resource allocation requests, the draft *Technology Strategic Plan* (III.C.1-2), and the recently developed *Technology Goals and Strategic Action Grid* (III.C.1-3). This process ensures that purchases are made based on identified priorities and that the guidelines for network management, hardware and software standards are maintained and evaluated.

In addition, the District has a software purchasing agreement with Microsoft (III.C.1.a-3) for all three colleges which allows LMC IT&S to install several Microsoft products on all campus computers. Similar agreements established by the Foundation for California Community Colleges (FCCC) enable IT&S to purchase Adobe and other software packages at a significant savings compared to retail pricing. These agreements cover all computers at both locations. Currently, funding for LMC's Microsoft Campus Agreement is provided through the District. LMC's site license is for Microsoft Office Campus License Agreement with enhanced faculty/staff desktop bundle and enterprise CALS and DMOP -- the annual cost for fiscal year 2013-2014 was $34,452.50 (III.C.1.a-4).

Software on computers in student computer labs and computer-based classrooms is updated regularly, with most updates occurring on an annual basis. This process is known as lab re-imaging – the software installed on computers in these areas includes a standard package of software (II.C.1.d-5) and additional software depending on the instructional focus of the lab (III.B.1.a-4). A computer lab software reimaging schedule (II.C.1.d-5) has been developed and implemented. This reimaging schedule is posted on the LMC IT webpage for transparency (III.C.1.a-5). In addition to being posted on the webpage, emails are also sent to department chairs and deans requesting information regarding plans for new/upgraded software and hardware for student labs the semester prior to their scheduled re-image. As the lab reimage document indicates, upgrading/new software must be a decision that is made with input from all areas that use a lab. To avoid miscommunication, all communications of the upgrade/new software are requested to come for department chairs or their single designated contact person.

Software for administrative computers includes the standard package plus any software that is required for the specific functions performed by the primary user of the computer. In addition, administrative computers have access to the District's Enterprise Resource Planning (ERP) program, Colleague. Updates on administrative computers occur when the computer is upgraded or replaced or when a major upgrade of application software becomes available (II.C.1.d-5).

Assistive software is planned and implemented by the alternative media specialist, who coordinates with IT&S to ensure that LMC's assistive software is current and is installed on as many student computers as is allowed by licensing. The specialist provides training and assistance to students in the areas of alternate media and assistive software and leads Section 508 compliance efforts.

Distance Education

Courses provided through distance education have increased at LMC since the last accreditation site visit in 2008. In order to meet the needs of LMC's diverse community, including those who find it difficult or impossible to take face-to-face courses on campus, two departments at LMC (Computer Science and Travel Marketing) have provided the opportunity for their students to earn an AS degree and multiple certificates with 50 percent or more of the instruction occurring online. A substantive change proposal for this was submitted and approved by ACCJC in March 2013 (CP-6, INT-8). Distance education promotes learner success through innovative, interactive teaching, learning, and technology. LMC strives to provide access to quality online programs that meet the needs of a diverse population. Curricular offerings and student services for distance education are reviewed by the Distance Education Committee, and the offices of Instruction and Student Services.

In 2011, the District wide Learning Management Task Force (LMSTF) was charged with researching available learning management systems (LMS) and selecting a single system to be used across all campuses in the District. LMSTF members included faculty, students, classified staff, and managers from all three campuses, and the District Office. After requesting proposals through a public process, submittals were evaluated by the LMSTF. Seven proposals were evaluated. All members of the District were invited to attend presentations by the vendors. At the end of the process, the LMSTF selected Desire2Learn (D2L) as the LMS for the District (II.C.1.a-7).

After the selection of D2L as the LMS for the District, training for faculty was provided as described in section III.C.1.b. In addition, a process was developed to extract content from the previous LMS (Blackboard) and import that content into D2L. The process consisted of using Blackboard's batch export capability to pull content out of Blackboard. D2L's bulk import process was then used to upload that content into D2L. Content was transferred for all the Blackboard courses for spring, summer, and fall semesters for the 2013 calendar year. The process was used to move content from Blackboard to D2L for selected classes that were not taught in the 2013 calendar year, but would be taught using D2L in the future.

Professional support

In addition to the Help Desk described in the previous section, professional support for the campus is provided in the areas of technology training, College web-based application development, and user support by LMC IT&S and DOIT staff.

Training needs related to technology are determined using a District wide survey that is administered annually by the CCCCD Professional Development Committee (CR-29, CR-30). Results of the survey are reviewed by LMC's Professional Development Advisory Committee, and technology-related professional development needs are identified and training opportunities are scheduled and provided. Training opportunities include workshops pre-semester Flex days, variable Flex sessions during the semester, on-site multi-session trainings (provided by both employees and

vendors), off-site training provided by vendors, and funding for conference and workshop attendance (CR-31, CR-32).

Issues with District-provided applications such as Colleague (ERP system), InSite (District wide communications portal), and email are addressed by District IT staff. Issues with computers, printers, network, and media equipment at the Pittsburg campus and the Brentwood Center are addressed by the LMC IT&S staff. Currently, IT&S support staff at LMC consists of two computer and network specialists, one electronics technician, a senior administrative assistant shared with the library, twenty percent of a senior computer and network specialist located at the District Office, and one web application specialist. Additional assistance is provided by two classified computer center technician IIs in LMC's mega lab (2nd floor of the Core Building), who also support the Business and Process Technology computer labs, as well as the instructors' computer podiums in the classrooms affiliated with these programs.

Facilities

Technology facilities at LMC include computer-based classrooms and labs, smart classrooms, program specific computer labs, servers, network and Internet connections.

Computer-based classrooms, computer labs, and areas where student computers are available are all cataloged in the Computer Lab Spreadsheet (III.B.1.a-4). The spreadsheet indicates the location, number of student computers, and the current software for the labs and classrooms, as well as other information related to the labs.

Numerous smart classrooms are available at both the Pittsburg and Brentwood campuses. Currently, there are 55 smart classrooms at the Pittsburg campus, and seven at the Brentwood Center. Additional classrooms will be converted to smart classrooms as funding becomes available as stated in the draft technology plan. The standard equipment for smart classrooms includes an LCD projector, computer workstation, DVD/VCR player combo, speakers, switching equipment, and a connection to the campus network, and the Internet. In addition to the smart classrooms with built-in equipment, several smart carts are available at both the Pittsburg and Brentwood campuses with laptops, LCD projectors and DVD/VCR player combinations. These mobile smart carts are delivered to classrooms and meeting rooms upon request.

The networks at both the Pittsburg campus and Brentwood Center have recently been upgraded through the bond-funded Infrastructure Upgrade Project (IUP) (III.B.1.a-5). This project, completed in mid-2014, funded the upgrade of network switches, routers, wireless access points, and firewalls, adding equipment and additional network cabling to support voice over IP (VoIP). In addition, the capacity of the link between the District Office and both the Pittsburg campus and the Brentwood Center has been increased in order to better serve the administrative needs of both campuses. The capacity improvement of the link to the Brentwood Center enables a higher level of service in areas such as counseling; transcript, record retrieval and storage; enrollment assistance; and budgeting at the Center. The project included an

equipment refresh component that will replace all network equipment seven years after installation. As a result of this project, it is expected that the network at both locations will be viable until at least 2025.

Servers are housed in both Pittsburg and Brentwood, with the main server farm located in Pittsburg. A majority of Pittsburg's servers have been virtualized using VMware's ESX infrastructure, Dell servers, and an EMC SAN. These servers make possible services such as the College intranet, authentication, application serving, network file storage, print services, and backup. The College servers support both instructional and administrative computing needs. The Pittsburg campus server farm hosts LMC's website server and Blackboard – the online LMS server that was retired after fall semester 2013. The College goal is to refresh the server infrastructure on a seven-year cycle.

Hardware

Instructional computers at both campuses are located in many computer-based classrooms and labs, smart classrooms, and other locations such as the Honor's Center and MESA. Computers for student use are available during normal operating hours of the locations housing the computers (III.B.1.a-4). All campus instructional computers have a standard set of software installed, which includes the Microsoft Office Suite, Internet Explorer and Firefox web browsers, various add-ons (such as Silverlight, Acrobat Reader, Flash player), Symantec End-point protection (anti-virus, network protection), and Faronics Deep Freeze, which is currently installed on instructional computers only (II.C.1.d-5, III.B.1.a-4). Curriculum-specific instructional software is installed in program-related computer labs to support the needs of the instruction offered in the lab. All software is installed under the terms that are specified in the software licensing documentation. LMC's goal is to refresh instructional computer hardware on a five-year cycle.

All full-time faculty are provided a desktop computer in their office. There are also several computers provided in shared offices for part-time faculty at both locations. As with instructional computers, faculty computers have a standard set of software installed when delivered, which includes the Microsoft Office Suite, Internet Explorer and Firefox web browsers, various add-ons (such as Silverlight, Acrobat Reader, Flash player) and Symantec End-point protection (anti-virus, network protection) (II.C.1.d-5, III.B.1.a-4). Other District-owned software can be installed on faculty computers as needed, if done so under the licensing agreements for the software packages. As with instructional computers, the goal is to refresh faculty computer hardware on a five-year cycle.

Administrative computers are supplied at all workstations that are used by administrative personnel. Similar to other computers on campus, administrative computers have the same standard set of software installed when delivered, and the Colleague enterprise resource planning (ERP) system. Other CCCCD owned software can be installed on administrative computers as needed, if done so under the licensing agreements for the software packages. The goal is to refresh administrative computer

hardware on a five-year cycle. However, due to the recent state budget crisis, the College has not been able to adhere to this goal.

As computers are replaced and deemed insufficient for use in one area, they are "retired" from that area and re-purposed to another area until they are not repairable or determined to be unusable. For example, a computer that has been replaced in an administrative area may be re-purposed as a check-in kiosk or print release station for the pay-for-print system. Re-purposing decisions are made by IT&S with input from departments that are retiring the computers or that have need for older equipment.

Software

As noted in the above sections, each computer at LMC's campuses is loaded with a standard set of software. This software consists of the Microsoft Office Suite, Internet Explorer and Firefox web browsers, various add-ons (such as Silverlight, Acrobat Reader, Flash player), and Symantec End-point protection (anti-virus, network protection). Historically, software required to support instructional programs has been purchased by the instructional department requiring the software.

All current CCCCD employees and students have access to information through the District-provided InSite portal and the WebAdvisor web-based application. Both InSite and WebAdvisor are integrated with CCCCD's Colleague enterprise resource planning (ERP) system. Colleague is used as a repository and reporting tool for academic and administrative information for the colleges. Colleague's SQL Reporting Services is used to deliver standard and customized reports to the colleges.

Licensing for many Microsoft products is provided through LMC's campus agreement purchased through the Foundation for California Community Colleges. Funding for LMC's agreement and Symantec end-point software is provided by the District. IT&S maintains licensing documentation for all software installed on computers at both the Pittsburg and Brentwood campuses. IT&S staff members are specifically instructed to install only software licensed to LMC or CCCCD on College computers.

Communication

All full and part-time faculty, full-time and part-time classified staff, and managers are provided an email account upon request by their supervisors. Starting in 2012 and completed in early 2013, LMC and CCCCD moved from self-hosted Exchange servers to cloud-based email provided by Microsoft's Office 365. CCCCD-provided email can be accessed from any Internet-connected computer and devices such as smart phones.

Since 2011, all enrolled students are given access to CCCCD provided email (InSite email) through the InSite portal. Students are informed of their CCCCD email address shortly after their submission of an application to any of the colleges in the District. This email is one of the primary means of electronic communication between students and their instructors, the College and the District. Student email can be accessed from any internet-connected computer and devices such as smart phones. Messages can be

sent to everyone at a college campus, the entire District, or to specific groups of students within a college. Students can forward their InSite email to another email address that they check on a regular basis.

CCCCD's InSite portal is an important tool for LMC and CCCCD to communicate with students and employees. The landing page for each user has targeted and timely information based on the user's location (college) and constituency (student, faculty, classified employee, etc.). Through InSite, students can access their unofficial transcript, register and pay for courses, check account balance, purchase a parking permit, and access many other services. Instructors enter student grades, check rosters, and access other information through InSite/WebAdvisor. All CCCCD employees can access parts of their personal information to examine information, such as their leave balances and electronic W2 forms.

InSite can also be used by campus or District committees to share documents and other information based on the group membership established. As an example, active committee members can collaborate to post and edit documents, while others in the College can be given "read only" access to these documents.

LMC's website - www.losmedanos.edu - provides a wealth of information for students (both current and prospective), employees, and the general public. It provides important and helpful information about class cancellations, access routes to areas of the campus that are affected by construction projects, and important dates such as registration, add and drop deadlines for courses, and graduation. The main pages of LMC's website are maintained by the Marketing Department, while the content for pages in each instructional, student services, or support area is maintained by a designated member from each area.

Self Evaluation

This Standard has been met – the College offers quality technology support services. LMC's IT&S department strives to meet the technology needs identified through SGC, TAG, program review, resource allocation process, the technology plan, and the technology grid. However, due to the state's financial situation, it has been a difficult to balance the demands on personnel and financial resources with the expanding technology needs of the College to ensure the continued provision of quality technology support. Other types of technology needs are addressed by Media Services, Marketing/Web Administration, and distance education.

The use of technology has continued to increase, as have requests for technology support. However, due to the state budget shortfall and the corresponding "workload reductions", the staffing to support technology in the College has been reduced. Between 2003 and 2007, two Full Time Equivalent (FTE) positions were reduced from the IT&S department; however, in fall 2007, one FTE position was restored. In 2010, IT&S staffing was again reduced by 1.5 FTE. In 2011, IT&S lost another .5 FTE, Media Services was reduced by one FTE and, the senior web administrator's position was furloughed for one month annually. Staffing in other support service departments in the College was also reduced during this time period. During the past

few years, new processes (lab re-imaging process, centralized and streamlined purchasing process, automation of some software deployment, et cetera) have been developed, implemented and evaluated, which has helped IT&S maintain service levels. As funding from the state stabilizes, evaluating and adjusting staffing levels in the College will be essential to provide professional services and support for hardware, software and other facilities.

In fall 2005, a Desktop Computer Replacement plan was developed by TAG (III.C.1.a-6), which called for a four-year cycle of replacement for all desktops. However, due to the state budget situation, the College could not implement this plan. In fall 2013, with the fiscal situation improving, and recognizing the importance and necessity of refreshing technology, discussions took place in the President's Cabinet about upgrading instructional computers. This project – *Technology Renovation Plan* – (III.C.1.a-7) was scheduled to begin in summer 2014, with additional phases during the next four years. With state funding improving, the College will continue with the annual implementation of the computer renovation plan.

In order to better facilitate the lab reimaging, LMC has developed a lab reimage process to provide guidelines for the timely updating and/or installation of software and hardware in labs at LMC's Pittsburg and Brentwood locations. The lab reimage process is aligned and synchronized with program/unit review and the resource allocation timelines. The process includes communication, scheduling, installation/ execution, and testing of new software. It begins with resource allocation proposals submitted in February and ends with re-imaging during Winter Break in January or in August prior to start of instruction. Due to staffing limitations, each lab is re-imaged only once a year before either the fall or spring semester (II.C.1.d-5).

Actionable Improvement Plan

None.

III.C.I. b: The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Students

Historically, technology training for students has been provided primarily through course work delivered by the Computer Science and Business departments. In addition to computer application course work, students receive training in program specific computer labs located in math, English, ESL, biology, MESA, journalism, music, electrical and instrumentation technology, process technology, and the Brentwood Center (III.B.1.a-4). The College has combined a student computer area in the library with Disabled Students Programs and Services (DSPS) in order to provide

increased access and support for DSPS-approved students (II.C.1-15). The alternative media specialist provides individualized hardware and software training in this area. LMC also offers a Learning Skills course, which covers adaptive software and basic computer skills in depth (II.C.1-20).

As stated in Standard III.C.1.a, LMC also offers distance education courses and programs in Travel Marketing and Computer Science. Distance education promotes learner success through innovative, interactive teaching, learning and technology. Specific support services for online (and other) students are offered.

The Counseling Department offers an e-advising link, with remote access to the following services:

- Information regarding LMC classes, programs and services
- Transferability and articulation agreements for LMC courses
- General academic advising on:
  - Prerequisites, co-requisites, and course content
  - General education options
  - Referrals to campus and community resources
  - College procedures and academic policies
  - Admissions and registration information

Students who use the e-advising link can expect a response within three business days. The link: http://www.losmedanos.edu/studentservices/counseling/online.asp

College Personnel

Improved technology training for employees was identified as a recommendation after the 2008 accreditation site visit. As a result, the Shared Governance Council authorized the creation of a Professional Development Task Force to assess the needs and make recommendations to develop a professional development program. In May 2009, a comprehensive report entitled *Recommendations for a Professional Development Program at LMC* was submitted to SGC (CR-17). The task force recommended that a shared governance committee called Professional Development Advisory Committee (PDAC) be established to oversee and coordinate the College's Professional Development Program. SGC accepted this recommendation and authorized PDAC to coordinate staff development at LMC (III.C.1.b-1). PDAC has become a very active shared governance committee and is comprised of faculty, classified staff, managers, and students.

The District wide Professional Development Committee administers an annual survey to identify technology training needs across the District. In addition to studying the results of the District wide survey, the LMC Technology Sub-committee of PDAC has administered College wide surveys using Survey Monkey to gather more detailed and specific technology training needs of LMC employees. The PDAC Technology Sub-committee also uses evaluations conducted as follow-up to professional development activities to plan, design and make recommendations to the larger Professional Development Advisory Committee for future technology-related

professional development activities for LMC employees. Calls to the Help desk are also informative in determining staff training needs. In this manner, the College is responding to identified technology-related training needs by offering targeted workshops and drop-in labs designed to meet the needs of the end-user. A list of on-going training workshops is located on the staff development page in InSite (III.A.5.b-1).

When new software is rolled out, training workshops are made available to all employees -- for example, when LMC transitioned from client-based Outlook software to the new Office 365 Outlook email. Multiple trainings were conducted by LMC's technology systems manager and the District's network technology manager on how the transition would be implemented, changes that would come with implementation, and instruction on how to use and become comfortable with the new software.

Workshops are scheduled before the semester begins during Flex, as well as during the semester as variable Flex workshops. This training may include on-site multi-session workshops (provided by both employees and vendors), off-site training provided by vendors, as well as funds to attend conferences or workshops (CR-31, CR-32). Examples of recent workshops include:

- Flex workshops: (III.A.5.b-1)
  - Development of Section 508 compatible curriculum
  - Use of Web 2.0 tools in online instruction
  - Computer security best practices
  - Instruction in the use of LMC's smart classroom technology
  - Microsoft PowerPoint 2010
  - Training on CCCCD's new LMS – Desire to Learn (D2L) (III.C.1.b-2)

- Variable Flex workshops:
  - Microsoft Word 2010
  - Microsoft Excel 2010
  - Microsoft Outlook 2010
  - CCCCD's new email system
  - LMC's new network file storage system
  - EduStream

- Vendor-provided off-campus workshops:
  - Two-day workshop on Microsoft Excel 2010

Quality training is very necessary as the District transitions to the new learning management system, Desire2Learn. A College kickoff meeting was held at LMC in October, 2012, to plan for and begin the development and implementation of training on D2L for LMC faculty (III.C.1.b-3). The resource allocation request to support the transition to D2L was approved. It provides a faculty member with 25 percent reassigned time to serve as the D2L Coordinator; an additional 25 percent reassigned time for a faculty member to serve as the Distance Education Committee Chair; and

additional funding to offer D2L training workshops (III.C.1.b-2, III.C.1.b-4). The training included a series of workshops to coach instructors in using the new LMS, whether for fully online or hybrid instruction, or to supplement face-to-face classes. Faculty members could also *Skype* with the D2L trainer for a one hour online training session.

Self Evaluation

This Standard has been met. High quality training is essential to teach effectively with technology, and for the smooth operations of administrative services at the Pittsburg and Brentwood campuses. Professional development needs for technology training are assessed, planned, developed, and delivered regularly. As stated on LMC's professional development homepage: "The purpose of LMC's Professional Development is to *strengthen and support* a dynamic learning environment that promotes and enhances the personal, professional, and organizational development for all staff" (III.C.1.b-5).

The Office of College Advancement coordinates professional development activities and assists in their planning, implementation, and evaluation. The office also serves as a link to District staff development programs (III.C.1.b-6). PDAC and its sub-committees, which include the Technology Sub-committee, meet once a month to review requests and information gathered about technology training needs from:

- District wide Professional Development Survey
- LMC surveys to target specific user needs
- Evaluations and comments after professional development activities

This information enables the PDAC Technology Sub-committee to make relevant and timely recommendations to PDAC about future technology workshops and professional development at the College.

All the recommendations included in the Professional Development Task Force report entitled *Recommendations for a Professional Development Program* (CR-17) with regard to the structure, staffing, and instructional technology training have not been fully implemented due to funding constraints. As funds become available, based on current College priorities, technology needs are addressed; for example, the D2L transition training (III.C.1.b-4). Technology training continues to be a high priority for LMC and the College continuous to explore alternative funding sources.

Actionable Improvement Plan

None.

III.C.1.c: The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The Information Technology and Services Department in collaboration with the District Office of IT (DOIT) and campus shared governance committees - Shared Governance Council (SGC) and the Technology Advisory Group (TAG) - advises the College on acquiring, purchasing, upgrading, and replacing equipment for the technology infrastructure. Current IT&S staffing consists of one manager, one senior computer and network specialist, two computer and network specialists, one electronics technician, and a half-time senior administrative assistant.

The *District wide Strategic Infrastructure/Telecommunications Plan* (2009) (III.C.1.c-1) addresses the infrastructure for data, voice, and video communications across the District. This seven-year plan addresses redundancy and survivability needs of the District, the rate of adoption of Voice over IP, and the updating of the outdated telephone system -- the plan is being implemented, the Infrastructure Upgrade Project (IUP).

The network and telecom infrastructure (switches, routers, firewalls, wireless system and telephone system) at LMC's Pittsburg and Brentwood campuses was recently updated under a District wide Infrastructure Upgrade Project (IUP) (III.B.1.a-5). This new equipment was funded through bond funds and was planned by a District wide task force that included faculty, classified staff, and management from all three colleges in the District as well as the District Office. The IUP has replaced all network and telecom infrastructure as well as the current telephone system with a Voice over IP (VoIP) system integrated throughout the District. The project calls for a refresh of equipment after a seven years (currently scheduled for 2020) that will ensure that network and telecom equipment will be adequate for the College's needs until at least 2025.

At the College level, the *Technology Renovation Plan* (III.C.1.a-7) for refreshing instructional and administrative technology infrastructure (instructional and administrative computers, smart classroom equipment, printers, et cetera) has been developed and approved by the College president, and is in the process of being implemented. This technology refresh plan identifies groups of computers based on the age of the equipment and schedules them for replacement on a five-year cycle. Funding for the current *Technology Renovation Plan* is provided through redevelopment funds. Windows-based computers are purchased with a five-year warranty that guarantees that computers in a specific area can be maintained for their projected life cycle. Apple computers are purchased with three-year AppleCare agreements (the longest offered by Apple) and repairs to Apple computers are made by IT&S or authorized repair providers after the warranty period expires.

Software updates/upgrades for computers in instructional classrooms and labs are performed on an annual basis (II.C.1.d-5). During this update process, the current College standard operating system (Windows 7) is installed on all computers that can support this operating system. Updates to the Microsoft Office Suite, web browsers, add-ons and instructional software (if available) are made as well. Additional software identified and funded through the resource allocation process are installed at this time. Minor updates for web browsers and add-ons are performed on an as-needed basis in instructional classrooms and labs to support instruction.

Software updates/upgrades for administrative computers are performed during computer replacement, or on an as-needed basis to support the administrative needs of the campus.

New technology equipment needs, not included in the refresh plan, are identified through the program/unit review process. Requests to fund this additional equipment are made through the resource allocation process. The SGC reviews and prioritizes program improvement requests for new technology infrastructure equipment (I.B.4-4).

From 2002 through spring 2013, the College used Blackboard as its learning management system (LMS). During that time, LMC's Blackboard system was managed by either an instructor on reassigned time or by the IT&S department. In 2011, a District wide task force was convened (III.C.1.c-2) and tasked with identifying and implementing a single LMS for all three colleges in the District. The task force included faculty, classified staff, and managers from all colleges in the District and management from the District Office. Based on the recommendation of the LMS Task Force (II.C.1.a-7), Desire2Learn (D2L) was selected as the LMS to be implemented across the District. The College began with partial implementation of D2L in summer 2013, and full implementation in spring 2014 along with a de-commissioning of the Blackboard system. D2L is maintained by the DOIT, and local support at the College is provided by a faculty member on reassigned time, as well as the IT&S department.

The LMC IT&S and DOIT maintain the technology infrastructure equipment, and the network and telecom infrastructure. IT&S at the College is responsible to maintain all non-network equipment on campus, instructional and non-instructional computers, smart classroom equipment, printers, and other miscellaneous technology equipment.

Critical data on network shares is backed up on a nightly basis through an automated process. Files from the backup are restored upon request in a timely manner by IT&S staff. Currently, there is no off-site backup replication disaster recovery plan, but the draft Technology Strategic Plan includes the need to consider such an off-site backup.

Both LMC IT&S and DOIT use the same web-based ticketing system, SysAid, where users can report and track the progress of resolutions for issues with technology equipment. SysAid was selected by and is maintained by the DOIT. In order to meet institutional needs, the open source ticket management system was replaced in spring 2013 by the District wide SysAid IT helpdesk software. This new ticket management

system provides more efficient communication by allowing staff and students to initiate help tickets by emailing https://contracosta.sysaidit.com. (III.C.1.a-1). Users can then select from a drop down menu to receive help with smart stations, District Portal or password resets. SysAid integrates all the essential tools into one Service Desk and allows staff and students access to their helpdesk history as well as open helpdesk tickets.

The District InSite portal provides targeted and timely information on the landing page for each user that is determined by the user's location (college) and constituency (student, faculty, classified employee, etc.). Through InSite, students can access their unofficial transcripts, register and pay for courses, check account balances, purchase parking permits, and many other functions. Instructors enter student grades, check rosters, and access other information through InSite/WebAdvisor.

Beginning in 2011, all enrolled students have been given a CCCCD email address (InSite email) through the InSite portal. Students are informed of their CCCCD email address shortly after submission of their application to any of the colleges in the District. Student email is one of the primary modes of communication between students and their instructors, the College, and the District. Student email can be accessed from any Internet-connected computer and devices such as Smart phones. Messages can be sent to everyone at a campus, the entire District, or to specific groups of students within a campus. Students can forward email from InSite to another personal -mail address that they may check more regularly. InSite is available year round to students.

The District is currently in the process of implementing a single sign-on authentication to cover access to InSite/WebAdvisor, campus computers, email, online courses, remote access through a VPN (employees only), and the campus' wireless network.

Self Evaluation

The current refresh cycle for administrative desktops, classroom/lab computers, and laptops is five years, although funding has not always been available during the last few years to purchase replacement equipment on this cycle. There are short term funds to replace the next group of computers in the *Technology Renovation Plan* (III.C.1.a-7), but a longer term solution to ensure that continuous and consistent funding is available to meet the five-year replacement cycle needs to be determined.

Current staffing for IT&S is inadequate to meet the continuous acquisition, maintenance, upgrading and replacement of technology infrastructure equipment needs of the College. With over 1,000 computers and 62 smart classrooms at the two campuses, there needs to be an evaluation of the adequacy of staffing to ensure that the technology infrastructure of the College can be well supported.

Although critical files on network shares are backed up on a regular basis, LMC does not yet have a plan for business continuity in the event of a disaster (such as a fire or

an earthquake). In addition, the backup system needs to be expanded to include images of critical servers and other critical data maintained by the College.

Technology refresh cycles, staffing, and a business continuity plan are included in the *Technology Strategic Plan* that is currently in draft form and will go through the governance and approval process in fall 2014.

Actionable Improvement Plan

A comprehensive *LMC Technology Strategic Plan*, aligned with the College's *Educational Master Plan*, will be completed and will identify processes for technology infrastructure refresh and staffing for technology support and training. Approval of the *LMC Technology Strategic Plan* by campus shared governance bodies is expected by December 2014. With completion of the Plan, IT&S, Business Services, and the President's Office will work to identify resources to support the Plan.

III.C.1.d: The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Technology is utilized extensively for instructional, student services, and administrative purposes across the Pittsburg and Brentwood campuses. Planning for and distribution of technology resources at the College is guided by the *District wide Strategic Infrastructure/Telecommunications Plan* (2009) (III.C.1.c-1) and the draft *Technology Strategic Plan* (2014-2017) (III.C.1-2). The College plans are implemented after program/unit review and planning, and funded through the resource allocation process (I.B.4-4). In addition to the IT&S department's program review, instructional, student services, and administrative departments evaluate their programs and identify their technology-related needs annually as part of their program reviews. Programs and units then submit requests to fund technology needs described in their program review. The Shared Governance Council (SGC) reviews resource allocation requests for program improvement, and recommends a prioritized list of proposals to the College president for approval. Requests for program maintenance are reviewed and approved by the President's Cabinet.

As demonstrated by the numerous computer labs and classrooms (III.B.1.a-4) at the two campuses, the College provides students access to technology for both general and specialized use. Computers for general use classrooms and labs are based on the current standard when purchased. Computers in program-specific labs or classrooms have hardware and software necessary to support the instruction in that room. The College's IT&S department works diligently to maintain these classrooms and labs with the latest software identified and approved for funding. Major updates to software in computer classrooms are performed annually (I.C.1.d-5), while minor

upgrades (Acrobat Reader, Flash, and other plug-ins) are performed as needed. A refresh cycle for all campus computers, including those in computer labs and classrooms is identified in the draft *Technology Strategic Plan* (III.C.1-2).

Smart classrooms are in high demand at both campuses. There are currently 55 smart classrooms in Pittsburg and seven smart classrooms at the Brentwood Center. Once the College approves a new technology plan in fall 2014 (III.C.1-2) it will serve as an implementation guide. As funding is secured, the smart classrooms at both campuses will be updated to newer technologies, and new classrooms could include smart technology.

Administrative computers are not currently updated on a specific schedule. Software updates for programs such as the MS Office suite on administrative computers are performed based on the refresh cycle described in the draft *Technology Strategic Plan* (III.C.1-2) or the *Technology Renovation Plan* (III.C.1.a-7) or as dictated by business needs. Software updates for programs such as browser add-ons are performed approximately twice per year.

Guidelines for identifying the total cost of ownership for technology used for programs is included in the draft *Technology Strategic Plan* (II.C.1-2). An assessment the total cost of ownership during the initial purchase of technology used in specific programs will lead to better planning as programs progress or require updates to technology to remain current.

The LMC IT&S department works with the District Office of IT in an effort to maintain a secure and robust technology infrastructure. In 2014, LMC's network infrastructure and telephone system were completely updated through the District wide Infrastructure Upgrade Project (IUP) (III.B.1.a-5). The IUP has a built-in refresh cycle for the network equipment after seven years. This upgrade project included a new firewall to improve network security and protect LMC's internal computing resources from unauthorized access from off-campus and from unauthorized access of administrative resources from student computers. This project also includes the installation of software to enable monitoring of the LMC network to identify and remedy network problems more quickly.

The LMC IT&S Department responds and resolves non-network technology problems such as computers, projectors, printers and smart classrooms as quickly as possible -- problems are tracked in the SysAid system (III.C.1.a-1).

To ensure security, all administrative computers require a user name and password for access. Currently, user name/password combinations for access to administrative computers are created by LMC IT&S and use the LosMedanos.local domain for authentication. The process of moving all administrative computers to the District's AC.Portal domain is underway and will be completed in fall 2014. In case of either domain -- LosMedanos.local or AC.Portal -- each user has a unique user name and secure password as outlined in Board Policy 5030 (III.C.1.d-1). This policy requires each user to be responsible for the security of their username and password. Access to

the Colleague system, which contains sensitive information, is only from computers located at the campus.

Students have an AC Portal user name and password combination to securely access student resources such as InSite/WebAdvisor, LMC's wireless network, and the learning management system (Desire2Learn or D2L). Governing Board Policies 4014 (CP-1) and 5030 (III.C.1.d-1) require that all access to D2L be through a District-supplied user name and password. Discussions on requiring authentication for other resources such as classroom and lab computer are in process.

In 2011, a District wide task force was established to select a single LMS for all colleges in the District. The task force included members from all three colleges with representation from students, faculty, classified staff, and management. Upon the recommendation of the task force, D2L was adopted as the LMS for the entire District (II.C.1.a-7). The colleges use Desire2Learn as the learning management system for online and hybrid classes, as well as to post supplementary information for face-to-face classes. D2L was fully implemented as the District LMS in spring 2014. Between fall 2010 and spring 2014, the College used Blackboard as the LMS and hosted it in LMC's virtual server infrastructure. This LMS was fully supported by staff at the College -- prior to fall 2010, LMC's Blackboard installation was hosted off-site and managed by LMC staff.

Self Evaluation

The need for new or upgraded technology equipment and software is identified and funded through program/unit review and the resource allocation processes.

A secure and robust technology infrastructure that requires authentication for all administrative computers, the learning management system, and CCCCD's InSite/WebAdvisor is in place. A new network firewall helps protect unauthorized access to LMC's network from outside and from unauthorized access of administrative computing resources. Network monitoring by the District office of IT enables quick resolution of network issues, and LMC's IT&S department works toward resolving other technology issues in a timely manner.

Processes to update technology, both hardware and software, are in place and the College is currently updating its technology infrastructure. A process for identifying the total cost of ownership for technology to support instruction and administrative functions has been included in the draft *Technology Strategic Plan*, which has yet to be adopted and fully implemented.

Actionable Improvement Plan

None.

III.C.2: Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis of improvement.

Descriptive Summary

Technology planning is integrated with institutional planning through the program/unit review and planning process. Individual programs and units – including the Instructional Technology and Services unit – conduct a program/unit review update annually and a comprehensive program/unit review every five years.

The need for new or updated technology resources is identified through this process. Program review also allows for the assessment of how well existing technology resources support instructional, student service, library and learning support service, and administrative service needs are being met. Based on program reviews, resource allocation requests are made in order to add, improve, or expand technology resources on campus. These requests are reviewed by the Shared Governance Council and are reviewed and prioritized as recommendations to the College president. Based on available funds, the proposals are funded according to College Educational Master Plan and strategic priorities (I.B.4-4).

Employee and Student satisfaction surveys also provide information on the adequacy and quality of the LMC's technology, which helps to develop College priorities and future strategic directions.

Self Evaluation

An LMC *Technology Strategic Plan* (III.C.1-2) is being developed by TAG to address LMC's technology goals as they relate to identified College priorities and the *Educational Master Plan* to support student learning, student services, library and learning support services, and the administrative use of technology. This plan will address the overarching technology needs of the College not be identified in individual program/unit reviews and planning. After the draft plan is completed, it will be reviewed by the different constituency bodies: Academic Senate, Classified Senate, LMC Associated Students, and President's Council. After incorporating input from these campus constituency groups, the plan will be submitted to the SGC for review, endorsement, and recommendation to the College president for final approval.

Previous plans do not fully address current needs and advances made in the last year alone; for example the future support and resources after the implementation of the Infrastructure Upgrade Project. The number of computers has expanded at both campuses, Pittsburg and Brentwood, making it difficult for the IT&S department to support the current demands and issues related to aging technology.

The Employee Satisfaction Survey (III.B.1.a-8) conducted in spring 2014 provided the following valuable information:

When asked whether "the maintenance of equipment in the classroom – instructional technology, audio-visual media equipment, furniture – are adequate", 53.1 percent of the faculty strongly or moderately agreed, and 44 percent of the faculty strongly or moderately disagreed.

When asked whether "computer resources for employees at LMC are adequate to enable you to carry out your job duties", 42.2 percent of the faculty, 41.7 percent of the managers, and 58.6 percent of classified staff strongly or moderately agreed, leaving a large percentage who strongly or moderately disagreed -- 56.3 percent, 58.3 percent, and 41.3 percent respectively.

Finally, when asked about the adequacy of "the quality of technology (other than computers) available to employees on campus", 48.5 percent of the faculty, 61.6 percent of the managers, and 48.2 percent of classified staff strongly or moderately agreed, leaving a large percentage who strongly or moderately disagreed – 39.4 percent, 38.5 percent, and 37.9 percent respectively.

The Student Satisfaction Survey (I.A.1-14) conducted in spring 2013 provided more positive feedback from the student perspective. When asked about "the use of technology in the classroom", 77.2 percent of the students were very satisfied or satisfied; and 80.9 percent were very satisfied or satisfied about "the availability of computers in skills labs and computer labs."

Actionable Improvement Plan

A comprehensive *LMC Technology Strategic Plan*, aligned with the College's *Educational Master Plan*, will be completed and will identify processes for technology infrastructure refresh and staffing for technology support and training. Approval of the *LMC Technology Strategic Plan* by campus shared governance bodies is expected by December 2014. With completion of the Plan, IT&S, Business Services, and the President's Office will work to identify resources to support the plan.

Standard IIIC - Evidence List

CP-1	Board Policy 4014, *Distance and Correspondence Education*
CP-6	LMC Distance Education Substantive Change ACCJC Approval Letter
CR-17	PDAC Report to SGC 01May2009
CR-29	LMC-District wide Survey on Professional Development Results 2013
CR-30	LMC Brentwood Center-District wide Survey on Professional Development 2013
CR-31	Flex Technology Trainings spring 2012
CR-32	List of Flex Technology Related Workshops
ER-8	Program Review Submission Tool Homepage Screenshot
I.A.1-14	LMC Student Satisfaction Survey 2013
I.B.4-4	RAP Update on 2013-14 Funding Memo to Campus Community 24May2013
II.C.1-15	Library Hours and Staff Directory Webpage Screenshot
II.C.1-20	DSPS Courses and Syllabi Webpage Screenshot
II.C.1.a-7	Learning Management System Recommendation
II.C.1.d-5	Computer Lab Refresh and Re-Imaging Process
III.A.5.b-1	InSite Professional Development List of Workshops as of 19May2014
III.B.1.a-4	Computer Labs Spreadsheet spring 2014
III.B.1.a-5	CCCCD Final Report *District Technology Plan* with Appendices
III.B.1.a-8	LMC Employee Satisfaction Survey with comments-spring 2014
III.C.1-1	SGC Minutes 091406
III.C.1-2	Draft *LMC Technology Strategic Plan* 2014-2017
III.C.1-3	Technology Goals and Strategic Action Grid
III.C.1.a-1	CCCCD Ticketing System
III.C.1.a-2	TAG Report to SGC 13Apr2011
III.C.1.a-3	Microsoft Campus Agreement
III.C.1.a-4	PO 015417 to Computer Land - Silicon Valley
III.C.1.a-5	LMC Information Technology (IT) Webpage Screenshot
III.C.1.a-6	Desktop Computer Replacement Plan 2005
III.C.1.a-7	*LMC Technology Renovation Plan*
III.C.1.b-1	Recommendation B Regarding Professional Development
III.C.1.b-2	D2L Trainings - S. Jones
III.C.1.b-3	D2L Trainers Kickoff Meeting 10-17-12
III.C.1.b-4	Planning for D2L Transition
III.C.1.b-5	PDAC Home Webpage Screenshot

III.C.1.b-6	District wide Staff Development Programs - InSite Webpage Screenshot
III.C.1.c-1	District wide Strategic Infrastructure/Telecommunications Plan - 2009
III.C.1.c-2	LMC Task Force Charge v2
III.C.1.d-1	Board Policy 5030, *Acceptable Technology Use Policy*
INT-8	LMC Distance Education Substantive Change Proposal

listed in alpha-numeric order

STANDARD IIID – FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

The Contra Costa Community College District (CCCCD) receives the majority of its operating revenue via the state apportionment process, based on full-time equivalent student (FTES) attendance hours. These funds are distributed to the colleges within the District based on a locally-defined funding allocation model (DR-1). The allocation model estimates revenue per annually established FTES targets, allocates an agreed-upon percentage for District wide expenditures, and distributes the remainder to the District's three colleges proportionate to their individual FTES targets. In addition to the apportionment funding, the College receives a number of substantial categorical grants from federal, state and local sources, as well as funds identified for special purposes, such as student financial aid and capital projects. The following table summarizes the source and use of funds at Los Medanos College (LMC) for Fiscal Year (FY) 12-13:

Fund Name	Beginning Fund Balance	Revenue	Expenditure
General- Unrestricted	$2,816,476	$33,280,908	$32,248,919
General- Restricted	$0	$5,728,687	$5,379,782
Debt Service	$438,732	$0	$0
Capital Projects	$5,876,837	$146,495	$324,331
Bookstore	$471,519	$2,441,778	$2,492,978
Food Services	$168,118	$47,631	$20,333
Student Body Center	$952,994	$102,071	$0
Student Financial Aid	$0	$10,446,838	$10,446,838

Despite reduced funding resulting from the economic downturn in California, LMC has been able to conservatively maintain its programs and services. To balance expenditures to the lower funding level, the College has taken steps to reduce certain staff positions and non-essential expenses. In addition, the College drew-down local reserves to bridge the funding gap and increased enrollment management efforts in

anticipation of an improving economy. The table below presents actual expenditures and revenues (ongoing unrestricted general fund only) for the past three years and the FY 13-14 year's budget.

Fiscal Year	Beginning Fund Balance	Revenue	Expenditure	Ending Fund Balance
2010 - 2011	$860,991	$36,253,210	$34,622,771	$2,491,430
2011 - 2012	$2,491,430	$32,609,270	$32,879,831	$2,220,869
2012 - 2013	$2,220,869	$33,055,422	$32,035,118	$3,241,176
2013 - 2014 (budget)	$3,241,176	$34,764,101	$34,471,864	$3,533,413

- FY 10-11 beginning fund balance recognizes the implementation of the District's new funding model, whereby each college assumed responsibility for maintaining campus-level budget and reserves. Prior to FY 10-11, beginning fund balance and reserves were held in District wide accounts and not maintained at the college level.
- Decline in revenue from FY 10-11 to FY 11-12 occurred due to workload funding reduction by the state.
- Increase in revenue in FY 12-13 reflects voter approval of Proposition 30.
- FY13-14 beginning fund balance reflects conservative spending in FY 12-13 in anticipation of continued reduced state funding and a local FTES decline; the California economy experienced improvements resulting in additional funds allocated for Cost of Living Adjustment (COLA) and growth.
- During all four years, the College was able to fund all employee step and column salary increases and continued increases in maintenance of employer-paid benefits such as pension contributions and health benefits; in FY 13-14, as a result of increased state funding, the District approved an approximate 2 percent salary COLA, the first such increase since FY 08-09.

As a result of the recession, the College experienced significant reductions in many state-funded categorical programs. Funding for deferred maintenance, instructional equipment, matriculation, CalWORKs, EOPS, DSPS, and CARE, were significantly reduced (32-51 percent) or eliminated. Essential services previously provided through these categorical funds were absorbed by the unrestricted general fund to ensure their continuation. In FY 13-14, the state partially restored funding for several of these programs.

The College has also sought alternative funding, specifically through federal and local grants. These grants, although restricted, have significantly helped the College to maintain and enhance the programs related to the grants. These grants have provided valuable resources to meet new and expanded institutional needs, such as paying for salaries of staff who deliver the grant-related programs and services, updating classrooms with new technology, and procuring additional instructional

equipment necessary for the continued progress of the programs. Without the grants, these programs could not have been sustainable due to state funding reductions and lack of state funding for instructional equipment. In 2010, the College was awarded the Hispanic Serving Institution (HSI) EXITO grant in the amount of $3.1 million for a period of five years. In 2011, the College was awarded the Science Technology Engineering and Math (STEM) grant, in the amount of $1.6 million for a period of five years. In 2012, the College was awarded $1.2 million as part of the consortium of the Trade Adjustment Assistance Community College Career Training (TAACCCT) grant for a period of four years. In 2013, the College was awarded $625,000 in National Science Foundation (NSF) grant for a period of five years. The grants have been awarded to the College with the intention that they will be assessed annually and "institutionalized", if successful.

Board Policy 5031, *Fiscal Management* and Business Procedure 18.06, *Budget Preparation* detail how the budget process evolves throughout each year. Specifically, a calendar is displayed showing a top-level timeline of how the District's budget is formally approved by the Governing Board. Further, Business Procedure 18.02, *Parameters for Budget Development and Preparation* states that in preparing the annual budget for the District, the goal is to develop a balanced budget that provides for programs and services that meet the needs of the community served by the CCCCD. Annually, the Governing Board reviews the budget calendar along with the District's "Budgeting Parameters", which guides budget development (DR-2, III.D-1, III.D-2).

At each Governing Board meeting, financial information is presented to the Board. This information comes in the form of reports or presentations that include fiscal trends, financial statements, budget transfers, tentative budget presentation, adoption budget presentation, as well as periodic reports on pertinent budget and financial issues. In April every year, the Governing Board has a study-session on the budget that includes assumptions and goals for achieving the priorities of the District. These presentations and reports are available in electronic format (III.D-3, III.D-4, III.D-5, III.D-6).

The District's budget is based on anticipated revenue from the state. With the District's new decentralized funding model, each college, as well as the District Office, is responsible for establishing its priorities in order to meet its mission and goals. This model has required each institution to establish internal processes to allocate funding in an efficient and effective manner. Moreover, throughout the budgeting process, multi-year assumptions are developed through the participatory governance process; this allows each site a look at what its short-term and long-range plans should be.

Each fiscal year, the District's FTES funding is established by the State Chancellor's Office. The District, in turn, allocates these funds to the colleges and the District Office, according to CCCCD Business Procedure 18.01 (DR-1). This procedure allocates funds to each of the three colleges based on FTES targets projected by the CCCCD Chancellor's Cabinet, in collaboration with college administrators. District wide expenses/assessments (contractual and regulatory obligations, and district wide

expenses like utilities) are deducted from the revenue and the rest is proportionately allocated to the colleges, based on projected FTES targets.

Each college assumes the primary responsibility for developing its own operational plans in support of the District's overall goals. Prior to receiving the budget allocation, the College conducts an annual campus wide program/unit review and Resource Allocation Process (RAP). The results of program/unit review and RAP are reviewed and prioritized by the Shared Governance Council (SGC), and subsequently considered during the development of the College budget once funding levels are known.

College budgets are developed based on the funds allocated by the District, as well as other local resources. LMC budget and financial information are shared in a variety of forums (College Assembly, SGC Meetings, All College Day, and President's Council). More recently, the SGC receives and reviews the tentative and adopted budget reports. Many department managers have the ability to run budget reports through WebAdvisor and the College Business Office also supports departments with the monitoring and updating of budget information throughout the year. The College Business Office is responsible for ensuring that all expenditures are made in accordance with the approved budget and any additional criteria established by a funding agency. The District Office audits all financial transactions for compliance and appropriateness, and an independent audit is conducted annually in accordance with state and federal regulations and accounting standards.

III.D.1: The institution's mission and goals are the foundation for financial planning.

III.D.1.a: Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

At the District level, "Key Goals and Strategies" – which incorporate a multi-year (three to five years) perspective (I.B.2-6) – are developed through the shared governance process. Emphasis is placed on institutional goals and strategies needed to accomplish the goals. The operational plans, developed to support and implement the strategic initiatives, identify the budgetary impact related to each action step.

The District develops a five-year strategic plan which addresses its mission and goals. (III.A.4.c-1). The colleges are required to align their strategic planning processes with that of the District -- LMC has achieved this by linking the District's strategic plan/goals to its LMC's *Educational Master Plan* goals, full-time faculty hiring plan goals, *LMC Facilities Master Plan* goals, departmental program/unit reviews and RAP (ER-7, I.B.1-20, I.B.1-24, I.B.1-25, I.B.3-24, I.B.3-25, I.B.3-26, III.D.1.a-1). For FY 12-13 and FY 13-14, the College has been utilizing LMC

Interim Strategic Priorities (2012-2014) and the *District wide Strategic Plan* (2014-2019) for planning and budget efforts (ER-58, I.B.2-6, III.D.1.a-2). LMC's interim strategic priorities include:

1. Increase and Accelerate Student Program Completion
2. Promote Faculty, Staff, and Student Engagement
3. Increase and Accelerate Student Completion of Basic Skills Sequences
4. Improve Academic Success of our African American Students

LMC began College wide dialogue on the 2014-2019 strategic plan in January 2014. This plan will be aligned with the District's new five-year plan for 2014-2019 (I.B.2-6).

The College management, Planning Committee, and the SGC develop the strategic direction for the College, which is used to ensure accomplishment of the following District wide goals:

- Enhance student learning and success
- Strengthen Current and create new partnerships
- Create a culture of continuous improvement and tangible success
- Be good stewards of the District's resources

The strategic directions and goals of the District and the College are included in the program/unit review and planning process. Every unit and department at the College must align its future planning objectives with either the District goals or the College goals (preferably with both) or with the results of assessment (I.B.3-24, I.B.3-25, I.B.3-26, III.D.1.a-3).

The College's long-range financial planning considers a variety of funding sources (such as state facilities funding, block grant funding, local revenue, and the fundraising efforts of the College Foundation), ongoing expenditures, and the projected increases of each funding source. The president and director of business services are responsible for matching projected funding needs with current and long range funding availability. As part of the long-range planning process, the president, the director of business services, senior accountant, and grant program managers periodically review active grants to determine how well grant-funded programs support the College's mission and goals. Institutionalization plans for grant-funded programs that benefit students and align with the College's goals are developed to gradually transition program expenditures to the College's operating budget, thereby ensuring continuation of the programs after the grant expires.

Every five years, the College conducts a comprehensive program/unit review which includes all instructional, student services, and administrative units and departments at the College. This in- depth review includes setting longer range goals and objectives in alignment with College and District goals. Units and departments also review progress on the goals and objectives established the previous year and provide a status report. In between the comprehensive program review years, programs and units conduct an annual program/unit review update. The electronic program review

submission tool (PRST), which houses all this information also includes a section for instructional programs to upload their course-level and program-level assessment reports. The College's program review process enables programs and units to validate that they support the mission and goals of the College and District. When establishing new objectives, programs and units identify their resource needs to achieve these objectives and address any issues discovered during the process of assessing student learning outcomes (III.D.1.a-4).

The Resource Allocation Process is completed soon after the program/unit review process is completed annually. Requests for resources are identified and documented in the program/unit review -- this includes resource needs for the improvement (expansion) of programs/services and adding classified staff. Classified staffing needs were incorporated into the RAP beginning in 2006-2007, so that departments could request additional staffing, as justified and explained in the program review. Resource funding requests must be submitted to the Business Services Department by the established deadline after the annual program/unit review is completed (I.B.3-5, I.B.3-27, III.D.1.a-5). RAP proposals are compiled by the business director and submitted to the Shared Governance Council for review and prioritization. SGC's evaluation involves reviewing each proposal, which is briefly presented by the requestor and/or the requestor's manager. A prioritized list of resource needs is then recommended by SGC to the College president for his review and approval based on the availability of funds.

Requests for additional full-time faculty are also documented in program review. The process to request additional faculty is conducted through a Faculty Hiring Prioritization process called "Box 2A". Requests are submitted during the subsequent fall semester to the Office of the Vice President of Instruction and Student Services. A committee, which includes the vice president, an additional manager, the faculty senate president (or designee), and a representative of the United Faculty prioritize the requests for full-time faculty. This prioritized list is submitted to the president for review and approved based on the availability of funds, in discussion with the director of business services as part of the budget development process.

The funding of RAP proposals is always dependent on available resources after funding on-going operational needs, mandated liabilities, and other identified liabilities. Annually the College's budget is developed by the director of business services, using the prior year's operating budget and the current year's allocation as a base. Anticipated revenue and expenditures (such as faculty and hourly academic salaries and benefits, management salary and benefits, classified staff salary and benefits, and departmental operating expenditures); known liabilities; and mandatory reserves are included in the budget in order to determine available funding resources that can be used to satisfy the RAP and/or Box 2A requests. Available funding sources may result from an increased allocation (due to state apportionment increases from COLA and/or growth); new or increased categorical/grant funds; LMC Foundation donations; or annual categorical allocations received from Block Grants, and Perkins IV Act funds.

Bond Oversight Committee Reports to the Community, Bond Oversight Committee minutes, Chief Business Officer meeting minutes, Chancellor's Cabinet minutes, District Governance Council minutes, Governing Board minutes, Governing Board Finance Committee minutes, Governing Board reports (fiscal trends, budget transfers, financial statements, budget presentations, budget study sessions, bond update reports) are all evidence of the fiscal planning that takes place at the District. Within this evidence is multi-year financial information that reflects the District's priorities. The many layers of evidence from the multiple committees and bodies show the collaboration that is involved in developing the District's priorities that eventually lead to its budget. Copies of all the aforementioned minutes and reports are available electronically (I.B.5-19, III.D.1.a-6, III.D.1.a-7, III.D.1.a-8, III.D.1.a-9, III.D.1.a-10, III.D.1.a-11, III.D.1.a-12, III.D.1.a-13, III.D.1.a-14, III.D.1.a-15, III.D.1.a-16, III.D.1.a-17).

Self Evaluation

The Standard has been met. The basis for the Resource Allocation Process is the requirement that project proposals, developed as part of the program/unit review process, must support College goals (ER-58). Every year, departments address College goals in their program/unit review and planning process. This approach ensures integrity of the planning process, since there is always a link between departmental plans and College plans.

As a result of the recession, the College has not been able to fully fund all of its approved RAP proposals for the past several years. This funding issue should be gradually resolved, given the increase in state funding due to factors such as the passage of Proposition 30, as well as College efforts to restore/increase FTES and the implementation of effective enrollment management practices.

The evaluation of the results of funded RAP projects has not been performed since 2010 -- this is an integral piece of the RAP process and should be conducted annually, in order to validate that these projects accomplish their goals and were aligned with the College's strategic priorities (I.B.3-20, I.B.6-2, III.B.1.a-8, III.D.1.a-18).

Actionable Improvement Plan

Starting in FY 2014-2015, the Business Services Department will conduct an annual evaluation to determine the effectiveness of the allocation of resources towards supporting and achieving College goals.

III.D.1.b: Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The budget development process is implemented in accordance to the District's Business Procedure 18.02 (DR-2). LMC ensures that it complies with District Policies and Procedures during the development and management of the budget, throughout the fiscal year.

The budgeting process begins about six months into the current fiscal year and prior to the next. As inherent with budgets, various assumptions are made during the budget development process about future fiscal years based on the information available at the time that the budget is initially developed. In order to begin the budgeting process, the current year's budget information is compared to actual occurrences, adjusted as necessary, and used as a reasonable base for creating the budget for the next fiscal year. Since LMC's revenue stream is primarily contingent upon state funding, the budget cannot be finalized until the state budget is adopted. Therefore, the College relies on the best available information during the preliminary stages of the budget development process. Budgetary information is updated as additional information is received and various factors affecting the budget – such as the College's strategic priorities, educational initiatives, and short/long term obligations – are finalized. The draft budget is shared with stakeholders at various stages of the budget development process, and prior to submission to the Board for adoption.

At the beginning of the budget development process, the District estimates its apportionment amount based on predictions of the state's budget and information received from the State Chancellor's Office. District wide expenses/assessments (such as contractual and regulatory obligations, district wide liabilities and utility expenses) are deducted from the apportionment amount and the rest is allocated to the colleges, based on the District's new funding model, which reflects SB 361, the legislated funding formula for California's community colleges. With the new decentralized funding model, each college, as well as the District Office, is responsible for establishing its priorities in order to meet its mission and goals. This model has required each institution to establish internal processes to allocate funding in an efficient manner. The colleges are also required to align their strategic planning processes with that of the District -- LMC has achieved this by linking the District's strategic plan/goals to its *Educational Master Plan*, *Facilities Master Plan*, and full-time faculty hiring plan goals. All of these plans support the College's mission and goals, which support the District's goals (ER-7, I.B.1-20, I.B.1-24, I.B.1-25, III.D.1.a-1).

LMC's budget is developed by the business director, in collaboration with the District, key personnel within the College (president, vice president, senior deans, deans, department managers and any other "budget owners") and the College's SGC. The budgeting process begins by considering various assumptions made by management in support of the College's student learning and success goals. Funds are set aside to address the potential shortfalls of assumptions made based on FTES targets and productivity rates; and to meet immediate obligations such as salary and benefit increases, and other College specific mandatory short and long term obligations. Funds are then allocated to departments/cost centers to cover ongoing operational expenditures. Any leftover funds are used to satisfy the RAP requests that have been approved by the president, based on established RAP guidelines. RAP was implemented by the College as a way to request additional resources needed to fulfill specific department/program related goals. Program maintenance requests (increased operating cost of current programs) are presented by the requesting department's manager to the President's Cabinet for review and approval, while program improvement/development and classified staffing requests are presented by the department's manager to the SGC; the SGC then reviews, prioritizes and recommends project priorities to the president. All funding requests must support one or more of the College's goals (III.D.1.b-1).

The draft budget is shared with various stakeholders at several stages of the budget development process and prior to submittal to the Governing Board for adoption. Given the various iterations of the budget, the finalized budget is not loaded into the District's budget and accounting system until approximately three months after the beginning of the fiscal year. During this period, the Business Office continues to provide stakeholders with the most up-to-date budget information. Once the budget is adopted by the Board, information is loaded into Colleague, the District's Enterprise Resource Planning system (ERP) and made accessible to departments. Departmental budget managers may then access and monitor their budgets through WebAdvisor (a web-based application that interfaces with Colleague). The College's Business Office additionally supports departments with the monitoring and updating of budgetary information by providing them with comparative reports, as requested, throughout the year.

The Business Office monitors the College's budget throughout the fiscal year and communicates with the President's Cabinet and appropriate stakeholders on any changes to the budget assumptions.

Self Evaluation

The Standard has been met. College budgets are monitored throughout the year by the individual departments and the Business Office; information to the President's Cabinet is on an as-needed basis and not through a formal review process. The College may benefit from establishing a formalized mid-year review process, where a budget-to-actual review is conducted and reported to the SGC, President's Cabinet, and appropriate stakeholders.

Each fiscal year, the president reviews the various funding sources for ongoing operations and new projects in order to ensure that funds are appropriately designated for various needs. Block grants, Perkins funds, and other "one-time" funding sources for program improvement and development, the primary funding sources for RAP requests tied to College planning functions, have declined during the past three years. While the president ensures adequate funding for planning purposes, his message to the College has been to develop and submit project proposals irrespective of potential funding sources. The approach is that if good projects are proposed, the College will strive to identify funding sources, even if it means seeking new grant opportunities. As examples, local funds raised by the College, the College Foundation, Title III, and Title V funds have provided a funding stream for various crucial projects. LMC's *Educational Master Plan* dedicated a College goal to develop and assess student learning outcomes, and the program/unit review and planning documents for both instructional and student services departments require identification of student learning outcomes (SLOs). As a result, departments and the College have focused much of their planning efforts and allocation of resources around SLOs and assessment results.

Actionable Improvement Plan

None.

III.D.1.c: When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans and allocates for payment of liabilities and future obligations.

Descriptive Summary

The District is keenly aware that short-range financial plans must not be detrimental to long-term goals of financial stability and the ability to meet long-term contractual obligations and liabilities. The principle of maintaining on-going expenditures within on-going revenues has been stated -- not only by the Governing Board, but by all negotiation groups -- as one of the mutual interests arrived at through "interest based bargaining". Based on this principle, the plans for payment of long-term liabilities and obligations are included in the budget development process. This collaborative process adheres to Board Policy 5033, *Budget Development*; as well as Business Procedure 18.01, *The Contra Costa Community College District General Fund Budget*; and Business Procedure 18.02, *Parameters for Budget Development and Preparation* (DR-1, DR-2, III.D.1.c-1). These policies and procedures state, in part, that the District will, to the extent possible, develop its budget within the following parameters:

- Ensure that budget projections address long-term goals and commitments;
- Provide for contractual obligations and fixed costs;

- Cover the current retiree health benefit expenses and increase restricted reserves for the retiree health benefit liability;
- Use a multi-year plan.

As part of the District's budgeting process, all short-range plans are incorporated into a multi-year, cost projection model, which includes variables such as FTES growth/decline, projected state COLA, increases/decreases in local revenues, and increases/decreases to salaries and other operational costs. The purpose of the model is to determine the long-range, net effect of the District's fund balance for various short-range plans that the District is considering.

The unrestricted general fund is reviewed during the budgeting process, and one-time revenues and expenditures are separated from those that are ongoing, and presented separately in all internal budget and quarterly financial reports. Maintenance of a healthy fund balance is viewed, by the District, as a way to mitigate any unforeseen, or temporary, fiscal emergencies; it also allows the District the ability to fund one-time initiatives.

The District has established separate funds for specific long-term liabilities and obligations including insurance costs, vacation and load banking accruals, retiree health benefits, and building maintenance. Annually, the College allocates funds to address these long-term obligations, as funds are available.

The self-insurance fund has a FY 12-13 ending fund balance of $515,641. In addition, within the revenue allocation model, $100,000 per fiscal year is deposited into the self-insurance fund. This fund covers claims up to $10,000, after which the District turns the claims over to the Bay Area Community College Joint Powers Authority. Property and Liability insurance policies are also considered within the revenue allocation model, with those expenses paid before any revenue is distributed amongst the colleges.

The liability for accrued compensated absences represents amounts owed to employees for unused vacation time and instructional over-loads. Cash payouts are available only at termination of employment or faculty reclassification (to management). Vacation and load banking liabilities are in excess of $13 million. The District has made a strong effort to set aside funds to cover these liabilities. Currently the District has $4.8 million available to cover the liabilities, which is about 37 percent of the total. Based on the slow spend-down of these liabilities, the District is comfortable with the current level of funding.

Retiree health benefit costs are a significant annual expense. In FY 12-13, the District spent $10.4 million in pay-as-you-go health premiums for retirees, and set aside an additional $1 million for future costs. The $10.4 million in pay-as-you-go, as well as the $1 million for future costs, are "off-the-top" expenditures within the revenue allocation model; revenue is distributed after these expenses are paid. In addition, the District deposited $8.8 million into an irrevocable trust that was established in FY 09-10. The pay-as-you-go health premiums combined with the $8.8 million in transfers

to the irrevocable trust, fully funded the District's actuarially determined annual required contribution (ARC) -- the District has fully funded its ARC since 2009-2010.

Building maintenance funds were previously received from the state, annually. However the weak economic climate has resulted in a lack of state funding of scheduled building maintenance, which has forced the District to maintain the upkeep of its assets with local dollars. In FY 12-13, the colleges within the District collectively funded $3.4 million for scheduled maintenance projects that will occur over the next few years. In addition, the District recently updated and approved Business Procedure 5.01, *Scheduled Maintenance and Special Repair Program* (III.B.1.a-12), which sets an annual minimum funding for scheduled maintenance projects.

In addition to the District's process of maintaining a healthy fund balance and reserving funds to address District wide obligations and liabilities, LMC also maintains a healthy fund balance and reserves additional funds for local liabilities and obligations. In FY 13-14, the College set aside approximately $1.5 million for the payback of Instructional Services Agreement apportionment funds to the state and repayment to the District; the College also reserved $805,950 to fulfill the minimum one percent reserve requirement and to address potential shortfalls in FTES targets and productivity goals. An additional $590,000 has been reserved to address potential state deficit funding. These reserves are considered after funding for operational ongoing priorities have been fulfilled. The below table illustrates LMC's fund balance in the last three years.

Fiscal Year	**Beginning Fund Balance**	**Ending Fund Balance**
2010 - 2011	$860,991	$2,491,430
2011 - 2012	$2,491,430	$2,220,869
2012 - 2013	$2,220,869	$3,241,176
2013 - 2014 (budget)	$3,241,176	$3,533,413

Long-range capital plans are based on the current and anticipated educational programs of the colleges. In fall 2006, the College updated its *Educational Master Plan* (ER-7), thus addressing long-term educational planning. In support of that plan, the College also adopted a facilities plan (I.B.1-24, I.B.1-25) that addresses the need to provide adequate facilities to accommodate anticipated College growth resulting from additional enrollment, and to update aging facilities.

In collaboration with campus stakeholders, the District's Facilities Department prepares five-year capital construction and scheduled maintenance plans, which are reviewed annually.

Self Evaluation

The Standard has been met. In making short-range financial plans, the District calculates the long-term effects of the plans that it is considering. The District and its employee groups recognize the importance of having an adequate fund balance and maintaining ongoing expenditures within ongoing revenues, so as not to diminish that balance. The District recognizes all of its long term liabilities and has proactively taken steps to fund them.

The College has a long-term lease arrangement for the East County educational center in Brentwood. The California Community College Board of Governors formally approved "center status" for LMC's Brentwood Center on March 5, 2012. The designation of an official Center has added approximately $1 million to the College operating budget in apportionment funding annually. The approval was a crucial milestone to the eventual development of a permanent center on the recently purchased property south of Brentwood. The District has also been successful in passing two local bond measures, which greatly benefit its three colleges.

LMC has also identified long-range goals during its process of updating the *Educational Master Plan*. This plan identifies programmatic needs to better serve its current student body and future students as the College grows and community diversity increases. The Resource Allocation Process, implemented on an annual basis, reflects these long-range plans.

Actionable Improvement Plan

None.

III.D.1.d: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

LMC's budget is developed by the business director, in collaboration with the District, key personnel within the College (president, vice-president, senior deans, deans, department managers and any other "budget owners") and the College's SGC. The draft budget is shared with stakeholders at various stages of the budget development process, and prior to submittal to the board for adoption. The budget information is public and available to all as it is part of the Board minutes and is also posted on the Administrative Services section of the District website. Detailed information relating to the budget can be accessed via Colleague, the District's ERP system.

The LMC program/unit review and planning process addresses departmental needs for increases in base budgets and funding needs for new initiatives. Each year, departments update their plans, which also allows them to revise their budgetary needs through RAP. The Business Office administers RAP (which includes Program Maintenance Requests, Program Improvement and Development Proposals, and Classified Staffing Proposals), with periodic announcements to the community about proposal development during the fall and spring semesters. The process was established by the College as a way to request additional resources needed to fulfill specific department/program related goals. Program Maintenance requests are presented -- by the requesting department's manager -- to the President's Cabinet for review and approval, while Program Improvement and Development, and Classified Staffing requests are presented by the department's manager to the SGC; which reviews, prioritizes and recommends project priorities to the president. All funding requests must support one or more of the College's goals.

Self-Evaluation

The Standard has been met.

Actionable Improvement Plan

None.

III.D.2: To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a: Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

The *California Education Code* requires that an independent CPA firm perform an annual audit of all of the District's financial records, including all funds, in accordance with state and federal regulations and accounting standards. Audit reports are very structured and do not typically express opinions on financial management. However, the District has had unqualified financial statements the past six years. And the external auditors have reported no disagreements with management during the past six years.

The District has had no material weaknesses or significant deficiencies in internal controls over financial reporting and on compliance and other matters based on an

audit of financial statements reported by the external auditors for three fiscal years (FY 11-12, FY 10-11 and FY 09-10). Going back to FY 08-09 and FY 07-08, the material weaknesses/significant deficiencies that were reported were corrected or showed "significant improvement" within the following 12 months.

Regarding compliance with requirements that could have a direct and material effect on each major program and on control over compliance in accordance with OMB Circular A-133, the District has had only one significant deficiency (internal control over compliance) in the past five years. The significant deficiency was in FY 09-10 and was remedied within 12 months. The CCCCD has had four non-compliance findings in the past five years, all of which were remedied within 12 months. None of the non-compliance findings, or the single significant deficiency, was recurring findings.

The audit reports are uploaded to the District website and all findings are communicated to the necessary departments. The results of the annual audit are also reported by the external auditors to the Board Finance Committee, and then to the entire Governing Board in open session. Once accepted by the Governing Board, the audit is placed on the District's website (ER-50, III.D.2.a-1, III.D.2.a-2, III.D.2.a-3, III.D.2.a-4, III.D.2.a-5).

As part of the following year's audit, the external auditors review the progress made by the District in correcting the prior year's findings.

The College's processes, financial documents and records are included as part of this audit. Audit findings and recommendations are communicated to the accountable College manager at various periods of the audit, by the external auditors and District Accounting Department. The colleges work with the District to implement action plans, when necessary. These plans are included in the audit reports as management's responses to findings and recommendations.

College budgets are developed based on the funds allocated by the District, as well as other local resources. LMC budget and financial information is presented in a variety of forums (College Assembly, SGC Meetings, All College Day, and President's Council). In recent years, the SGC receives and reviews the tentative and adopted budget reports. Many departmental budget managers have the ability to run budget reports through WebAdvisor and the College Business Office additionally supports departments with the monitoring and updating of budget information throughout the year. The College Business Office is responsible for ensuring that all expenditures are in alignment with the approved budget and with any additional criteria established by a funding agency. The District Office also reviews all financial transactions for compliance and appropriateness, prior to processing.

LMC's Business Services Department oversees the appropriate allocation and use of financial resources. At the beginning of the year, once operating funds have been allocated to the College, the director of business services works with the appropriate District and College stakeholders to ensure that the funds are spent in accordance

with District guidelines and in alignment with departmental, College and District goals.

The Business Services Department also works with program managers to ensure that allocations received by categorically-funded programs are budgeted appropriately, expended in accordance to the budget, and reported in accordance with funding guidelines.

Self Evaluation

The Standard has been met.

External audits, conducted annually, have found LMC to be in compliance with respect to financial reporting. The District has had unqualified financial statements the past six years. In addition, the external auditors have reported no disagreements with management during the past six years (ER-50, ER-51, III.D-3, III.D.1.a-12, III.D.2.a-1, III.D.2.a-2, III.D.2.a-3, III.D.2.a-4, III.D.2.a-5).

Actionable Improvement Plan

None.

III.D.2.b: Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The audit reports are uploaded to the District website and all findings are communicated to the appropriate College departments. Audit findings and recommendations are communicated to the College at various periods of the audit, by the external auditors and the District Accounting Department. The colleges work with the District to implement action plans, when necessary -- these are included in the audit reports as management's responses to findings and recommendations. Findings specific to LMC are communicated to the director of business services for remediation. A corrective plan is developed and implemented by the College stakeholders and reported out to the District's chief financial officer and the external auditors.

Audit reports are very structured and do not typically express opinions on fiscal management. However, the District has had unqualified financial statements the past six years. In addition, the external auditors have reported no disagreements with management during the past six years.

The District has had no material weaknesses or significant deficiencies in internal controls over financial reporting and on compliance and other matters based on an audit of financial statements reported by the external auditors for three fiscal years

(FY 11-12, FY 10-11 and FY 09-10). Going back to FY 08-09 and FY 07-08, the material weaknesses/significant deficiencies that were reported were corrected or showed "significant improvement" within 12 months. The 2012-2013 audit has been completed and results communicated to the Board Finance Committee, with no significant deficiencies or material weaknesses. As of this writing, the report is pending finalization and presentation to the Governing Board.

The following two tables show the types of audit findings that the District has received and showcases how the District has implemented or shown significant improvement upon each finding within (12) twelve months -- these findings are for the District and are not specific to LMC.

Findings on Internal Control Over Financial Reporting			
	Material Weakness	**Material Weakness**	**Significant Deficiency**
FY 2007-08	Account Reconciliation and Financial Statements: Adjustments to trial balance were necessary after the start of the audit; Partially implemented in the next fiscal year audit	Subsidiary Accounting Ledgers: Accounts Receivable and Accounts Payable aging reports supporting the outstanding receivable and payable balances are not available and allowance for accounts receivable had no rationale; Partially implemented in the next fiscal year audit	
FY 2008-09	Year End Closing Process: This is a follow-up to the "Account Reconciliation and Financial Statements" from FY 2007-08. The District made "significant improvements" in identifying and reconciling year end accruals, but needed to continue its efforts; Implemented next	Payroll Clearing Accounts: Three payroll benefit liability accounts had significant balances that were not supported by detail payroll clearing account reconciliations or other information; Implemented in next fiscal year	Bookstore Subsidiary Ledger Reports: This is a follow up to the Receivable and Accounts Payable aging reports finding from FY 2007-08: Accounts receivable and payable detail reports did not agree with amounts reported in trial balance; Implemented in

	fiscal year		next fiscal year
FY 2009-10			
FY 2010-11			
FY 2011-12			

Findings on A-133 Federal Single Audit

	Non-Compliance	**Non-Compliance**	**Significant Deficiency**
FY 2007-08	Physical Inventory was not reconciled to equipment records. Implemented in FY 2008-09.		
FY 2008-09			
FY 2009-10			Return of Title IV funds not done in a timely manner as prescribed by federal requirements; Implemented in FY 2010-11
FY 2010-11	Direct Loan letter sent to students did not contain all required information; also, reconciliations for federal funds between our system and the federal system were not being done. Implemented in FY 2011-12.		

FY 2011-12	Satisfactory Academic Progress Policy did not have all the components needed per the Federal Student Aid Handbook; implemented immediately	Verification policies and procedures for student aid did not have all the components needed per the Code of Federal Regulations; implemented immediately	

Self Evaluation

As indicated above, the Standard has been met. The District and LMC have effectively demonstrated the desire to be in full compliance with all audit and regulatory standards.

Actionable Improvement Plan

None.

III.D.2.c: Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary

The chancellor conducts Budget Forums at the Pittsburg and Brentwood sites, at least once per year, in order to keep the LMC community informed about the District's financial status. Information provided in these forums includes: FTES projections, economic trends, and District assumptions for budget development, and budget philosophy (III.D.1.a-14, III.D.1.a-15, III.D.1.a-16, III.D.1.a-17).

Financial information is made available to the public by uploading it to the District's website as part of the Board documents. In addition to these District wide efforts to provide financial information, LMC communicates financial information to the campus at All College Day (fall and spring), focused discussions at monthly campus wide meetings, and email communications from the College president and other administrators. Members of SGC share budget actions and financial information with their constituency groups. LMC has a proactive student newspaper - *The Experience* - that communicates appropriate information that may be of particular interest to, or have impact on, the student body. LMC also holds budget presentations for all College employees (III.D.1.b-1).

In 2008, LMC established a senior accountant position to address the accounting and reporting tasks related to an increasing number of categorical programs. In addition to providing a centralized location for budget reporting and monitoring, the senior accountant regularly communicates with the appropriate grant/budget managers regarding funding levels, spending limitations, budget development, and current expenditure variances.

In fiscal year 2010-2011, the District's ending balance was $33,237,556, equating to nearly 21 percent of its expenditure budget. The fund balance has gone down slightly since then, with an ending balance in fiscal year 2011-2012 of $30,785,101 (19.5 percent of expenditure budget) and then $27,975,712 in fiscal year 2012-2013 (17 percent of expenditure budget). The District strongly believes this amount is sufficient to maintain a reserve for emergencies as it is significantly higher than the minimum state-recommended five (5) percent and also much higher than the District's Governing Board's 10 percent requirement, stated in Business Procedure 18.01, *The Contra Costa Community College District General Fund Budget*.

The District has the ability to issue Tax Revenue Anticipation Notes (TRANs) in order to access cash; however, that has been unnecessary. In addition, through the County, the District participates in a program called the "teeter plan" in which the County will front the District anticipated property tax revenue to support its cash requirements, if needed.

The District receives its revenues through state apportionment, student enrollment fees, and property taxes. Because of its large tax base, the District is less reliant on state apportionment revenue than many other community college districts. Of the nearly $138 million in total apportionment revenues received by the District, approximately 63 percent came from property taxes and enrollment fees. This tilt towards property taxes and enrollment fees over state apportionment provides the District better cash-flow than districts which rely more heavily on payments from the state, which has allowed the District to avoid the TRANs and Certificates of Participation (COPs) that have become more prevalent during the recent economic downturn.

The District is part of the Bay Area Community College District Joint Powers Authority which is covered by the Statewide Association of Community Colleges (SWACC). General liability and automobile liability coverage's are set at $1M per occurrence and property liability coverage is set at $250M per occurrence. The District also has a self-insurance fund of approximately $600k to handle financial emergencies -- this fund receives a $100,000 annual transfer, giving it an ongoing source of revenue.

The District established a new funding model in FY 10-11, resembling the methodology by which funding is distributed from the state, since the passage of Senate Bill 361 (SB-361). With this new decentralized funding model, each college, as well as the District Office, is responsible for establishing its priorities in order to meet its mission and goals. This change has required each institution to establish internal processes to allocate funding in an efficient manner. Moreover, throughout

the budgeting process multi-year assumptions are developed through the participatory governance process; this allows each site a look at what the short-term and long-range plans should be.

At the District level, regular monitoring is provided through quarterly reports to the Governing Board (ER-51). The reports show actual revenue and expenditure activity as compared to the budget, changes to revenue and expenditure during the quarter and an explanation of financial activity, which could affect District solvency. The quarterly reports are based on actual system data and are transmitted for review and appropriate action by the State Chancellor's Office. In months when a quarterly report is not presented, a Fiscal Trends Report is submitted for Board review, featuring key District fiscal indicators, including high level revenue and expenditure summaries, FTES data, and reserve balances.

LMC's Business Services Department monitors the College related budget (operational funds and categorical funds) throughout the year and provides online access to budget reports to departments. The Business Office also sends summary budget reports as needed to the deans for each of the departments that report to them. The director of business services provides budget reports for designated funds, and the senior accountant provides budget reports for all categorical funds. These reports are intended to assure that all key personnel take appropriate steps to ensure that the College spends within budget and meets its carry over goals.

LMC's program review is linked to budget development through the Resource Allocation Process. The RAP is facilitated by the business director and project funding recommendations are provided to the president by the SGC, President's Cabinet, and other necessary committees, thereby allowing for a collaborative process by representatives from each College constituency group (I.B.3-6, I.B.3-27, III.A.2-8, III.D.2.c-1, III.C.2.c-2, III.D.2.c-3, III.D.2.c-4).

Self Evaluation

The Standard has been met. Department and program budget managers are satisfied that they are provided with the necessary financial information to monitor and control their budgets.

Actionable Improvement Plan

None.

III.D.2.d: All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding course.

Descriptive Summary

The District's key processes, financial documents and records are included as part of the external audit. The District also has an internal audit department to complement the external audits that are conducted annually. The District has either remediated or shown "significant improvement" in all internal control deficiencies reported in the annual audit for FY 06-07, FY 07-08 and FY 08-09 within 12 months. There have been no internal control deficiencies identified in the annual audit for the past three years.

Bond Measures

The District has annual audits performed by external auditors for both of its voter-approved bond programs -- the first bond program was approved in 2002, and the second was approved in 2006. There have been no audit findings within either of these bond programs.

Pursuant to Prop 39, the bond expenditures are also monitored by a Citizens' Bond Oversight Committee, which meets quarterly.

Foundation

The Los Medanos College Foundation is an independent corporate organization that was created to support the College. The mission of the Foundation is to build futures and change students' lives by creating relationships with businesses, corporations, foundations, and individual donors, who invest in educational and technical programs that benefit the economy and community-at-large. Through this mission, the LMC Foundation solicits and receives donations that benefit the foundation's general operations, scholarships, and programing needs of the College. With these funds, the annual LMC Foundation budget is developed by the LMC Foundation Finance Committee based on realistic projections of revenue and expenses, then submitted to the full foundation Board of Directors for review and approval.

The LMC Foundation's financials are categorized into three accounting areas: unrestricted, temporarily restricted, and permanently restricted. "Unrestricted" funds are those that can be used for any general operational expenses, for scholarships/emergency loans to students, and for funding programs at LMC. "Temporarily Restricted" funds are funds that have been donated to the foundation for specific usage. These funds are specifically coded for their usage, tracked using QuickBooks, and documentation of usage is affixed to each financial transaction. "Permanently Restricted" funds would include endowments. At this time, the LMC

Foundation only has a "quasi" permanently restricted account; the principle can't be expended until the year 2030, after that time the funds may be used in any way the Foundation's Board of Directors deems appropriate. The Foundation employs an independent bookkeeper, who processes the revenues and expenditures and reconciles the bank accounts monthly. The Foundation's executive director reviews all financial reports on a weekly basis. A member of the LMC Foundation Finance Committee reviews the financial transactions every other month to ensure proper usage of all funds. The Finance Committee also meets every other month to review profit and loss and balance sheet reports and then submits all reports to the Board of Directors for discussion and approval.

The LMC Foundation is audited annually by an audit firm that is selected by the CCCCD. Part of the audit is to determine if expenditures have been used according to the specific designation (unrestricted/temporarily restricted/permanently restricted). The Foundation's annual audit is consistently found to be "clean" and in conformity with accounting principles generally accepted in the United States of America. Copies of the annual audits are filed in the Foundation Office (III.D.2.d-1, III.D.2.d-2, III.D.2.d-3, III.D.2.d-4).

The Foundation complies with state regulations regarding special fundraising activities, such as raffles. All state and federal tax and accounting documentation are on file in the Foundation Office and are available to the public, upon request.

Auxiliary Activities

The Business Office reviews all transactions for auxiliary activities that occur through bank accounts, trust accounts, and student club accounts. The procedures governing these accounts are delineated in Business Procedure 3.38, *Guidelines for the Establishment of Accounts for Clubs, Trusts and Donations*. These accounts are included in the annual external audit review (III.D.2.d-5).

Grants

As part of the long-range planning process, the president, director of business services, senior accountant, and grant program managers periodically review active grants to determine how well grant-funded programs support the College's mission and goals. Institutionalization plans -- for grant funded programs that benefit students and align with the College's goals -- are developed to gradually transition program expenditures into the College's operating budget, thereby ensuring continuation of the successful programs after the grant expires.

Financial Aid

The Financial Aid Office monitors the loan default rate regularly by reviewing the Borrowers in Default Report provided by the loan servicers. The financial aid loan coordinator contacts the delinquent borrowers to advise them about loan rehabilitation and getting out of default. The loan coordinator works with the loan servicers to ensure that borrower records are updated regarding contact information and that loan data is accurate. By working with the tools provided by the loan

servicers and the USDE, the Financial Aid Office continuously performs borrower outreach and monitors repayment performance to proactively manage the default rate.

In accordance with federal regulations, the Financial Aid Office reconciles the direct loan payments monthly with the general ledger and the USDE systems. As an internal control, the District Accounting Office is responsible for the drawdown funds for the Federal Direct Loan Program to ensure that expenses have been incurred before the funds are received. District Accounting and the Financial Aid Office work closely to ensure that all revenue has been received for expenses incurred. To ensure continuing compliance with federal regulations, the financial aid director and staff regularly review the direct loan guidance on the Information for Financial Aid Professionals website (III.D.2.d-6). The director and staff frequently attend various financial aid training conferences and workshops to keep current with federal regulations. Financial aid directors and financial aid staff at the three colleges, District Accounting, and Information Technology meet monthly to develop and review policies to ensure compliance District wide.

Self Evaluation

The Standard has been met. The LMC Foundation's Scholarship Program Office annually administers over $200,000 in scholarship and emergency loans for students. In cooperation with local medical facilities and corporations, the LMC Foundation provides additional funding to the LMC Nursing Department, and to other CTE programs that support faculty and students.

The LMC Foundation annually awards up to $10,000 to LMC programs for Educational Enhancement Mini Grants that fund projects to increase student success. Examples of grant proposals that have been funded are: *LiveScribe* pens for Disabled Students Program and Services, support for chemistry students to mentor students in the local high schools, funding for students to attend leadership conferences, furniture and books for the LMC library's children's reading area, and calculators for the Math Labs. The Foundation also requests and receives $10,000 from Wells Fargo each year to support various projects, such as hosting a best-seller author speaking engagement at LMC, support for LMC student veterans, and support for LMC's Math Path program.

Each spring, the Foundation conducts a campaign to raise funds for an identified project. These campaigns are only six-weeks long and typically raise over $22,000. The past couple of years, the campaigns have focused on raising emergency funding for students.

In an effort to increase the visibility of LMC in the community, the LMC Foundation executive director successfully wrote a grant proposal for $10,000 to a local County Supervisor. This funding is used to defray the LMC facilities fees for non-profit organizations who wish to use the campus buildings/grounds. The types of organizations this grant helps are gang prevention summits, annual toy and coat give-away, and high school academic competitions.

The Foundation is audited annually by an outside firm, under contract to the CCCCD. The most recent Foundation audits were found to be "in conformity with accounting principles generally accepted in the United State of America."

Actionable Improvement Plan

None.

III.D.2.e: The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary

The District has annual audits performed by external auditors for all special or designated funds, including OPEB funds, categorical programs, college foundations, and both of its voter-approved capital bond programs. There have been no audit findings within any of these programs. Pursuant to Prop 39, the bond expenditures are also monitored by a Citizens' Bond Oversight Committee, which meets quarterly. All joint powers of authority (JPAs) which the District may participate in are independently audited by firms contracted by the individual JPAs.

The District has had unqualified financial statements for the past six years based on annual external audits. Moreover, audit findings the District receives are corrected or show significant improvement within 12 months.

Annually, the CCCCD internal auditor compiles a risk assessment of the District's various departments and processes. With input from the Governing Board Finance Committee and Chancellor's Cabinet, the internal auditor then identifies areas of focus/priority and prepares an audit schedule for the year. Audits on the schedule are conducted with priority given to investigations requested by District management. During all reviews (audits or investigations), internal controls are assessed for adequacy, efficiency, and effectiveness. Results of those reviews are communicated to College management, the Chancellor's Cabinet, and the Board Finance Committee (ER-52, III.D.1.a-9).

Internal controls are also evaluated by the District's independent audit firm. Weaknesses are reported in the findings section of the report and require a response/action plan from the District. Corrective measures are monitored by the auditors and progress is reported in the subsequent year's audit report.

Self Evaluation

The Standard has been met.

Actionable Improvement Plan

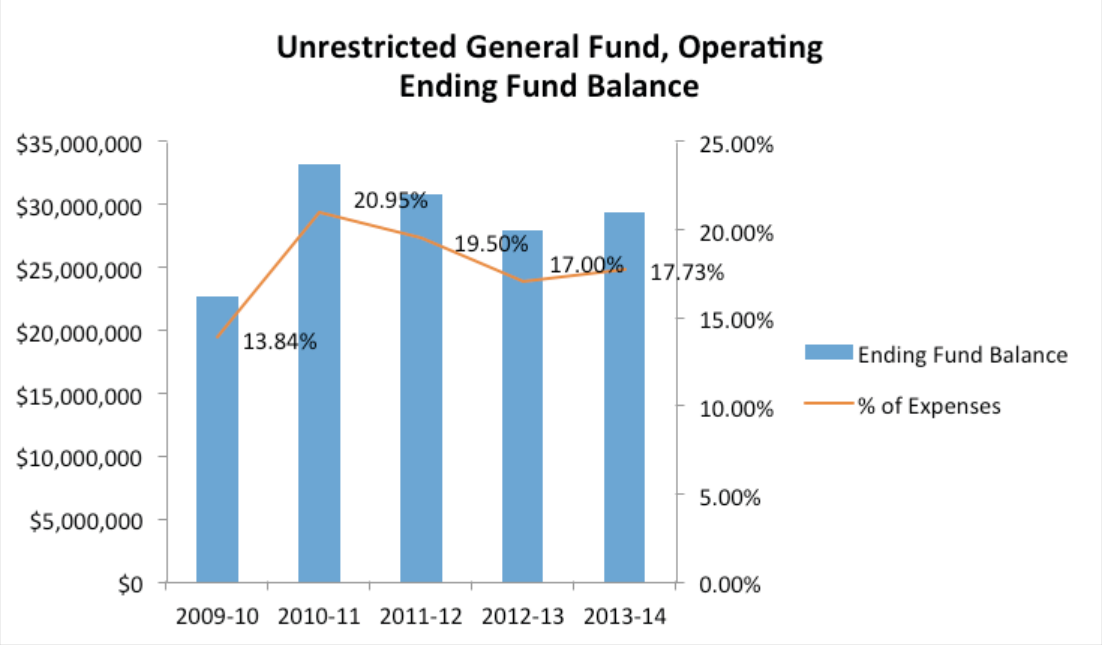
None.

III.D.3:The institution has policies and procedures to ensure sound financial practices and financial stability.

III.D.3.a The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Cash flow is managed by the District Office and the funds are held in the county treasury. The county receives property taxes twice per year and follows the "Teeter Plan", which allows the county to advance anticipated receipts to the District, thereby providing an adequate cash flow. The state has increasingly deferred payment of apportionment funding in order to meet its cash flow needs. To address this issue, the District's Governing Board has maintained a minimum 10 percent District wide reserve, per Board Policy 5033 (III.D.1.c-1).



Contra Costa County operates under the "Teeter Plan" regarding distribution of property taxes to local agencies. Under this plan, the District is granted an advance on all property taxes, which the county will collect during the fiscal year. Therefore, the District starts each year with a "spending credit" equal to 24 percent of its total revenues. Given the timing of enrollment fee collections, state apportionment distributions and the size of its fund balance (reserves), the District

has never been in a situation where the county has denied redemption of one of its warrants.

Adequate property and liability insurance protects the District for unexpected cash outlays resulting from loss or legal actions. The District addresses risk management by maintaining adequate insurance coverage. Property and liability coverage is maintained through the Bay Area Community College District Joint Powers Authority (BACCDJPA). Through continuous levels of re-insurance, the District has property and liability insurance (per occurrence) up to $250 million and $1 million respectively. As a member of the BACCDJPA, the District's self-insured retention is $10,000 per occurrence. The District also maintains a self-insurance reserve fund that is used to cover the colleges' self-insured retention and losses that are less than the deductible or denied claims. This fund is annually replenished by the District.

For workers compensation, the District maintains insurance coverage through the Contra Costa Schools Insurance Group JPA. To help minimize losses, both JPAs provide members with regular on-site safety inspections and active health and safety programs. Keenan Insurance has also provided onsite inspections of potentially hazardous materials.

The Governing Board has adopted a policy to have a minimum five (5) percent reserve, but has also set aside an additional five (5) percent reserve to maintain a sizable fund balance in order to mitigate any unforeseen, or temporary, fiscal emergencies.

The District's budget allocation model requires each college to maintain a one (1) percent reserve (minimum level) to meet smaller local unanticipated expenses. The College may also establish designated reserves for specifically identified future needs. The table below summarizes reserves held by LMC over the past few years. Fiscal year 2010-2011 marks the first year that the College was required to maintain local reserves. In FY 11-12 and FY 12-13, reserve balance increased as the College set aside funds to repay a state apportionment overpayment related to a prior instructional service agreement (ISA). This designated reserve is fully funded to complete the repayment in FY 15-16. In FY 13-14, in addition to the ISA reserve and the minimum one percent, funds were also reserved for state funding deficit, load bank and vacation liabilities, and potential declines in enrollment (DR-1, ER-48, III.D-3, III.D-4, III.D-5, III.D.1.a-14, III.D.1.a-15, III.D.1.a-16, III.D.1.a-17, III.D.1.c-1, III.D.3.a-1).

Fiscal Year	Beginning Fund Balance	Expenditure	Fund Balance as a % of Total Budget
2010 - 2011	$860,991	$34,622,771	2.5%
2011 - 2012	$2,491,430	$32,879,831	7.5%
2012 - 2013	$2,220,869	$32,035,118	6.9%

2013-2014 (budget)	$3,241,176	$34,471,864	9.4%

Self Evaluation

Los Medanos College meets the Standard. The District has not needed to secure any loans, such as Tax Revenue Anticipation Notes (TRAN), in order to meet fiscal year cash demands. The District has demonstrated its ability to maintain reserves at adequate levels to address unforeseen needs.

Actionable Improvement Plan

None.

III.D.3.b:The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Under the direction of the Governing Board Finance Committee and the chancellor, the responsibility of the Internal Auditing Department is to plan and conduct a comprehensive internal audit program that provides more efficient and effective use of educational funding through sound fiscal management practices. Duties include reviewing the reliability of financial/operating information; conducting internal control and compliance audits; conducting investigations, and reviewing departmental accounting and record keeping procedures, across the District. Annually, the CCCCD internal auditor compiles a risk assessment of the District's various departments and processes. With input from the Board's Finance Committee and Chancellor's Cabinet, the internal auditor then prepares a schedule that will undergo review or audit investigation. Results of those reviews are reported to the Finance Committee (ER-52, III.D.1.a-9).

All institutional investments that are made on behalf of the District are performed and overseen by the County Treasurer's Office. Short-term funds (cash) are primarily maintained in the county's investment pool. At the District's direction, the county invests surplus cash into longer term instruments. For the funds that the District has set aside for its retiree health benefits liability, the District has contracted the investment services of Public Financial Management (PFM). On a quarterly basis, the Board receives a report on the District's investments, which includes benchmark comparisons of the investments managed by PFM (III.D.3.b-1).

The District also retains an independent auditor to perform annual audits of its financial records. In addition to the audit of the District's governmental funds, proprietary funds, fiduciary funds and account groups, the auditors also perform specific audits of the Proposition 39 bond fund, each college foundation, and the Retirement Board of Authority (OPEB). The audit is performed in conformance with generally accepted auditing standards, which include a review of the District's fiscal processes and internal controls. Where the audit has identified findings, the District addresses the auditors' recommended corrections (ER-50, ER-53, III.D.2.a-3, III.D.2.a-4, III.D.3.b-2, III.D.3.b-3, III.D.3.b-4, III.D.3.b-5, III.D.3.b-6, III.D.3.b-7, III.D.3.b-8, III.D.3.b-9, III.D.3.b-10, III.D.3.b-11, III.D.3.b-12).

At the College, the Colleague financial system provides real-time budgetary information. Thus, at any time, a program manager can review individual general ledger account information or total department budget information. The Business Services Office also provides monthly budget reports to all program and department leaders.

At the beginning of an externally-funded grant proposal, information is entered into the District wide grant database, which is used to track grant documents, approvals, funding cycles and budgets. Once approved, the director of business services and senior accountant review all externally-funded programs, monthly, to ensure that there is a correct budget, expenditures are reported in the appropriate accounts, and spending is on target based on the budget. The director also ensures proper accounting and tracking of carryover funds. Detailed year-end analyses are provided to the program managers by the Business Office.

Departments developing contractual relationships consult with both the director of business services and District's director of purchasing in establishing these formal relationships. LMC manages its contractual relationships with vendors, while the District reviews and approves contract agreements. Significant contracts currently in effect include the Brentwood facility lease and an instructional service agreement with the Contra Costa Sherriff's Office. These contracts were negotiated and are managed by the College; the District's Purchasing Department reviews the contracts for appropriateness and legal form prior to submission for Board approval.

LMC has 16 co-curricular trust accounts, 16 chartered student club accounts, and 11 trust fund accounts. Co-curricular trust accounts are governed by Business Procedure 3.14, *Financing Co- Curricular Activities* and Business Procedure 3.15, *Co-Curricular Activity Accounts*. Student club activities are governed by Governing Board Policy 3003, *Student Organizations*, and Business Procedure 3.41, *Student Body Funds and Club Accounting*. Trust fund accounts and student club activities are governed by Business Procedure 3.38, *Guidelines for the Establishment of Accounts for Clubs, Trusts and Donations*. For each trust or student club account, there is a College employee responsible for approving that trust/club's transactions. Monthly budget reports are issued to each of these College employees in order to monitor transactions (III.D.2.d-5, III.D.3.b-13, III.D.3.b-14, III.D.3.b-15, III.D.3.b-16).

The financial aid directors from the three colleges formed District wide teams to address financial aid systems processes that include any new Federal or State updates to mandates, operational compliance, and/or regulations. Additionally, Financial Aid staff participate in professional development and training by:

1. Completing online training from the National Association of Student Financial Aid Administrators (NASFAA), US Department of Education (USDE), California Student Aid Commission (CSAC), and other Financial Aid organizations;
2. Attending workshops sponsored by NASFAA, USDE, CSAC, Western Association of Student Financial Aid Administrators (WASFAA), California Association of Student Financial Aid Administrators (CASFAA), California Community Colleges Financial Aid Administrators Association (CCCSFAAA), California Community Colleges Chancellor's Office, and other Financial Aid organizations; and
3. Attending annual Financial Aid association conferences.

The District Financial Aid Directors Financial Aid (DFADFA) teams have improved the application process, revised the Offer Letter, revised procedural forms to be more effective, coordinated efforts between the Financial Aid Office and other college departments, revised guidelines for distributing SEOG and Federal Work Study funds, revised the satisfactory academic progress procedures and revised the student appeals process. On February 1, 2013, Los Medanos College's renewal of Cal Grant Programs Institutional Participation Agreement was approved through June 30, 2016. On April 9, 2009, USDE San Francisco Case Management Team completed its review of Los Medanos College's (Institutional) application to participate in the Title IV, HEA Programs. Based on the materials submitted, the review indicated that the Institution meets the minimum requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts 600 and 668. On April 16, 2009, USDE San Francisco Federal Student Aid Case Management and Oversight Team approved LMC's Application to Participate in Federal Student Financial Aid Programs that includes the College's Eligibility and Certification Approval Report, Program Participation Agreement, Certification for Title IV, HEA Programs until December 31, 2014.

The LMC Foundation has a Finance Committee, consisting of the Foundation treasurer and three board members. The Finance Committee members are given quarterly financial reports for review. The reports include the current profit and loss and an expense report. The Foundation's annual budget is developed by the Finance Committee then submitted to the entire Foundation Board of Directors for review and approval at the quarterly meetings. Copies of the financial reports are filed with the official Foundation Board of Directors meeting minutes.

The Foundation's Audit Committee is comprised of three members. A maximum of one member of the Finance Committee may serve on this committee and must have a basic understanding of finance and accounting and be able to read and understand financial statements. At least one member shall have accounting or related financial management experience. The Audit committee's duties and responsibilities are to:

- Monitor the integrity of the Foundation's financial reporting process and systems of internal controls regarding finance, accounting, tax and legal compliance.
- Consider any matters which from time to time may be referred to the Audit committee by the Board of Directors or Executive Committee of the Foundation.

The Foundation has an annual audit by an external audit firm under contract with the District -- the Foundation's last full audit was June 2013. All required tax documents and financial accounting documentation are available for inspection in the Foundation Office (III.D.2.d-3, III.D.2.d-4, III.D.3.b-17, III.D.3.b-18, III.D.3.b-19, III.D.3.b-20).

Self Evaluation

The Standard has been met. The District exercises effective oversight of finances. Internal and external audits show LMC to be in compliance with state requirements, District procedures and generally accepted accounting principles (GAAP).

The director of business services and senior accountant, in conjunction with program managers of externally-funded programs (Fund 12), have effectively tracked spending against budget. At fiscal year-end for the past several years, programs have spent up to the amount budgeted.

The District's director of purchasing and contract services consistently approves the College's contracts upon their submission for Governing Board approval.

The Financial Aid Office follows all mandates for the accounting and distribution of financial aid, including Pell, Federal Work Study, SEOG, Cal Grants, and Board of Governors Grant Waivers. The Financial Aid Office works closely with District Office personnel to ensure that the College accounts for its grant funds appropriately. Financial Aid staff attend periodic workshops to stay abreast of changes in financial aid guidelines. Additionally, the Financial Aid Office undergoes periodic independent program review and audits of its operation to ensure compliance with appropriate guidelines. The DFADFA Teams address any and all audit and/or compliance findings from a District system perspective that are implemented at each of the colleges.

All internal and external audit recommendations are reviewed and corrective action plans are implemented.

Actionable Improvement Plan

None.

III.D.2.c: The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary

On August 28, 2008, the District formed a Retirement Board of Authority, which has its own distinct legal designation to manage funds set aside in an irrevocable trust to fund future retiree health benefits. The District funds the irrevocable trust at the actuarially determined annual required contribution. The District has fully funded its ARC since FY 09-10. In FY 12-13, the District paid $10.4 million in health premiums for retirees and also made an $8.8 million contribution to its irrevocable trust. The total market value of the irrevocable trust as of July 31, 2013 was $53 million (DR-1, III.D.3.b-1, III.D.3.b-5, III.D.3.b-6, III.D.3.b-7, III.D.3.b-8).

The College's long term liabilities consist primarily of:

1. Compensated leave for managers and staff, and vacation pay-off ($989,695 as of June 30, 2013).
2. Accrued banked load for faculty ("banked load" is when faculty teach extra classes and the load is banked, rather than paid; they can draw on this when in an under load in the future period or upon retirement/termination). The liability was $1,772,976 as of June 30, 2013.
3. The Brentwood Center is LMCs largest operating lease. The current agreement goes through August of 2018, with an annual lease amount of $353,427. The Brentwood location has received official "center status" from the State Chancellor's Office and, as a result, the College is receiving additional apportionment which covers this lease.
4. LMC has a prior period obligation to the state for overpaid FTES funding related to instructional service agreement obligations are approximately $1.5M as of June 30, 2013. A designated reserve is fully funded to retire this liability.

The College is on a "pay as you go" basis – using operating funds to pay current obligations, recognizing that the total accrual for these obligations is large. District began accruing in a reserve account for large payoffs with the intention that it will fund to the appropriate level to be used when numbers are higher than usual (Fund 29). While the level of the contribution being funded is not defined as a percentage, the District has indicated that the amount held in reserve is adequate to meet reasonable demands on the funds. Each college identifies individually how much each year to set aside in its reserve fund.

Self Evaluation

The District and College meet this Standard. The institution is fully funding its actuarially determined annual required contribution for retiree health benefits, currently $8.8 million in FY 12-13. The District has met this actuarial threshold since FY 09-10, with total transfers to the irrevocable trust of $35.8M (DR-1, III.D.3.c-1, III.D.3.c-2, III.D.3.c-3, III.D.3.c-4).

The College has partially funded reserves to address compensated leave and accrued banked load which are adequate to satisfy the pay-as-you-go payment for exiting employees. The Brentwood operating lease is part of the College's operating budget. Funds have been set aside to meet the overpaid FTES funding liability, which will be completely paid off in FY 15-16.

Actionable Improvement Plan

None.

III.D.3.d: The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

On July 26, 2006, the Governing Board took action to comply with Governmental Accounting Standards Board (GASB) pronouncements 43 and 45 by approving Board Report No. 5-C (III.D.3.d-1) and accompanying Resolution to Establish a Trust to Be Used for the Purposes of: Investment and Disbursement of Funds Irrevocably Designated by Employer for the Payment of its Obligations to Eligible Employees (and Former Employees) of Employer and Their Eligible Dependents and Beneficiaries for Health Insurance and Other Similar Benefits. The team of experts needed to support the District in this compliance activity consists of: 1) the plan sponsor (broker); 2) the trust company; and 3) the investment manager.

The District has had four actuarial studies done since 2006. The first two were performed by Rael & Letson Consultants and Actuaries. The most recent actuarial study, done in 2013, was performed by Total Compensation Systems, Inc. (III.D.3.b-6, III.D.3.b-7, III.D.3.b-8, III.D.3.c-1, III.D.3.c-2, III.D.3.c-3, III.D.3.c-4).

With Board approval, the District entered into an agreement with Keenan Financial Services to participate in its GASB 43 and 45 turnkey program named Futuris as the plan sponsor; with Benefit Trust Company acting as the trust company; and with Morgan Stanley as the investment manager. Attached as back-up to this action are: 1) the Futuris Public Entity Investment Trust Agreement and 2) the Futuris Trust Administrative Services Agreement (III.D.3.d-1).

The District contracts with the actuarial firm Total Compensation Systems Inc. for the preparation of the actual OPEB plan and to monitor the progress the District has made since the Trust's inception. Per GASB guidelines, the actuarial study is performed every two years. Total Compensation Systems Inc. performs GASB 43/45 actuarial evaluations for many K-14 entities within California – it is a reputable firm that has been in business for over 20 years.

The OPEB actuarial study provides the basis for the District's external auditor to provide an annual financial report consistent with GASB guidelines.

Self Evaluation

The District meets this Standard. The District is in compliance with GASB 45 and has its actuarial studies on OPEB done within the set parameters.

Actionable Improvement Plans

None.

III.D.3.e: On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

The District has very little debt that it must repay. The District does not have any TRANs and has one very small COPs, in relation to Diablo Valley College's Student Center. The COP's current principal and interest payment for FY 13-14 is $126,800; this amount is covered entirely through a self-imposed DVC student fee and is a miniscule portion of the overall District budget.

The District does have substantial debt in the form of general obligation bonds. In 2002 the District passed a ballot measure within Contra Costa County for $120 million in general obligation bonds to fund capital projects. Four years later in 2006, the District passed another ballot measure within the county for $286.5 million in general obligation bonds to fund additional capital projects. While the debt associated with these general obligation bonds resides within the District's balance sheet, the funds required to pay this debt is levied through property taxes and administered within the treasurer's office at Contra Costa County. The District does not make these payments, nor do they affect its operating fund.

The District's COP payment is paid from self-imposed student fees at DVC and is not made through the operating fund of the District. The percentage of the District's operating budget used to cover locally incurred debt is zero (0) percent. The debt associated with the general obligation bonds issued for capital projects in 2002 and

2006 are repaid through property tax assessments administered by Contra Costa County's Treasurer's Office. This does not affect the District operating budget, nor is it debt the District itself must repay.

The College does not have locally incurred debt instruments that can affect the financial condition of the institution.

Self Evaluation

The College does not have locally incurred debt instruments that can affect the financial condition of the institution. Due to the insignificance of locally incurred debt, there is no adverse impact on the District's financial stability.

Actionable Improvement Plan

None.

III.D.3.f: Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

Los Medanos College's cohort default rates for the past three years are as follows:

- FY 2011 2-Yr Official 10.8%
- FY 2010 2-Yr Official 13.9%
- FY 2010 3-Yr Official 19%
- FY 2009 2-Yr Official 16.6%
- FY 2009 3-Yr Official 26.6%

The above-listed cohort default rates are within federal guidelines. If the default rate exceeds federal guidelines in the future, LMC will implement additional default management measures as recommended by the USDE. Default management best practices include allocating adequate resources, working to reduce the number of dropouts, providing enhanced entrance and exit counseling, and following up with borrowers (III.D.3.f-1, III.D.3.f-2).

To comply with the Gainful Employment Act, the CCCCD provides the following information about the District's Career Technical Education programs that offer Certificates of Achievement: the costs and normal time for completion, average loan debt incurred by students enrolled in the program, completion rates, and potential careers for program graduates (CP-12).

Assets procured with federal funding, e.g. equipment, are accounted for in accordance with federal guidelines. Equipment with a purchase price of $5,000 or more is capitalized and recorded in the District's inventory system. Accumulated

depreciation and book value are reported in the District's annual audited financial statements. Equipment that is no longer needed is disposed of per federal grant guidelines and District procedures (III.A.1.a-7).

Self Evaluation

The Standard has been met. The Financial Aid Office monitors the default regularly by reviewing the Borrowers in Default Report provided by the loan servicers. The financial aid loan coordinator contacts the delinquent borrowers to advise them about loan rehabilitation and getting out of default. The loan coordinator works with the loan servicers to ensure that borrower records are updated regarding contact information and that loan data is accurate. By working with the tools provided by the loan servicers and the USDE, the Financial Aid Office continuously performs borrower outreach and monitors repayment performance to proactively manage the default rate.

Equipment purchased with federal funds is acquired and disposed of in accordance with federal and District standards.

Actionable Improvement Plan

None

III.D.3.g: Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Departments developing contractual relationships with outside organizations may consult with both the director of business services and District's director of purchasing and contract services in establishing these formal relationships. All departments then complete the "Request to place contract on Governing Board" procedure 9.45 form, which is reviewed (along with the contract) by their managers for appropriateness prior submittal to the director of business services for review (III.D.3.g-1). The director then submits the proposed contract to the director of purchasing and contract services for final review prior to inclusion on the Governing Board agenda. The review includes legality of the contract terms, necessary indemnification and insurance provisions, sufficiency of funds, and alignment of the contract services to College and District mission and goals. At any time after a contract has been approved by the Governing Board, the College or contracting agency may propose changes or termination of contracts.

Examples of contractual agreements at the College are:

1. Instructional agreement with the Sheriff's Office to provide instruction for the Administration of Justice Department's Police Academy
2. Clinical experience/training agreements – Nursing and EMT programs
3. Brentwood Center lease
4. Professional expert agreements (various contracts with individuals/organizations that provide areas of expertise related to LMC's instructional programs and resource development)

The College has many grants through federal, state, and local government sources that provide funding for instruction and student services and are monitored to assure that their guidelines are met. Each grant has an identified program coordinator or manager who assesses that all conditions of the grant are met. On an annual basis, the District's independent auditors review grant expenses for appropriateness and compliance (ER-50).

Self-Evaluation

The Standard has been met. The College consistently develops contractual agreements that meet District guidelines for submission to the Governing Board. LMC has developed an effective relationship with the District director of purchasing and contract services so that the College develops appropriate contracts with outside organizations that are consistent with institutional mission and goals. At any time after a contract has been approved by the Governing Board, the College or contracting agency may propose changes or termination of contracts within the terms of the contract and district policies and procedures.

The 2013 external audit report indicated that the grants have been reviewed and the District is in compliance with requirements that could have a direct and material effect on each of its major federal programs.

Actionable Improvement Plan

None.

III.D.3.h: The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The District has an annual external audit that reviews and provides recommendations on its processes. The annual external audit is required per Education Code 84040 and is described in Board Policy 5007 *External Audit of District Funds* (ER-53).

The District evaluates financial management process regularly, in a variety of ways. First, the annual audit report is a detailed and comprehensive review of the financial position of the CCCCD, which includes the review of its internal controls and the adequacy of financial safeguards and the reliability of financial systems. The annual audit report is a major means to evaluate the effectiveness of financial management processes systems and to provide recommendations for improvement (ER-50, III.D.2.a-3, III.D.2.a-4, III.D.2.a-5).

The District's Board Finance Committee is also responsible for ensuring the continued effectiveness of CCCCD internal controls, through the review of reports provided by the internal auditor in accordance to the annual internal audit plan **(**III.D.1.a-10).

District wide workgroups are assigned responsibility for reviewing and recommending process changes in several operational areas. Process Expert Teams (PET) for payroll, purchasing, admissions and records, and financial aid meet periodically to discuss current process and recommend improvements (II.B.3.e-2).

Finally, regular meetings of the college business officers, the District Governance Council and Chancellor's Cabinet provide opportunities for College and constituency representatives to comment on any financial management issues and to suggest improvements.

Self Evaluation

The Standard has been met. The annual audit is conducted under the guidance of the Governing Board Finance Committee. Early attention is given to focus the audit on legal compliance issues and any particular areas of concern. District staff annually develops a status report on implementation of audit findings in order to improve financial management.

The auditors meet with the Finance Committee prior to commencing the audit to determine areas of specific concern. The audit is conducted according to State and Federal audit guidelines to assure compliance. The auditors will focus on any other areas that the Finance Committee requests.

Internal audit discusses control enhancement recommendations with management and periodically follow-up to ensure that action plans are completed. These along with audit reports are discussed at the Board Finance Committee meetings.

During the past two years, the District has through various meetings performed a concerted effort to review and update Business Procedures and Board Policies. College business officers are also the first level of review for updated Business Procedures and Board Policies.

The District PET teams continuously develop standardized processes which improve financial management processes.

Actionable Improvement Plan

None.

III.D.4: Financial resource planning is integrated with institutional planning. The institutions systematically assess the effective use of financial resources and use the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

The College links resource allocation to planning through the comprehensive program/unit review process, which includes a complete evaluation during which each department reviews and analyzes its budget and the effectiveness of the program areas. The College's program/unit review process requires the annual input by each department regarding the following types of information:

- Reviewing and updating the unit/program's mission statement and description
- Analyzing qualitative data -- results of SLO assessment, advisory board recommendations, and quantitative data, such as completion and retention rates and results of external examinations
- Reporting on the previous years' objectives; and
- Creating new objectives (I.B.3-24, I.B.3-25, I.B.3-26, I.B.6-2, III.D.1.a-4)

Every five years, units and programs perform a more comprehensive review during which additional elements are addressed.

In addition to reviewing the results of course- and program-level assessments of student learning outcomes, all programs are provided quantitative data on success, retention and completion for developing and analyzing their program review documents. CTE programs also evaluate their program effectiveness utilizing core indicator data that includes:

- Technical skill attainment
- Course completion, persistence and success
- Employment
- Completion and success of special populations in order to address equity

The program review becomes the basis for the department or unit to request additional funding through the Resource Allocation Process. The department's or unit's objectives must be linked to the results of assessment, review of data, and College's strategic priorities and/or District strategic goals. The resource allocation request prepared at the department level is reviewed and prioritized by Shared Governance Council (SGC). SGC then forwards its prioritized recommendations to

the College president, and based on available funds the president makes the final decision on the allocation of funds to meet the requests (I.B.3-27, III.D.2.c-1).

At end of the fiscal year, the director of business services conducts a review of actual expenditures and recommends any appropriate revisions to the subsequent fiscal year's budget to more accurately align budget to department needs.

Self Evaluation

The Standard has been met. The Shared Governance Council's review is based on specific criteria that the departments and units are knowledgeable about before developing their proposals:

- Budget request is documented in program review and planning;
- Request addresses a demonstrated verifiable student need;
- Request addresses College and/or District strategic goals.

After SGC's review, SGC develops its recommendations to forward to the Collegepresident who makes the final decision for funding proposals dependent upon available resources (I.B.2-13, I.B.4-5, III.D.1.a-6, III.D.4-1, III.D.4-2).

The annual program/unit review process updates and evaluates the progress made on identified goals and objectives. All significant resource requests go through the program review and resource allocation processes, and are prioritized by SGC without regard to funding sources. The College president makes the final decision and, once funding sources are known, the president directs the business services director to include approved proposals in the budget. The results are then communicated to the College community (I.B.6-2).

The February 2014 Employee Satisfaction Survey confirmed the need to conduct a regular assessment of the effectiveness of funds allocated through RAP. This has been identified in Standard III.D.1.a as an actionable improvement plan and will be implemented in FY 2014-15.

Actionable Improvement Plan

None

Standard III.D - Evidence List

CP-12	Gainful Employment Webpage Screenshot
DR-1	Business Procedure 18.01, *Contra Costa Community College District Budgeting System*
DR-2	Business Procedure 18.02, *Guidelines for College Operating Budget Allocations*
ER-7	*LMC Educational Master Plan 2006-2016*
ER-48	Adoption Budget 2013-2014
ER-50	Annual Financial Report June 30, 2013
ER-51	Financial Report 2012-13 and Budget Report 2013-14
ER-52	Board Policy 5034, *Internal Audit Services (IAS) Charter*
ER-53	Board Policy 5007, *External Audit of District Funds*
ER-58	*Interim Strategic Priorities 2012-2014*
I.B.1-20	*LMC Brentwood Center Educational Master Plan 2006-2016*
I.B.1-24	*LMC Facilities Master Plan 2007*
I.B.1-25	*LMC Eastside Campus Facilities Master Plan Update 2010*
I.B.2-6	*Contra Costa Community College District Strategic Plan 2014-2019*
I.B.2-13	Program Improvement and Development Form 2012-2013
I.B.3-5	RAP Timeline for 2014-2015 Funding
I.B.3-6	RAP Request Form 2014-2015
I.B.3-20	Program Review Survey Questions-spring 2014
I.B.3-24	What is Program Review?
I.B.3-25	Steps to Conducting a Thoughtful Program Review
I.B.3-26	Guide to Program Unit Review 2014-2015
I.B.3-27	RAP Timeline for 2013-2014 Funding
I.B.4-5	LMC President's Email Memo Announcing Outcome of RAP Process 19Sep2013
I.B.5-19	Bond Oversight Committee Meeting Minutes 23Oct2013
I.B.6-2	Program Review Survey spring 2014 Results
II.B.3.e-2	PET Annual Report 2013
III.A.2-8	Email Announcement Beginning Resource Allocation Process for 2014-2015 Requests 03Feb2014
III.A.4.c-1	District Mission, Vision and Goals Webpage Screenshot
III.B.1.a-8	LMC Employee Satisfaction Survey with comments-spring 2014

III.B.1.a-12	Business Procedure 5.01, *Scheduled Maintenance and Special Repair Program*
III.D-1	Board Policy 5031, *Fiscal Management*
III.D-2	Business Procedure 18.06, *Budget Preparation*
III.D-3	District Budget Study Session 2011
III.D-4	District Budget Study Session 2012
III.D-5	District Budget Study Session 2013
III.D-6	District Budget Study Session 2014
III.D.1.a-1	*Uniform Employment Selection Guide*-Appendix A
III.D.1.a-2	LMC's *Interim Strategic Priorities* (2012-2014) Summary Version
III.D.1.a-3	Governing Board Study Session, 2012-13 Accomplishments toward Strategic Directions November 13, 2013
III.D.1.a-4	Program Review Submission Tool Samples
III.D.1.a-5	RAP Timeline for 2012-2013 Funding
III.D.1.a-6	2012-13 RAP Rating Criteria Classified Staffing Proposal
III.D.1.a-7	Measure A 2002 & Measure A 2005 Bond Update Report 15Jan2014
III.D.1.a-8	2013 A Annual Report to the Community
III.D.1.a-9	DGC Minutes 21Jan2014
III.D.1.a-10	Minutes of Board Finance Committee 04Mar2014
III.D.1.a-11	Fiscal Trends Report for the Period Ended January 31, 2014
III.D.1.a-12	Budget Transfers and Adjustments for the Period October 1, 2013 through December 31, 2013
III.D.1.a-13	Quarterly Financial Status Report CCFS-311Q for Quarter Ended 12-31-2013
III.D.1.a-14	Adoption Budget Presentations 2012-2013
III.D.1.a-15	Budget Forum April 2011
III.D.1.a-16	Budget Forum April 2012
III.D.1.a-17	Budget Forum April 2013
III.D.1.a-18	SGC Evaluation Summary of RAP-spring 2006 Results
III.D.1.b-1	LMC 2013-14 Budget Summary Final SGC 9-11-13
III.D.1.c-1	Board Policy 5033, *Budget Development*
III.D.2.a-1	Annual Financial Report June 30, 2008
III.D.2.a-2	Annual Financial Report June 30, 2009
III.D.2.a-3	Annual Financial Report June 30, 2010
III.D.2.a-4	Annual Financial Report June 30, 2011
III.D.2.a-5	Annual Financial Report June 30, 2012
III.D.2.c-1	LMC RAP Rating Sheet 2014-2015 Requests
III.D.2.c-2	Steps to Request Perkins IV Funds for 2014-2015
III.D.2.c-3	Perkins Form IIA 2014-2015
III.D.2.c-4	Perkins Form IIB 2014-2015

III.D.2.d-1	Collecting & Distributing of Foundation Funds Procedure
III.D.2.d-2	2013-2014 LMCF Board Member List
III.D.2.d-3	LMC Foundation Independent Auditors Report Ending June 30 2012
III.D.2.d-4	LMC Foundation Auditor Cover Letter Year Ended June 30 2012
III.D.2.d-5	Business Procedure 3.38, *Guidelines for the Establishment of Accounts for Clubs, Trusts or Donations*
III.D.2.d-6	Information for Financial Aid Professionals Website Screenshot
III.D.3.a-1	Adoption Budget Presentations 2013-2014
III.D.3.b-1	Report on Investments for Quarter Ended 12-31-2013
III.D.3.b-2	Financial Report 2009-10 & Budget Report 2010-11
III.D.3.b-3	Financial Report 2010-11 & Budget Report 2011-12
III.D.3.b-4	Financial Report 2011-12 & Budget Report 2012-13
III.D.3.b-5	Retirement Futuris Public Entity Investment Trust Audit 30Jun2010
III.D.3.b-6	Retirement Futuris Public Entity Investment Trust Audit 30Jun2011
III.D.3.b-7	Retirement Futuris Public Entity Investment Trust Audit 30Jun2012
III.D.3.b-8	Retirement Futuris Public Entity Investment Trust Audit 30Jun2013
III.D.3.b-9	Measure A 2002 and 2006 Bond Audits June 30 2010
III.D.3.b-10	Measure A 2002 and 2006 Bond Audits June 30 2011
III.D.3.b-11	Measure A 2002 and 2006 Bond Audits June 30 2012
III.D.3.b-12	Measure A 2002 and 2006 Bond Audits June 30 2013
III.D.3.b-13	Business Procedure 3.14, *Financing Co-Curriculur Activities*
III.D.3.b-14	Business Procedure 3.15, *Co-Curriculur Activity Accounts*
III.D.3.b-15	Business Procedure 3.41, *Student Body Funds and Club Accounting*
III.D.3.b-16	Board Policy 3003, *Student Organizations*
III.D.3.b-17	LMC Foundation Agenda 05Jun2012
III.D.3.b-18	LMC Foundation Minutes 05Jun2012
III.D.3.b-19	LMC Foundation By-laws
III.D.3.b-20	LMC Foundation Profit & Loss versus Budget 07012012 through 03062013
III.D.3.c-1	GASB Report (Actuarial Study of Retiree Health Benefits as of 02-01-11)
III.D.3.c-2	GASB Report (Actuarial Study of Retiree Health Benefits as of 06-30-06)
III.D.3.c-3	GASB Report (Actuarial Study of Retiree Health Benefits as of 06-30-08)
III.D.3.c-4	GASB Report (Actuarial Study of Retiree Health Benefits as of 03-31-13)
III.D.3.d-1	Governing Board Report No. 5-C 30Jul2008
III.D.3.f-1	School Default Rates 2-Year
III.D.3.f-2	School Default Rates 3-Year

III.D.3.g-1	Business Procedure 9.45, *Request to Place Contract on GB Agenda*-Blank
III.D.4-1	RAP Ground Rules 2012-2013
III.D.4-2	Program Maintenance Criteria 2012-2013

Listed in alpha-numeric order

LOS MEDANOS COLLEGE

Standard IV: Leadership and Governance

Decision-Making Roles and Processes

Board and Administrative Organization

★

"Community colleges like Los Medanos are a great choice for people who, like myself, do not really have a whole lot of money to spare. Los Medanos offered me a great opportunity to take most of my lower division classes at an affordable rate, saving me thousands of dollars that I would otherwise be spending at a university. Not only that, it was close to my family and friends, it was just a smart choice for me."

- Denia Troxell

Associate of Science, Biological Sciences '09
Associate of Arts, Liberal Arts (3): Arts and Humanities, Behavioral Science and Social Science, and Math and Science '09
Bachelor of Science, Plant Science, University of California, Davis
Currently working for Bayer Crop Science

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A: DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes ensure effective constituent-led discussions, planning, and implementation.

Descriptive Summary

The College's mission, vision, values, goals, and strategic priorities establish a strong foundation forming the basis of LMC's ethical and effective leadership. The LMC Mission Statement clearly defines the College's commitment to student success and educational excellence. This statement and its related vision, values, goals, and strategic priorities set the environmental framework that encourages all staff, faculty, managers, and students to take initiative and leadership for innovation and improvement of College practices, programs, and services that lead to student success (ER-7, ER-58).

Los Medanos College Mission Statement:

"Los Medanos College is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our

performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission" (ER-7).

Los Medanos College Vision Statement:

"Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most" (ER-7).

Los Medanos College Values:

"Values remind us of what matters most. Los Medanos College is an educational community that cares deeply about learning, collaboration, effective communication, and engagement with our surrounding community" (ER-7).

Learning:

Student learning and student success are the focal points of our college. We strive to create a dynamic environment that encourages life-long engagement with academic and societal challenges. We value the importance of critical thinking, effective communication, ethical behavior and diversity. We engage in on-going assessment to measure and improve student achievement and institutional effectiveness.

Collaboration:

While we value the contributions of the individual, most of our endeavors require collaboration, communication, and cooperation. It is in working together that we spark creative and innovative approaches, build on each other's ideas, and give mutual support. It is in collaboration that we learn to value multiple perspectives and resolve conflict in constructive ways.

Communication:

Communicating clearly and effectively is critical to both student success and organizational effectiveness. We want our students to read critically and write clearly. We also want them to compose oral presentations that demonstrate poise, competence, and an understanding of new technologies. We want an organization that has clear decision-making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures.

Engagement:

Our mission is to provide educational opportunities for the people that live in our surrounding communities. We must be responsive to changing needs and seek

partnerships that promote the well-being of our diverse and growing communities."

Educational Master Plan Goals (2006-2016):

1. Improve the learning of students.
2. Create an educational environment in which all people have a chance to fully develop their potential and achieve their educational goals.
3. Offer high quality programs that meet the needs of students and the community.
4. Ensure the fiscal well-being of the College.
5. Enhance a culture of innovation, inclusiveness, and collaboration.
6. Establish a culture of research and planning, implementing, assessing, and improving.

*Interim Strategic Priorities (2012-2014)**:***

1. Increase and Accelerate Student Program Completion.
2. Build Stronger Relationships Among Faculty, Staff, and Students to Increase Engagement and Student Success.
3. Increase and Accelerate Student Completion of Basic Skills Sequences.
4. Improve the Academic Success of our African American Students.

This commitment to collaborative leadership supports LMC's strong culture of shared governance, which continually and systemically involves classified staff, faculty, administrators, and students participating in institutional planning and decision making. LMC's mission, *Educational Master Plan*, and complementary Strategic Plan are three examples of collaborative decision-making practices that were created through the shared governance process involving campus wide participation and leadership. These documents, each of which includes input from all College constituencies, are designed to promote equitable excellence in campus and classroom teaching and learning, workforce preparation, and services for all students (ER-7, ER-58, I.A.1-1, I.A.1-2, I.A.3-4, I.A.3-6, INT-3, IV.A.1-1, IV.A.1-3, IV.A.1-4, IV.A.1-5, IV.A.1-6, IV.A.1-7, IV.A.1-8, IV.A.1-9).

Members of the College community address each of the *Educational Master Plan* goals and strategic priorities by developing related and concrete objectives and activities through the College's program review and resource allocation processes. Departments and programs evaluate the status and outcomes of their stated objectives annually. Results of this evaluation may lead to developing improvement and implementation plans, so that the College is able to "close the loop" as part of the continuous and collaborative program review and planning process (I.A.3-5, I.B.3-13, I.B.3-17, I.B.3-26, I.B.4-2, II.A.2.c-22, II.A.2.c-23, IV.A.1-10, IV.A.1-11, IV.A.1-12, IV.A.1-13).

Additionally, as a result of these "guiding documents", there are several practices, programs and services which have supported an environment of empowerment, innovation, and institutional excellence. These include, but are certainly not limited

to, initiatives such as the Hispanic Serving Institutions-funded EXITO Transfer and STEM Velocidad grants, the Vision 20/20 *Workforce Development Strategic Plan*, the Looking In-Looking Out, the CUE Equity projects, and the Habits of Mind Student Success Collaborative. Each of these initiatives has significant College wide implications and each was developed through systemic participative processes and constituent-led discussions and planning, followed by implementation and assessment (ER-58, I.A.1-8, I.B.1-43, IV.A.1-14, IV.A.1-15, IV.A.1-16, IV.A.1-17).

The College also has an inclusive and robust professional development program (described more extensively in Standard IIIA) to support employees as they work to implement the vision, values, goals, and priorities in the "guiding documents".

Data and reports to support College wide participatory planning and decision making processes are provided by the District's centralized Office of Research and Planning, LMC's Office of Planning and Institutional Effectiveness, and the Teaching and Learning Committee, and are available on both the LMC Planning and District Research websites (I.A.1-3, I.B.1-43, I.B.3-7, II.B.3-3, II.B.3-4, IV.A.1-16, IV.A.1-18, IV.A.1-19, IV.A.1-20, IV.A.1-21, IV.A.1-22, IV.A.1-23, IV.A.1-24, IV.A.1-25).

LMC's shared governance structure promotes ongoing leadership and participation of staff, faculty, administrators, and students in planning for significant policy and improvement initiatives on campus. The Shared Governance Council (SGC) and each of its seven sub-committees include membership that is appointed by their respective senates (i.e., Academic Senate, the Classified Senate, and LMC Associated Students) and by the College president. The SGC also includes the chair or a representative of the Academic Senate's Curriculum Committee, who is a non-voting member. Collectively, the SGC and its seven sub-committees are responsible for creating opportunities for staff, faculty, managers, and students to be involved in the improvement of LMC's practices and programs. Although shared governance committees differ in their specific responsibilities, enhancing student learning and supporting student success are their primary purposes, and their common thread (IV.A.1-26).

SGC's seven sub-committees are: Planning Committee, Teaching and Learning Committee (Assessment), Professional Development Advisory Committee (PDAC), Institutional Development for Equity and Access Committee (IDEA), Technology Advisory Group (TAG), Safety Committee, and Sustainability Committee. Each sub-committee receives annual "charges" from the SGC and reports regularly to the SGC regarding its activities, outcomes, and assessments (I.B.1-19, I.B.1-26, I.B.2-10, III.B.1.b-5, IV.A.1-27, IV.A.1-28, IV.A.1-29, IV.A.1-30, IV.A.1-31, IV.A.1-32, IV.A.1-33, IV.A.1-37). The Equal Employment Opportunity Committee (EEOC), just approved as a shared governance committee by the SGC in April 2014, will begin in fall 2014 (I.A.1-8). All individuals and groups (staff, faculty, managers, and students) are encouraged to participate in the various opportunities available to provide input. Such opportunities include communicating with their shared governance representatives, bringing forth ideas and issues during the time allotted for public comment at shared governance meetings, and participation at monthly College Assemblies.

The SGC meets regularly twice each month during the fall and spring semesters, and most sub-committees meet regularly at least once each month (I.B.1-4, IV.A.1-34, IV.A.1-35, IV.A.1-36, IV.A.1-38). The SGC is kept up-to-date on sub-committee activities and related outcomes through formal annual reports each academic year, and more often if necessary. This flow of information forms the basis for many of the decisions and recommendations made by the SGC. The SGC also schedules retreats as necessary to focus on topics or issues requiring more in-depth examination. SGC retreats during the past few years have focused on such topics as a study of LMC's planning documents, effective practices of learning communities and cohorts, promotion of faculty and staff engagement, and the importance of campus wide respect and civility (IV.A.1-39, IV.A.1-40, IV.A.1-41, IV.A.1-42, IV.A.1-43). The SGC determines the calendar for regularly scheduled College Assemblies that provide time for information sharing and dialogue with campus members on current issues, such as budget and facility updates, assessment, planning, organizational structure changes, accreditation, and other topics of campus wide importance (I.B.4-6, IV.A.1-44, IV.A.1-45, IV.A.1-46).

Self Evaluation

LMC meets Standard IV.A.1. As a result of widespread participation in the shared governance committees and the College's planning processes, the College community is well-aware of LMC's mission, goals, and related values and strategic priorities (I.A.1-2, I.A.1-7, I.B.4-8, I.B.4-9, I.B.4-10, I.B.7-1, IV.A.1-47, IV.A.1-48, IV.A.1-49).

In order to stay current with the needs of the College community, LMC regularly evaluates, enhances, and refines its shared governance structure, that was created in 2003 (I.A.3-8, I.B.1-18, I.B.1-19, I.B.2-10, III.A.5.b-3, III.A.5.b-4, IV.A.1-28, IV.A.1-30, IV.A.1-50, IV.A.1-51, IV.A.1-52, IV.A.1-53, IV.A.1-54, IV.A.1-55, IV.A.1-56, IV.A.1-57, IV.A.1-58, IV.A.1-59, IV.A.1-60, IV.A.1-61, IV.A.1-62, IV.A.1-63, IV.A.1-64, IV.A.1-65). Over the years, new shared governance sub-committees have been formed to meet needs identified by the SGC which include Institutional Development for Equity and Access (IDEA), Professional Development Advisory Committee (PDAC), Safety, Sustainability, and Equal Employment Opportunity Committee (EEOC).

All of the College's constituencies are represented on SGC and its sub-committees – except for the Teaching Learning Committee, where there are no classified staff, since it deals primarily with academic and professional matters. Although students are encouraged to participate and are represented on all the shared governance committees, in some cases they find it difficult to attend meetings and their participation is sometimes less than what the College would like. The College continues to work with the student leadership and the Office of Student Life to find ways to increase student participation in College governance and committees. During the 2014-2015 academic year, the Office of Student Life and the SGC will collaborate to develop additional strategies and implement plans to facilitate greater student participation in College governance.

Actionable Improvement Plan

None.

IV.A.2: The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a: Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

LMC has the following four constituency groups which are represented in institutional governance: 1) Associated Students, 2) Classified Senate, 3) Academic Senate and 4) Managers. Members from each of these groups are represented in shared governance committees with clearly defined roles that enable them to contribute by making recommendations to the College president on institutional policies, planning, and budgets (CR-21, IV.A.2.a-1, IV.A.2.a-2, IV.A.2.a-3, IV.A.2.a-4, OR-13).

Each of the campus constituencies also has its own governance organization in accordance with the College's shared governance model and the mandates of AB1725, as authorized by the District's board of trustees and administration (DR-7). The Academic Senate is the leading faculty governance organization and serves as the primary body addressing faculty participation in governance and in student learning and assessment. The Classified Senate provides the classified staff with a formal representative voice regarding institutional policies, procedures, and regulations. The Associated Students plays a comparable role for students. While the managers do not have a representative organization, the President's Council of LMC managers serves in that capacity and meets monthly (DR-7, DR-9).

The SGC, which is composed of membership from the four constituency groups and the College president, is charged with promoting and facilitating collaborative decision-making at LMC. It devotes itself to the College's most significant issues and challenges. As the designated constituency-represented recommendation body to the president, the SGC has a substantial role in shaping institutional policies, planning, and budgeting.

The *Shared Governance Council Position Paper* of March 2003 clearly describes policies and procedures for each of LMC's constituency groups and their roles and

responsibilities in College governance, including planning and budget development (OR-13). The document explains the composition of SGC and clearly defines the role of each constituency group within the institutional governance structure. SGC provides for the participation of, and deliberation by, the Academic Senate, Classified Senate, Associated Students, the president and the management team. LMC's planning efforts, in particular its *Educational Master Plan*, are the driving force for key decisions. The SGC spends its time and energy on high-level issues that could include planning for future community needs, new program commitments, and assisting the president in assessing unforeseen or quickly developing opportunities or threats to the College. The Shared Governance Council also provides oversight of its sub-committees and implementation of the Resource Allocation Process (RAP). The SGC makes recommendations to the president regarding budget requests that are surfaced through the program review process and the resulting resource allocation requests.

The SGC has nine voting members, with equal representation from each non-management constituency (IV.A.1-47).The senates and Associated Students elect their representatives for terms determined by the representative senates of no less than one year. The president selects the management representatives. While the three management representatives and the chair of the Curriculum Committee are non-voting members, they provide valuable expertise and input to the SGC. The president is the non-voting chair of the Shared Governance Council and participates freely in discussions and deliberations, and receives recommendations from the Council.

The SGC authorizes the creation of, and the charges of, the shared governance sub-committees. Appointment procedures for shared governance sub-committees are similar to those of the SGC, although managers vote on some of the groups, at the sub-committee's discretion (IV.A.2.a-5, IV.A.2.a-6, IV.A.2.a-7, IV.A.2.a-8, IV.A.2.a-9, IV.A.2.a-10, IV.A.2.a-11, IV.A.2.a-12, IV.A.2.a-13, IV.A.2.a-14, IV.A.2.a-15, IV.A.2.a-16, IV.A.2.a-17, IV.A.2.a-18, IV.A.2.a-19).

Any member of the College may attend SGC meetings to observe, as well as to provide input and feedback to the committee members during the public comment period at the start of each session (II.B.1-63, IV.A.2.a-20, IV.A.2.a-21, IV.A.2.a-22, IV.A.2.a-23, IV.A.2.a-24, IV.A.2.a-25, IV.A.2.a-26).

Members of the campus community are encouraged to bring forward ideas, suggestions, and feedback to the SGC (or its sub-committees), during public comment time on the SGC agenda, by communicating through their constituent SGC representatives, or at college-community gatherings such as College Assemblies. Additionally, shared governance issues are discussed at constituent meetings, where feedback and input from constituency members is encouraged. The feedback is brought back to the shared governance committees by their constituent representatives for further consideration and discussion.

As part of the decision-making process, the SGC is responsible for the annual review of funding proposals and making funding recommendations to the College president as part of the Resource Allocation Process (RAP) (I.B.2-12, I.B.3-5, I.B.3-6, I.B.3-27,

I.B.4-2, I.B.4-3, I.B.4-4, I.B.4-5, III.A.2-8, III.D.1.a-6, IV.A.2.a-27, IV.A.2.a-28, IV.A.2.a-29, IV.A.2.a-30). College departments, organizational units, and programs submit resource requests for new classified staff positions and program improvements. The SGC also reviews, to validate, Perkins IV and Basic Skills Initiative (BSI) resource requests recommended by the CTE or BSI Committees as part of the RAP process. Allocations approved during the RAP process need to be connected to College goals, strategic priorities, assessment, and the program review process. All eligible RAP proposals must explicitly note a documented need to improve student learning outcomes and/or for program improvement as stipulated in the applicant's most recent program review and assessment as applicable; and each request must relate to one or more of the College goals or priorities (I.A.1-4, IV.A.2.a-31). After receiving the resource allocation recommendations from the SGC, the president works with the director of business services to identify available and appropriate funding sources for requests that the president has prioritized for approval.

LMC makes a concerted effort to ensure that all employees and students understand their role in assisting students to achieve success in reaching their educational goals. Shared governance is included as a topic in all new employee orientations and multiple opportunities for participation in the shared governance process are presented to employees and students through e-mails and face-to-face invitations and in a variety of meetings (IV.A.2.a-32, IV.A.2.a-33, IV.A.2.a-34, IV.A.2.a-35, IV.A.2.a-36).

In addition, there are many other College venues where important issues are raised and discussed such as department chair meetings, grant advisory groups, ad hoc task forces, and meetings of administrative and curricular units. Overall, there are numerous opportunities for employee and student input into institutional decision-making.

Self Evaluation

LMC meets Standard IV.A.2.a. For many years, the cooperative spirit of the SGC members has illustrated the effectiveness of the structure, which brings constituency groups of the campus together for shared deliberation. Most shared governance committees have participative representation from all constituent groups and all representatives act as liaisons to bring forward the voice of their constituencies and the decision-making governance process. Any LMC student or employee can individually address the SGC or its sub-committees during the public comment time that is part of each shared governance committee meeting agenda.

Instructional programs, student services programs, and administrative services are all required to complete program review. During the 2013 program review process, 96 percent of the programs and units completed their program review, and all of the RAP applicants explicitly noted their resource needs and requests in their program review document (IV.A.1-10).The six programs that did not complete program review were not able to do so for valid reasons, and will complete it next year.

To follow up on the planning agenda item listed in our 2008 Self Study, SGC hosted a retreat for all members of shared governance committees to develop clearly define roles within shared governance and to share effective practices to increase constituent voices and engagement in discussions regarding institutional policies, planning, and budget decision making. In spring 2014, there was a similar College Assembly for all LMC employees and students, with the goal of promoting active engagement in the shared governance process. During the strategic planning retreats held in spring 2014, there was excellent participation by the LMC community and the students (I.B.4-17, I.B.4-18, I.B.4-19). Similarly, there was excellent participation of faculty, staff, managers, and even some students during a College Assembly in April 2014 and May 2014 to discuss this self evaluation report. (OR-10). In order to continue to build employee engagement, trainings were conducted at the academic, classified and student senates on how to effectively represent the voice of their constituencies, while contributing to the College as a whole (IV.A.2.a-37, IV.A.2.a-38).

The SGC plays a substantial role in the budget decision-making process as it relates to the annual Resource Allocation Process. This process prioritizes the needs of the College as it relates to program improvements and new classified staffing. The College president and the director of business services regularly present District and College budget information to the Shared Governance Council and request input on proposed increases/decreases. In fall 2013, the Academic Senate requested the creation of a separate College budget committee. The proposed roles and responsibilities of such a committee are in discussion in the College.

Governing Board budget study sessions, deliberations and actions are open to the public, and some employees typically attend them. In addition, the chancellor and District fiscal experts present a budget workshop at each College and Center on an annual basis.

While the College community is regularly engaged in dialogue regarding the College's budget planning and development, all constituents were particularly engaged in the fall of 2012 -- the period leading up to the passage of Proposition 30 -- since this state wide ballot measure directly affected community college funding. The proposition was addressed at a series of department chair meetings, at each of the senates, in budget forums, and at a presentation during All College Day in January 2013. The enrollment management team and the College administration engaged in dialogue with the SGC and the College community regarding various scheduling scenarios in preparation for the results of the Proposition 30 vote (IV.A.2.a-39, IV.A.2.a-40, IV.A.2.a-41, IV.A.2.a-42, IV.A.2.a-43, IV.A.2.a-44, IV.A.2.a-45, IV.A.2.a-46, IV.A.2.a-47). Based on agreed-upon enrollment management principles developed by the Enrollment Management Committee, the College developed strategies for both a reduced and expanded spring 2013 course schedule, pending the outcome of the proposition (IV.A.2.a-48).

Actionable Improvement Plan

None.

IV.A.2.b: The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The College relies on faculty, the Academic Senate and its related committees -- Curriculum Committee, General Education Committee, Career and Technical Education Committee, and Distance Education Committee -- the department chairs group, and academic administrators for recommendations about student learning programs and services (IV.A.2.b-1, IV.A.2.b-2). The Academic Senate, along with the Curriculum Committee and the Teaching and Learning Committee, is continuously engaged in dealing with academic and curricular issues and activities, such as discussing new programs and curriculum, assessment (institutional-, program- and course-level), and degree requirements.

All faculty are represented in the Academic Senate, which is the governance body on campus for issues and recommendations concerning academic and professional matters, as agreed upon by the Governing Board and the District wide Faculty Senates Coordinating Council (FSCC) (IV.A.2.b-3, IV.A.2.b-4).

Typically meeting twice each month, the Academic Senate follows its constitution and by-laws, which were amended in spring 2013 (IV.A.2.b-4, IV.A.2.b-5).The Academic Senate is a representative body of full and part-time faculty. The Academic Senate is represented in all the shared governance committees and on many other committees and task forces on campus (IV.A.2.b-6, IV.A.2.b-7). The Academic Senate has two sub-committees – the Curriculum Committee and the Teaching Learning Committee (TLC) (ER-57, IV.A.2.b-2), which is a sub-committee jointly reporting to the SGC.

The Curriculum Committee reviews and officially recommends courses for approval (II.A.3-4, IV.A.2.b-8, IV.A.2.b-9, IV.A.2.b-10) to the president. In conjunction with the Academic Senate and the SGC, the Curriculum Committee also reviews and approves new programs (II.A.2.a-1). The Curriculum Committee Chair, in addition to being a non-voting member of SGC, attends all Academic Senate meetings (CR-6, IV.A.2.b-11) to ensure continuous communication and alignment between these bodies.

The Curriculum Committee has two sub-committees:

1. The Distance Education Committee (I.B.1-29), which recommends policies for fully online and hybrid courses to the Curriculum Committee; it also makes recommendations for specific courses that are proposed to be delivered on-line, based primarily on the requirement for "regular and substantive instructor-student contact" and the ability of the course to meet all the student learning outcomes in the online mode of instruction (II.A.2.c-15, II.A.2.c-16, II.A.2.c-17, IV.A.2.b-12, IV.A.2.b-13).
2. The General Education Committee reviews course outlines and makes recommendations to the Curriculum Committee for the course placement in the general education program (II.A.2.c-12, II.A.2.c-13, II.A.2.c-14, II.A.3-3, IV.A.2.b-14, IV.A.2.b-15).

The Teaching and Learning Committee (TLC), a body that reports dually to the Academic Senate and the Shared Governance Council, leads the College's work on student learning outcome assessment for instruction (course, program, and institutional levels), student services, and library and learning support services. The TLC, as designated by the Academic Senate and the SGC, provides ongoing faculty input and leadership on campus wide assessment efforts (CR-3, ER-57, I.B.1-16, I.B.1-17, IV.A.2.a-5, IV.A.2.a-7, IV.A.2.a-8, IV.A.2.b-16, IV.A.2.b-17, IV.A.2.b-18, IV.A.2.b-19, IV.A.2.b-20, IV.A.2.b-21).

LMC was selected to participate in the California Community College Research and Planning Group's Bridging Research Information and Culture (BRIC) Initiative in 2010.This technical assistance grant provided guidance and support to evaluate and enhance the College's ongoing cycle of assessment (IV.A.2.b-22, IV.A.2.b-23, IV.A.2.b-24, IV.A.2.b-25). As part of the evaluation process, the TLC initiated a comprehensive faculty survey related on the College's assessment model and structure. This information was used, along with BRIC's technical assistance, to develop the new five-year SLO assessment model at the course, program, and institutional levels (II.A.2.f-1), and integrates assessment with program review, planning and resource allocation.

The academic deans lead monthly meetings of department chairs to discuss operational issues, which include scheduling, enrollment management, faculty evaluation, student services, instructional initiatives, etc. The deans also provide related professional development, and enable open and ongoing feedback and dialogue on issues that are important to each of the departments and programs.

Self Evaluation

LMC meets Standard IV.A.2.b. While the Academic Senate's scope of work is varied, there has been particular attention to curricular issues in recent years with focus on assessment, a study and approval of a revised GE model, the development and approval of AA-T and AS-T degrees, changes in course "repeatability", and the creation of course "families" (for repeatability purposes) across the three District colleges (ER-32, ER-33, ER-57, II.A.2.f-1, INT-1, IV.A.2.b-20, IV.A.2.b-21).

The Academic Senate has had trouble occasionally getting a quorum at the stipulated start time for its meetings due to unfilled positions and attendance issues among a few senators. Usually a quorum is achieved and the meeting begins a little late. The Senate is currently working to fill all its positions. In fall 2013, of the 22 senate positions, five were vacant and three were considered "inactive." Senate leaders worked to improve attendance, and during spring 2014, achieving a quorum was not a problem.

Actionable Improvement Plan

None.

IV.A.3: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

LMC has a long history of its campus constituencies working together collaboratively for the good of the institution. Contra Costa Community College District Board Policy 1009 on *Institutional Governance* provides an overview of participatory governance in the District. Specific sections of this policy address participation of faculty, classified staff, administrators, and students. Also included, is input on policy development areas for each group, based on Title 5 provisions (DR-7, IV.A.2.b-3).

The shared governance processes at LMC were designed to encourage campus wide engagement and dialogue about significant policies, issues, and ideas. Students, faculty, and classified staff have active governing bodies. The appropriate roles of each of the constituencies in LMC's shared governance are clearly documented in LMC's *Shared Governance Position Paper* and communicated to the College community through their respective senate representatives in the SGC, and through administrative communications (IV.A.2.b-19, IV.A.3-1, OR-13).

Constituent groups participate equally in all shared governance structures; however, based on the SGC Position Paper, managers do not have a vote on the SGC, but can contribute and articulate information and opinions before votes are cast. The inclusion of "communications" as standing agenda items during constituent groups' meetings ensures that communication is bi-directional between SGC and constituent groups. The particular needs of the Brentwood Center are also communicated through representation on various governance committees (IV.A.2.a-6, IV.A.2.b-19, IV.A.2.b-21, IV.A.3-1, IV.A.3-2, IV.A.3-3, IV.A.3-4, IV.A.3-5, IV.A.3-6, IV.A.3-7, IV.A.3-8, IV.A.3-9).

The Shared Governance Council is the nexus of College wide multi-directional communications. The SGC facilitates communication among the various College constituencies, particularly between the senates and the Associated Students, regarding policy matters of importance to the entire College community. The last item on each SGC agenda is "communications to the College community". During this time, the SGC creates a list of important communications, which are then communicated via constituency groups or as appropriate by the President's Office, as well as communicated at monthly College Assemblies (I.B.4-3, I.B.4-4, I.B.4-5, I.B.4-6, IV.A.1-44).

Governance communication at the District level is also robust. The District Governance Council (DGC) regularly sends out agendas, minutes, and other communications all employees of the district and student leaders. Each month, constituency group leaders and the college presidents' reports provide verbal updates to the District Governing Board. The District's Educational Planning Committee also gets regular reports from the colleges, including plans for proposed new academic programs and program review summaries annually.

Monthly College Assemblies, led by the College president, are an important vehicle of communication for presentations by administrators, constituency and shared governance groups to communicate with the entire campus. These College Assemblies are held from 3 to 5 p.m. on Mondays when no full time faculty is scheduled to be teaching (I.B.4-6, IV.A.1-44, IV.A.1-45, IV.A.1-46).

Each of its affiliated shared governance committees reports annually to the SGC on its progress, challenges, accomplishments, and related improvements in the College (I.A.3-8, I.B.1-19, I.B.2-10, I.B.4-10, III.A.5.b-3, III.A.5.b-4, IV.A.1-31, IV.A.1-32, IV.A.1-33, IV.A.1-51, IV.A.1-52, IV.A.1-53, IV.A.1-54, IV.A.1-56, IV.A.1-57, IV.A.1-58, IV.A.1-59, IV.A.1-60, IV.A.1-61, IV.A.1-62, IV.A.3-11). The committees also communicate with the LMC community regularly by sending their meeting announcements, agendas, and minutes to the College by e-mail; they also post this information on their committee websites. The president also communicates to the campus regularly by e-mail, at College Assemblies, and the various senate and council meetings. Reports, demographic data, and surveys that report institutional improvements and issues that drive planning processes are posted on the website of the Office of Planning and Institutional Effectiveness (www.losmedanos.edu/planning). Additional information and data are on the website of the District Office of Research and Planning, since the research function is centralized for all three colleges at the District (I.B.5-3). The District site includes accreditation data, environmental scans, achievement gap data, *Fingertip Facts* about the colleges, and the Student Success Scorecard.

LMC has both a *Faculty Handbook* and a *Student Handbook* that are updated regularly and available on-line. These documents outline the governance roles and responsibilities of each constituency (ER-38, ER-39).

Self Evaluation

The various shared governance committees communicate well through the SGC report-outs and through the constituency groups. The presidents of the constituent groups and management representative on SGC also communicate regularly about important campus wide issues. Representatives from various committees often attend meetings of other committees to collaborate, share information, and promote dialogue. For example, the SGC sponsored a shared governance retreat on how to increase engagement on campus; the Professional Development Advisory Committee (PDAC) collaborated with IDEA and the GE Committee on issues of diversity, equity and respect on campus; and the Planning Committee and PDAC collaborated to provide professional development on program review (IV.A.3-12, IV.A.3-13, IV.A.3-14, IV.A.3-15).

During the 2013-2014 academic year, the Office of the President, working with the SGC, standardized the format of agendas, minutes, and web-sites of shared governance committees in order to improve communication with the College community LMC is currently developing a governance document/handbook -- this will include all the committees, their role and membership) (IV.A.3-16).

Information and data are communicated and used regularly at all levels of shared governance for planning purposes. Well-established governance structures, open dialogue, and effective communication indicate that the College community works well together to promote students' achievement of their educational goals, as demonstrated by improvements in student completions – certificates, degrees, and transfers (I.A.1-12). There are times, however, when communications are not clear, due to the lack of formalized and practiced campus wide communication standards, strategies and procedures

Actionable Improvement Plan

In collaboration with the President's Office, the Shared Governance Council will formalize consistent, bi-directional communication standards, strategies and procedures between shared governance committees, senates, and constituents.

IV.A.4: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

LMC received numerous commendations as a result of the October 2008 Accreditation Team's visit. These commendations included acknowledgement for a well-organized and thorough self-study; for the development and implementation of a resource allocation process that links to program review and institutional planning; and for a welcoming and supportive campus climate for students, staff, and the community.

The College was attentive in addressing the recommendations made by the visiting Accreditation Team in its February 3, 2009 letter and has responded in a timely manner to the Accrediting Commission's request for the following responses and reports:

- Annual Report and Annual Fiscal Report (III.D.1.a-8, III.D.1.a-14).
- Fall 2009 Required Follow-Up Report to LMC's 2008 self-study (IV.A.4-1).
- Fall 2010 Follow-up Report (IV.A.4-2).
- Fall 2011 Focused Mid Term Report (IV.A.4-3).
- Fall 2012 College Status Report on Student Learning Outcomes Implementation (IV.A.4-4).
- Substantive Changes:
  - Distance education, approved in March 2013 (INT-8).
  - Brentwood Center, approved in November 2013 (INT-7).
  - Off-site Fire Academy and off-site contracted Police Academy, approved in November 2013 (INT-9).

LMC works diligently to ensure that information presented to the public is complete and accurate. Information about the accredited status of the institution is published in the official College Catalog, as well as on the College website within one click from the home page (ER-2). LMC's webpage also has an executive summary of the results of the assessment of program level student learning outcomes written clearly for prospective students and the community. It was cited among the examples listed in the ACCJC Summer 2013 newsletter and discussed during an ACCJC presentation at the Student Success Conference in October 2013 (CR-7, IV.A.4-4, IV.A.4-5). The District Office of Research and Planning works closely with LMC faculty, staff, and administrators to ensure that all published data is accurately gathered, processed, and reported (CP-13, I.B.3-13, I.B.3-27, I.B.5-3).

Major publications, such as the College Catalog and the Class Schedule, are reviewed and proofread by numerous staff and managers to ensure accuracy. LMC's marketing materials undergo similar scrutiny. LMC's website and Marketing Department have earned eight Medallion Awards from the National Council for Marketing and Public Relations in recognition of their outstanding achievement in communications -- the awards are exclusively for marketing and public relations professionals at two-year colleges.

The College also demonstrates honesty and integrity with other program-specific accrediting bodies such as the Board of Registered Nursing (BRN), the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), the National Association for the Education of Young Children (NAEYC; for Child Development), the Commission on Peace Officer Standards and Training (POST; for the Police Academy and law enforcement training), and the State Fire Marshal's Office (Fire Academy). LMC complies with the professional standards set by these agencies and keeps its program-specific accreditation status up-to-date (III.D.1.a-8, INT-7, INT-8, INT-9, IV.A.4-1, IV.A.4-2, IV.A.4-3, IV.A.4-4).

LMC also follows the rules, regulations, and requirements of the California Community Colleges Chancellor's Office. The College recently sought and gained approval for several programs (certificates/degrees) that had not been previously approved, such as three specializations in Liberal Arts degrees. The Chancellor's Office has also approved 16 newly-developed transfer degrees – and two a pending approval (INT-1).

The College, in collaboration with the District, complied with the regulations of the Gainful Employment Act passed in 2010. Every certificate of achievement program leading to employment has a gainful employment disclosure and information posted on the LMC website (CP-12).

The College complies with the regulations and guidelines of all federal, state and private grants. LMC has received millions of dollars in federal and state grants over the past several years, including two U.S. Department of Education Hispanic Serving Institutions (HSI) grants, a U.S. Department of Labor grant, a U.S. Department of Education Trade Adjustment Assistance Community College Career Training (TAACCCT) grant, California State Chancellor's Office Career Advancement Academy funding, and a MESA grant, among others. Additionally, LMC administers U.S. Department of Education Pell grants and Perkins IV allocations. LMC has consistently been in compliance with the regulations stipulated in these grant agreements and the College has submitted complete and accurate reports to these and other funders in a timely manner.

Self Evaluation

LMC was notified by the California Community College System Office that it did not have adequate attendance accounting documentation for a portion of cosmetology and Police Academy instruction in 2010, which had been taught by private beauty colleges and the Sheriff's Office respectively under instructional services agreements

with the College. LMC remedied the situation immediately. The College was already considering phasing out the cosmetology program and did so over a period of one year, which enabled students currently enrolled in the program to complete their education. LMC did not accept any new students during this transition period. The College has been repaying the apportionment for the undocumented hours over the period of two years, 2012 to 2014.The problems related to the Police Academy were also addressed immediately.

As indicated in previous sections of this report, LMC complies with all the Eligibility Requirements and Commission policies. In addition, the College has demonstrated that it has adequately addressed the recommendations from the last External Evaluation Report. The College also meets the requirements of program-specific accrediting groups, licensing agencies, and those of outside funding agencies.

Actionable Improvement Plan

None.

IV.A.5: The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The SGC conducts an annual self-evaluation of its effectiveness, including a review of its processes, decisions made, and annual outcomes. This self-evaluation process also includes initiatives that the council intends to promote and discuss during the upcoming academic year as well as recommendations for improvements for the overall governance structure and processes. **(**I.B.1-18, I.B.1-19, III.B.1.b-5, IV.A.1-40, IV.A.5-1, IV.A.5-2, IV.A.5-3, IV.A.5-4, IV.A.5-5, IV.A.5-6, IV.A.5-7, IV.A.5-8, IV.A.5-9, IV.A.5-10, IV.A.5-11, IV.A.5-12).

The SGC evaluates the work of its sub-committees. The council developed a self-evaluation template for each sub-committee to report its annual accomplishments, challenges, effectiveness of the group's work, and recommendations for improvements (I.A.3-8, I.B.1-19, I.B.2-10, I.B.4-10, IV.A.1-51, IV.A.1-52, IV.A.1-53, IV.A.1-54, IV.A.3-11).

The SGC conducts an annual self evaluation of the Resource Allocations Process (RAP), as well as conducting a survey of all who have participated in RAP, to evaluate this budgeting process. As a result of these evaluations, LMC has continued to improve alignment of the process with the College's goals and its program review process. Discussion of these evaluations and related improvements are documented in SGC minutes.

The constituency groups also conduct self evaluations. For example, the Academic Senate, Classified Senate, and LMCAS get feedback from their members through surveys. Evaluation results are analyzed and discussed by the respective groups and are the basis for improvement. The LMCAS also has regularly reviewed and modified its bylaws in order to codify practices and to change process that have not been deemed to be effective.

Self Evaluation

Based on conversations among current LMC leaders, the College is committed to additional leadership development and improvement. In 2011-2012, LMC created a Leadership Academy to increase leadership capacity and to enhance employee participation and effectiveness in the institution's governance and decision-making processes. Eleven employees, representing classified staff, faculty, and management, completed the program and of these "leadership graduates", eight of them have since taken on leadership roles in governance or have been promoted to leadership positions within the College or District. All the graduates have taken on participatory roles in governance (IV.A.5-13).Assessment of the Academy, by the participants, facilitators and an outside evaluator, has led to the planning of an annual Leadership Academy, beginning in 2014-2015.

The District has also sponsored three 4CD Leadership Institutes (4CDLI) and an Advanced Leadership Institute, all with the goal of increasing participation in leadership in shared governance. LMC has had strong participation in the biannual 4CDLI – six participants in 2010, two in 2012 and five in 2014 -- again with representation from all employee groups. LMC's Office of Student Life has also developed and implemented programs to promote leadership development among students (IV.A.5-14, IV.A.5-15, IV.A.5-16, IV.A.5-17, IV.A.5-18, IV.A.5-19, IV.A.5-20*)*.

As indicated previously, evaluation is on-going; examples include employee satisfaction surveys (conducted every 3 years), program review process survey (conducted annually), and the resource allocation process survey (conducted annually) (I.A.3-5, I.B.3-27, I.B.4-10, I.B.6-1, I.B.6-2, IV.A.2.a-27). The information gathered from these surveys is used to drive improvements of services and processes on campus. One such example of improvement based on evaluation is revisions to the RAP process related to new forms, training for proposal submission, and the process for reading and rating of the proposals by SGC (I.B.3-5, I.B.3-6, IV.A.2.a-28, IV.A.2.a-29, IV.A.2.a-30, IV.A.2.a-31).

Actionable Improvement Plan

None.

Standard IV.A - Evidence List

CP-12	Gainful Employment Webpage Screenshot
CP-13	LMC Accreditation Webpage Screenshot
CR-3	SGC 11Apr2012 Minutes-Approval of SLO Assessment Model
CR-7	Program Assessment Results Executive Summary Webpage Screenshot
CR-21	PDAC Membership Roster 2012-2013
DR-1	Business Procedure 18.01, *Contra Costa Community College District Budgeting System*
DR-7	Board Policy 1009, *Institutional Leadership and Governance*
DR-9	Administrative Procedure 1009.01, *Participatory Governance*
DR-10	Board Policy 1012, *Institutional Effectiveness: Planning, Assessment &Continuous Improvement*
DR-11	Administrative Procedure 1012.01, *Institutional Effectiveness: Planning, Assessment & Continuous Improvement*
ER-2	2014-2015 College Catalog
ER-3	SGC Minutes 8May2013-Approval of Mission Statement
ER-4	Governing Board Minutes 26Jun2013-Approval of LMC Mission Statement
ER-5	LMC Mission Statement College Catalog
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-7	LMC *Educational Master Plan* 2006-2016
ER-8	Program Review Submission Tool Homepage Screenshot
ER-10	CCCCD Governing Board Policies and Administrative Procedures
ER-11	Board Policy 1010, *Code of Ethics of the Governing Board*
ER-12	Board Policy 1020, *Conflict of Interest*
ER-13	Administrative Policy 1020.01, *Conflict of Interest*
ER-32	General Education SLOs
ER-33	General Education Philosophy
ER-36	*United Faculty Contract* 2011-2014
ER-38	*Faculty Handbook*
ER-39	*Student Handbook*
ER-52	Board Policy 5034, *Internal Audit Services (IAS) Charter*
ER-53	Board Policy 5007, *External Audit of District Funds*
ER-57	*SLOs A New Model of Assessment* spring 2012
ER-58	*Interim Strategic Priorities 2012-2014*
I.A.1-1	Mission Statement Survey Questions spring 2013
I.A.1-2	Mission Statement Survey Results spring 2013
I.A.1-3	*CCCCD Fingertip Facts 2013*
I.A.1-4	Program Review Process - Memo from Pres. Kratochvil 02Nov2012
I.A.1-7	*Institutional Effectiveness Report* spring 2011

I.A.1-8	Appendix VI: *Workforce Development System Strategic Plan 2012-2015*
I.A.1-12	SENSE 2012 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.A.3-4	College Assembly February 2013 Accreditation Update PowerPoint
I.A.3-5	President Bob Kratochvil Email 08Feb2013, 2012-13 Unit Program Review & RAP documents due 25Feb2013
I.A.3-6	President Bob Kratochvil Email 08Feb2013, LMC Mission Statement Review Process-An Opportunity to Provide Input
I.A.3-8	SGC Minutes 050813
I.B.1-1	Email-Get Ready for Program Review November 2013
I.B.1-4	Planning Committee Minutes 06Mar2014
I.B.1-16	SGC Sub-Committee Charges 2011-2012
I.B.1-17	SGC Sub-Committee Charges 2013-2014
I.B.1-18	SGC Minutes 100913
I.B.1-19	SGC Minutes 121113
I.B.1-26	SGC Minutes 012710
I.B.1-29	*Distance Education Strategic Plan 2009*
I.B.1-33	Comprehensive Review Template Administration and Support Units-fall 2012
I.B.1-34	Comprehensive Review Template Instructional Programs-fall 2012
I.B.1-35	Comprehensive Review Template Student Services Programs-fall 2012
I.B.1-43	College Assembly 01Nov2010 CUE Presentation PowerPoint
I.B.1-60	LMC Opening Day Big Ideas for Strategic Plan 2014-2019
I.B.2-6	*Contra Costa Community College District Strategic Plan 2014-2019*
I.B.2-10	SGC Minutes 042512
I.B.2-12	Program Improvement and Development Rating Form 2013-2014
I.B.2-13	Program Improvement and Development Form 2012-2013
I.B.2-17	Accreditation Steering Committee Meeting Minutes 02Feb2014
I.B.3-2	Planning Committee Charges 2013-2014
I.B.3-5	RAP Timeline for 2014-2015 Funding
I.B.3-6	RAP Request Form 2014-2015
I.B.3-7	2011 ARCC Data Report
I.B.3-13	Program Review Webpage Screenshot
I.B.3-17	Program Review Outline and Instructions fall 2011
I.B.3-18	Program Review Rubric 2011-2012
I.B.3-23	Program Review Workshop PowerPoint November 2013
I.B.3-26	Guide to Program Unit Review 2014-2015
I.B.3-27	RAP Timeline for 2013-2014 Funding

I.B.4-2	President Bob Kratochvil Email 02Nov2012, 2012-13 Unit Program Review & RAP documents due 022513
I.B.4-3	President Bob Kratochvil Email-RAP Update on 2013-14 Funding
I.B.4-4	RAP Update on 2013-14 Funding Memo to Campus Community 24May2013
I.B.4-5	LMC President's Email Memo Announcing Outcome of RAP Process 19Sep2013
I.B.4-6	Calendar of Monday Meetings-spring 2014
I.B.4-8	LMC Employee Satisfaction Survey-fall 2010
I.B.4-9	LMC Employee Satisfaction Survey-spring 2014
I.B.4-10	LMC Employee Satisfaction Survey Crosswalk 2010 and 2014
I.B.4-12	Program Maintenance Requests Funded 2011-2012 R. Livingston, President
I.B.4-17	LMC Strategic Planning 1st Retreat-RSVP Sign-in Sheets
I.B.4-18	LMC Strategic Planning 2nd Retreat-RSVP Sign-in Sheets
I.B.4-19	LMC Strategic Planning 3rd Retreat-RSVP Sign-in Sheets
I.B.5-3	District Research and Planning Webpage Screenshot
I.B.6-6	LMC SharePoint-RAP Proposals and PR Objectives spring 2012
I.B.7-1	LMC Employee Satisfaction Survey 2007
II.A.2.a-1	New Instructional Program Approval Process
II.A.2.c-12	General Ed Committee Mins-7Feb2013 COOR Review and Placement
II.A.2.c-13	General Ed Committee Mins-9Dec2011 Reviewing and Recommending COORs
II.A.2.c-14	General Ed Committee Mins-18Oct2012 Reviewing COORs
II.A.2.c-15	Distance Ed Committee Minutes 10Sept2012
II.A.2.c-16	Distance Ed Committee Minutes 19Sept2011
II.A.2.c-17	Distance Ed Committee Minutes 22Apr2013-Forms Online Courses
II.A.2.c-22	Comprehensive Program Review fall 2012-Child Development
II.A.2.c-23	Comprehensive Program Review fall 2012-Developmental Math
II.A.2.f-1	Integrated Model of SLO Assessment: A Synchronized Five-Year Cycle (diagram)
II.A.3-3	General Ed Committee Mins 18Nov2011 COOR Approval and Placement
II.A.3-4	Course Outline Approval Process
II.B.1-63	Planning Committee Agenda 06Mar2014
II.B.3-3	CA Community Colleges LMC Student Success Scorecard
II.B.3-4	LMC Student Success Scorecard 2012-2013 Webpage Screenshot

III.A.1.a-9	Human Resources Procedure 1010.06, *Hiring of Contract Administrators*
III.A.1.b-5	Human Resources Procedure 3080.05, *Evaluation of Classified Contract Administrators*
III.A.1.b-6	Human Resources Procedure 3080.04, *Participation in the Academic Classified Management Evaluation Process*
III.A.2-8	Email Announcement Beginning Resource Allocation Process for 2014-2015 Requests 03Feb2014
III.A.4.c-1	District Mission, Vision and Goals Webpage Screenshot
III.A.5.b-3	PDAC Report to SGC 25Apr2012
III.A.5.b-4	PDAC Report to SGC 12Feb2014
III.B.1.b-5	SGC Minutes 092513
III.B.2.a-1	Governing Board Report 8-C, *2015-19 Five Year Capital Outlay Plan*
III.D-1	Board Policy 5031, *Fiscal Management*
III.D-3	District Budget Study Session 2011
III.D-4	District Budget Study Session 2012
III.D-5	District Budget Study Session 2013
III.D-6	District Budget Study Session 2014
III.D.1.a-3	Governing Board Study Session, 2012-13 Accomplishments toward Strategic Directions November 13, 2013
III.D.1.a-6	2012-13 RAP Rating Criteria Classified Staffing Proposal
III.D.1.a-8	2013 A Annual Report to the Community
III.D.1.c-1	Board Policy 5033, *Budget Development*
INT-1	2014-2015 CCCCO List of Approved Degrees, Certificates, Programs
INT-3	College Assembly PowerPoint 4Mar2013
INT-4	College Assembly PowerPoint 1Apr2013
INT-5	CCCCD Governing Board Meeting Minutes 22May2013-LMC Reorganization Approval
INT-6	2014 LMC Administration Organizational Chart
INT-7	LMC Brentwood Center Substantive Change Proposal
INT-8	LMC Distance Education Substantive Change Proposal
INT-9	LMC Fire and Police Academies Substantive Change Proposal
IV.A.1-1	Mission Statement Task Force Mtg 06Mar2013
IV.A.1-2	Mission Statement Task Force Recommendation Email 17Apr2013
IV.A.1-3	Mission Statement Task Force Mtg 27Mar2013
IV.A.1-4	Mission Statement Task Force Mtg 13Mar2013

IV.A.1-5 Mission Statement Task Force Prelim Mtg 06Mar2013
IV.A.1-6 Mission Statement Task Force Email Mtg Reminder 11Mar2013
IV.A.1-7 Mission Statement Task Force Mtg Email 21Mar2013
IV.A.1-8 Mission Statement Task Force Mtg Email 27Mar2013
IV.A.1-9 Mission Statement Task Force Mtg Reminder and Recommendation 05Apr2013
IV.A.1-10 Program Review Archives and Resources Webpage Screenshot
IV.A.1-11 Program Review Completion Instructions fall 2010
IV.A.1-12 Comprehensive Program Review fall 2012-CalWorks
IV.A.1-13 Comprehensive Program Review fall 2012-EOPS
IV.A.1-14 EXITO Grant Application
IV.A.1-15 STEM Velocidad Grant
IV.A.1-16 CUE Phase II Final Report 18Oct2013
IV.A.1-17 HoM-Habits of Mind Documentation
IV.A.1-18 CA Community Colleges ARCC Reports Webpage Screenshot
IV.A.1-19 2012 ARCC Data Report
IV.A.1-20 2010 ARCC Data Report
IV.A.1-21 2009 ARCC Data Report
IV.A.1-22 2008 ARCC Data Report
IV.A.1-23 2007 ARCC Data Report
IV.A.1-24 *LMC Quick Facts 2010FA*
IV.A.1-25 *LMC Quick Facts 2011FA*
IV.A.1-26 *SGC Committee Structure-Position Paper* Pages 5-6
IV.A.1-27 SGC Minutes 091212
IV.A.1-28 SGC Minutes 082411
IV.A.1-29 SGC Minutes 082510
IV.A.1-30 SGC Minutes 022410
IV.A.1-31 SGC Minutes 121212
IV.A.1-32 SGC Minutes 022212
IV.A.1-33 SGC Minutes 051111
IV.A.1-34 IDEA Committee Minutes 090513
IV.A.1-35 Planning Committee Minutes 011614
IV.A.1-36 PDAC Minutes 012314
IV.A.1-37 Sustainability Committee Minutes 101712
IV.A.1-38 TLC Minutes 030612
IV.A.1-39 November SGC Retreat Notes Updated 010510
IV.A.1-40 SGC Minutes 121411-Notes from Retreat
IV.A.1-41 SGC Retreat Agenda-March 2010
IV.A.1-42 SGC Retreat Draft Plan of Action-March 2011
IV.A.1-43 SGC Retreat Agenda-April 2009
IV.A.1-44 Calendar of Monday Meetings-fall 2013
IV.A.1-45 Calendar of Monday Meetings-spring 2013
IV.A.1-46 Calendar of Monday Meetings-fall 2012
IV.A.1-47 SGC Membership 2013-2014
IV.A.1-48 SGC Membership 2012-2013
IV.A.1-49 Strategic Planning Retreat College Assembly Participants 07Apr2014

IV.A.1-50	LMC Employee Satisfaction Survey spring 2014 (Pgs. 1-3)
IV.A.1-51	SGC Minutes 042606
IV.A.1-52	SGC Minutes 101106
IV.A.1-53	SGC Minutes 121306
IV.A.1-54	SGC Minutes 012407
IV.A.1-55	SGC Minutes 082813
IV.A.1-56	TAG Reporting Template to SGC
IV.A.1-57	PDAC PowerPoint to SGC-February 2011
IV.A.1-58	Safety Committee Report to SGC 022311
IV.A.1-59	Planning Committee Report to SGC 11Apr2012
IV.A.1-60	Planning Committee Meeting Minutes 19Apr2012
IV.A.1-61	IDEA Report to SGC 2011
IV.A.1-62	IDEA Report to SGC fall 2009
IV.A.1-63	SGC Proposed Meeting Schedule and Topics 2013-2014
IV.A.1-64	SGC Meeting Schedule and Planned Agendas 2011-2012
IV.A.1-65	SGC Committee Reporting Schedule spring 2009
IV.A.2.a-1	IDEA Membership Roster 2013-2014
IV.A.2.a-2	Planning Committee Membership Roster 2013-2014
IV.A.2.a-3	Sustainability Committee Membership Roster 2013-2014
IV.A.2.a-4	TLP Membership Roster 2013-2014
IV.A.2.a-5	Academic Senate Minutes 09May2011
IV.A.2.a-6	Academic Senate Minutes 25Mar2013
IV.A.2.a-7	Academic Senate Minutes 14Mar2011
IV.A.2.a-8	Academic Senate Minutes 08Nov2010
IV.A.2.a-9	Procedures for and Minutes of Appointment of Classified Staff to SG Committees
IV.A.2.a-10	Student Senate Minutes 4-1-13
IV.A.2.a-11	Student Senate Minutes 10-22-12
IV.A.2.a-12	Student Senate Minutes 4-15-13
IV.A.2.a-13	Student Senate Minutes 9-10-12
IV.A.2.a-14	Student Senate Automatic Appointments
IV.A.2.a-15	LMC Committee Inventory-Working Document
IV.A.2.a-16	Presidents Cabinet Management Committee Reps-Email 082613
IV.A.2.a-17	Presidents Cabinet Reminder Email 082113
IV.A.2.a-18	Presidents Cabinet Reminder Email 072413
IV.A.2.a-19	Presidents Cabinet Reminder Email 071013
IV.A.2.a-20	SGC Meeting Reminder 030714
IV.A.2.a-21	SGC Agenda 031214
IV.A.2.a-22	SGC Meeting Reminder 120613
IV.A.2.a-23	SGC Agenda 121113
IV.A.2.a-24	SGC Agenda 032614
IV.A.2.a-25	Planning Committee Meeting Reminder 04Mar2014
IV.A.2.a-26	Planning Committee Meeting Reminder 07Nov2013
IV.A.2.a-27	Resource Allocation Process (RAP) Webpage Screenshot
IV.A.2.a-28	Classified Staffing RAP Proposal 2010-2011

IV.A.2.a-29 Program Improvement and Development RAP Proposal Form
IV.A.2.a-30 2010-2011 RAP Process Email 111910
IV.A.2.a-31 2013-2014 Recording Arts Program Review-Tied to RAP Proposal
IV.A.2.a-32 Email to Constituent Groups (Students) Inviting Them to Fill Slots on SG Committees
IV.A.2.a-33 Email to Constituent Groups (Classified) Inviting Them to Fill Slots on SG Committees
IV.A.2.a-34 Email to Constituent Groups (Faculty) Inviting Them to Fill Slots on SG Committees
IV.A.2.a-35 Shared Governance-February 2014
IV.A.2.a-36 District New Employee Orientation
IV.A.2.a-37 Academic Senate Minutes 031014
IV.A.2.a-38 Classified Senate Minutes 022114
IV.A.2.a-39 District Budget Forum Email 040214
IV.A.2.a-40 District Budget Forum Today at 3 pm-Email 041613
IV.A.2.a-41 Reminder Email District Budget Forums 040213
IV.A.2.a-42 Information on Governor's Budget 2014 Email
IV.A.2.a-43 College Assembly 07Oct2013 Budget Cycle Overview PowerPoint
IV.A.2.a-44 Reminder College Assembly-Monday October 7 Email
IV.A.2.a-45 College Assembly Agenda 07Oct2013
IV.A.2.a-46 Post-Election-Budget Meeting November 7 2012 Email
IV.A.2.a-47 All College Meeting Post-Election Impact November 7 2012 PowerPoint
IV.A.2.a-48 Enrollment Management Guiding Principles Webpage Screenshot

IV.A.2.b-1 Academic Dean Job Descriptions
IV.A.2.b-2 *Curriculum Committee Position Paper*
IV.A.2.b-3 Administrative Procedure 1009.02, *Academic and Professional Matters*
IV.A.2.b-4 Academic Senate Bylaws 13Jun2013
IV.A.2.b-5 Academic Senate Constitution
IV.A.2.b-6 Academic Senate Roster 2013-2014
IV.A.2.b-7 Academic Senate List of Faculty Appointed to Committee Webpage Screenshot
IV.A.2.b-8 Curriculum Committee Minutes 04Sept2013
IV.A.2.b-9 Curriculum Committee Minutes 05Dec2012
IV.A.2.b-10 Curriculum Committee Minutes 05Oct2011
IV.A.2.b-11 SGC Minutes 042413
IV.A.2.b-12 Academic Senate Minutes 13Oct2008-Distance Ed Senate
IV.A.2.b-13 Distance Ed Forms-Courses Delivered Online
IV.A.2.b-14 General Ed Form-Recommending Course Placement
IV.A.2.b-15 General Ed Form-Recommending Course Placement Side 2
IV.A.2.b-16 Academic Senate Minutes 14Feb2011-TLP Report
IV.A.2.b-17 Academic Senate Minutes 06Apr2009-SGC Report TLC
IV.A.2.b-18 Academic Senate Minutes 17May2010-With Corrections TLP
IV.A.2.b-19 Academic Senate Minutes 28Jan2013-SGC Reports AST Adj

IV.A.2.b-20	Academic Senate Minutes 11Apr2011 General Ed Model
IV.A.2.b-21	Academic Senate Minutes 12Sept2011-SGC Report General Ed Model
IV.A.2.b-22	Los Medanos CC-BRIC Application
IV.A.2.b-23	BRIC TAP Participation Agreement MOU-19Apr2010
IV.A.2.b-24	LMC BRIC Recap
IV.A.2.b-25	All BRIC Retreats Participants List
IV.A.3-1	Classified Senate Minutes 05Apr2013
IV.A.3-2	Academic Senate Minutes 10Oct2010-General Ed Model SGC Report Senate Needs To SGC
IV.A.3-3	Classified Senate Agendas or Minutes- Report Outs from and Input to SGC
IV.A.3-4	Committee Chair Evaluation Reports
IV.A.3-5	Student Senate Minutes 10-1-12
IV.A.3-6	Student Senate Minutes 2-25-13
IV.A.3-7	Student Senate Minutes 3-25-13
IV.A.3-8	Student Senate Minutes 9-17-12
IV.A.3-9	Academic Senate Minutes 22Mar2010-Senate Needs to SGC
IV.A.3-10	Calendar of Monday Meetings fall 2014
IV.A.3-11	SGC Evaluation Survey Questions-2006
IV.A.3-12	Academic Senate Minutes 04May2009-Professional Development
IV.A.3-13	Academic Senate Minutes 13Sept2010-Professional Development
IV.A.3-14	Academic Senate Minutes 17Nov2008-Professional Development
IV.A.3-15	Student Senate Minutes 11-26-12
IV.A.3-16	SGC Memo to Sub-Committee Chairs 18Apr2014 on the Status of the Governance Document and Committee Roles
IV.A.4-1	LMC fall 2009 ACCJC Follow-Up Report
IV.A.4-2	LMC fall 2010 ACCJC Follow-Up Report
IV.A.4-3	LMC fall 2011 ACCJC Mid-Term Report
IV.A.4-4	LMC College Status Report on SLO Implementation-fall 2012
IV.A.4-5	ACCJC Newsletter summer 2013
IV.A.5-1	SGC Minutes 111313
IV.A.5-2	SGC Minutes 102313
IV.A.5-3	SGC Minutes 091113
IV.A.5-4	SGC Minutes 082212
IV.A.5-5	SGC Minutes 101211
IV.A.5-6	SGC Minutes 012214
IV.A.5-7	SGC Agenda 111313
IV.A.5-8	SGC Minutes 110911
IV.A.5-9	SGC Minutes 092309
IV.A.5-10	SGC Minutes 090909
IV.A.5-11	SGC Minutes 051408
IV.A.5-12	RAP SGC Evaluation 2007-2008
IV.A.5-13	LMC Leadership Academy Curriculum

IV.A.5-14	4CDLI FAQs 2013-2014
IV.A.5-15	4CDLI Application 2013-2014
IV.A.5-16	4CDLI Program Schedule 2014
IV.A.5-17	4CDLI Workshop Schedule 2014
IV.A.5-18	2014 4CDLI Orientation PowerPoint Presentation
IV.A.5-19	2012 4CDLI Participant Feedback
IV.A.5-20	2010 4CDLI Participant Feedback
OR-6	College Assembly April 2013 Accreditation and Mission Statement PowerPoint
OR-10	College Assembly April 2014 Accreditation Update PowerPoint
OR-13	*SGC Position Paper March 2003*

listed in alpha-numeric order

IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1: The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a: The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Contra Costa Community College District comprises three colleges (Contra Costa, Diablo Valley, and Los Medanos Colleges), San Ramon Campus, and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. Though elected by geographic region, Board members represent the interests of all county residents as stated in Board Policy 1010, *Code of Ethics of the Governing Board* (ER-11). Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

Governing Board meetings are well publicized on the District's website, posted at the colleges, and open to participation by the public. Regular Board meetings are held at the District Office in Martinez. Community forums, which have a primary focus on the state of the District, are held annually each fall at each of the colleges and the centers. Hard copy and electronic invitations (IV.B.1.a-1) are sent to the public inviting them to attend the forums in which the Governing Board reviews its goals, the budget, and other topics of interest to the public. The community forums provide an opportunity for the Governing Board to hear the opinions of community leaders on the work of the District and to obtain input on other ways the District could be valuable to the community.

The Governing Board meeting agendas (IV.B.1.a-2) provide a consistent format where the first public meeting agenda item, after the pledge of allegiance to the U.S.

flag, is the opportunity for the public to address the Governing Board. In addition, members of the public may comment on agenda items as they are presented.

Most votes taken by the Board are unanimous. When decisions are not unanimous, members who dissent on an issue support the decision of the whole. A case in point is the discussion surrounding the approval and implementation of a Project Stabilization Agreement (PSA) for the District. The discussion of the issue was contentious and persisted over several months, involving construction unions supporting the agreement and other entities in opposition. Considerable pressure was placed on the Governing Board, with one Board member acknowledging a conflict of interest once an accusation was made from the public. College employees were concerned about what they observed as the Board's preoccupation with the PSA and its possible distraction from other significant educational issues the District was dealing with at the time. The Board worked through the matter, following its established policies and procedures, and finally approved the PSA on a four aye, one abstention vote. The agreement is now fully implemented. After the matter was settled, the Governing Board converted the District's resolution on conflict of interest to Board Policy 1020 (ER-12) and created Administrative Procedure 1020.01 (ER-13), *Conflict of Interest*, and strengthened its monitoring of and participation in conflict of interest, ethics, accreditation, and Brown Act training.

The Governing Board holds in high regard its mission to act as a whole. In 2013, concern arose for two reasons -- 1) as it became apparent that one Board member was communicating information to the public and District constituencies that had not been vetted through the Governing Board; and 2) although the Board approved a provisional appointment process subsequent to the passing of the Board president, one Board member acted independently to augment that process, necessitating a modification of the previously-approved process. Immediately following its acquisition of this knowledge, the Board scheduled a facilitated discussion on communication protocols. The discussion took place during the October 9, 2013, Board meeting in public session (IV.B.1.a-3). The discussion centered around five major components of Board communication: 1) communications between and/or among Board members; 2) communications between Board members and CEO/staff members; 3) public communication by Board members; 4) responding to needs or complaints expressed to an individual Board member; and 5) participation standards. In order to ensure the Governing Board would work as a whole, new Board Policy 1022, *Governing Board Communication Protocols* (IV.B.1.a-4), was developed and approved by the Board to codify communication protocols that hold the Governing Board accountable for acting as a team/unit, practicing ethical behavior, ensuring the reliability of information to be communicated, and complying with accreditation Standards.

Self Evaluation

Board members work together to support the interests of the District and take an active role in advocating for the interests of the community as a whole. Throughout the year, Board members routinely attend college and/or community meetings to offer information, speak on behalf of, and seek support for the colleges and students of the District. Board members work with elected officials and other community members when necessary on behalf of the District; they ensure that the interests of the District are protected. When there are exceptions, the Board takes corrective action.

Actionable Improvement Plan

None

IV.B.1.b: The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Governing Board reviewed, revised, and approved the District's Mission Statement (III.A.4.c-1) as part of its development and subsequent approval of the *District Strategic Plan* 2011-2015 (I.B.2-6) on July 27, 2011. Board Policy 1012 (DR-10) and Administrative Procedure 1012.01 (DR-11), *Institutional Effectiveness: Planning, Assessment and Continuous Improvement*, ensure that each college shall have integrated planning processes that maintain strategic and operational plans that are linked to resource allocation decisions. Further, a regular cycle of review to assess the effectiveness of the District's organization, the delineation of roles and responsibilities of the District/colleges, and the District governance and decision-making processes is in place. Policies and procedures that ensure the financial health, the quality of the educational program offerings, standards for graduation, and processes for curriculum development and the subsequent curriculum approval process are in place to support the stated mission of the District. As shown in the Governing Board Policies and Administrative Procedures Manual and the Curriculum and Instruction Procedures Manual, the Governing Board exercises oversight of the college educational programs through policies (ER-10, IV.B.1.b-1) and procedures (IV.B.1.b-2) that establish standards and processes in accordance with the District's stated mission to provide educational opportunities for students and communities.

The development of the educational and fiscal policies is conducted through the participatory governance process. Board Policy 1009, *Institutional Leadership, Governance, and Decision-Making* (DR-7), and Administrative Procedure 1009.01, *Participatory Governance* (DR-9), indicate the District's approach to participatory governance, delineating the five components of the District's decision-making structure (participatory governance, academic and professional matters,

administrative, labor, and public interest) and the roles for faculty, staff (classified and management/supervisory/confidential), and student participation in institutional governance.

The college presidents and the Academic Senate presidents, facilitated by executive vice chancellor of education and technology, meet for consultation monthly (IV.B.1.b-3) on behalf of the Governing Board to discuss academic and professional matters and develop and review policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services. The chancellor attends as needed. Agreements reached in these meetings are reviewed and approved by the Governing Board, as stipulated in Administrative Procedure 1009.02, *Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters* (IV.A.2.b-3).

The Board ensures that educational programs are of high quality through the execution of Board Policy and Curriculum and Instruction Procedure 4008, *Review, Establishment, Modification and Discontinuance of Courses and Programs* (II.A.6.b-2, IV.B.1.b-4). Board Policy 4008 directs that the Educational Planning Committee meet, at a minimum, once per year to review the educational program plans of the colleges and coordinate offerings across the District. The committee membership includes college presidents, instructional and student services managers, Academic Senate presidents, a faculty union representative, the chancellor, executive vice chancellors, and an economic development representative. Results of the committee's work are documented in the Educational Planning Committee report and presented annually to the Governing Board (IV.B.1.b-5).

Further, Board Policy 4001 (CP-15) and Curriculum and Instruction Procedure 4001 (CP-17), *Standards of Scholarship*, evidence the Governing Board's mission to provide quality education, as do Board Policy 4011, *Philosophy and Requirements for Associate Degree and General Education*(IV.B.1.b-6), and Curriculum and Instruction Procedure 4007, *Philosophy and Criteria for Associate Degree and General Education* (ER-30).

Strategic Direction 1 in the District's strategic plan focuses on student learning and success with an emphasis on closing the achievement gap and increasing success and completion rates. The Governing Board bases its goals on the District strategic plan and participates in activities that ensure it understands its role in ensuring educational quality and the support required.

In 2012-2013, the Board reviewed policies to ensure that policies exist to support the achievement of at-risk students who perform below college level and to ensure equitable treatment of all students (IV.B.1.b-7). The Board also received reports from staff on the amount of funds targeted for underprepared students (IV.B.1.b-8). In its July 24, 2013, meeting, the Governing Board participated in a training session on how to use the scorecard (IV.B.1.b-9).

Sound management of resources and fiscal practices to provide resources necessary to support student learning are evidenced in the budget development parameters reviewed and approved by the Board annually in the budget development process. Formulas are in place for the equitable distribution of funds to support educational programs and services through the District general fund for college operating and part-time teaching budgets. Board Policy 5007, *External Audit of District Funds* (ER-53), provides for an external audit of all District funds. In addition, Board Policy 5034, *Internal Audit Services (IAS) – Charter* (ER-52), and Business Procedure 21.01, *When to Contact Audit Services (IAS)* (ER-54), provide internal auditing procedures. The implementation of sound fiscal practices is, in part, also addressed through the Board-approved position of the District director of internal audit services. In addition, the Board conducts a study session annually in April on the budget for the upcoming fiscal year, where funding priorities consistent with the mission and goals of the District are established (III.D.3-3, III.D.3-4, III.D.3-5, III.D.3-6).

Self Evaluation

As noted in the Descriptive Summary, the Governing Board takes an active role in ensuring educational quality. A variety of actions taken by the Board demonstrate its commitment. The results of the meetings of the Educational Planning Committee are presented to the Governing Board for review and discussion. The Board monitors the progress made and the development of student learning outcomes through annual progress reports presented by each college at Governing Board meetings. The Board also annually reviews the findings of the Accountability Report for Community Colleges, recently replaced by the California Community Colleges Student Success Scorecard, and discusses the findings for each college.

The Board has based its annual goals and objectives on the strategic goals established by the District. Board members rate the Board's performance, as well as the performance of the chancellor, on goals that ensure the quality, integrity, and improvement of student learning and programs, as set forth in the District strategic plan. Accountability measures have been established for each of the Board's activities. Despite the recent financial crisis, the Board has worked to provide the resources necessary to support the delivery of programs and services to students. The Board has consistently encouraged securing external sources of revenue, such as the Trade Adjustment Assistance Community College and Career Training grant (TAA CCCTG). Despite declining funding, the Board approved hiring a full-time dean to coordinate workforce and economic development District wide. This investment has resulted in the awarding of the TAA grant which resulted in $14.9 million in additional funding to support career technical education programs and meeting the needs of the regional workforce. The District conceived the idea and served as the lead in organizing the region for competing for the grant. As a benefit of the Governing Board's bond initiative in 2002, major improvements have been made to the educational facilities in the District. The passage of a second bond initiative in 2006 is providing more much-needed facility improvements. In November 2011, the Board placed a parcel tax measure on the ballot; it failed by a very small margin.

The Board is mindful of its responsibility to monitor its policies to ensure consistency between the mission and the actions taken on behalf of students and to ensure resources are available to support student achievement.

Actionable Improvement Plan

None

IV.B.1.c: The governing board has ultimate responsibility for education quality, legal matters, and financial integrity.

Descriptive Summary

Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity of the District rest with the Governing Board, as evidenced by the Board's pledge "to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development" and to do so will "approve budgets that maintain the fiscal integrity and stability of the District" as found in Board Policy 1010, *Code of Ethics of the Governing Board* (ER-11).

The Board exercises its responsibility in educational quality by adhering to all policies relating to educational planning, standards of scholarship, and student success. Board members ensure that adequate funding is maintained to support high quality programs and services. In addition, the Board reviews and approves curricular offerings, educational and facility master plans, the five-year construction plan, and other activities related to the maintenance of educational quality. Board members participate in the development of, and approve the District strategic plan.

The Board is apprised of and assumes responsibility for all legal matters associated with the operation of the three colleges, the San Ramon Campus, the Brentwood Center, and the District Office. Since the last accreditation visit, the Board has changed its approach to the use of legal services. Instead of having one primary legal service, the District now uses a panel of four legal firms with specializations in different areas. The Board is intimately involved in legal issues that arise in the District. Many matters are disclosed in closed session, and legal decisions requiring Governing Board awareness and input are reviewed and approved by the Governing Board. Board Policy 5031, *Fiscal Management* (III.D-1), indicates "District administration keeps the Governing Board current on the fiscal condition of the District as an integral part of policy and decision making." The Board plays a crucial role in fulfilling its ultimate responsibility in maintaining the fiscal integrity of the District by monitoring and/or participating directly in decisions related to District finances.

The Governing Board Agenda Master Planning Calendar (IV.B.1.c-1) outlines the reports the Governing Board will receive during any given fiscal year, noted by action or as information, in addition to topic-specific study sessions, such as facilities, budget, strategic directions accomplishments, etc.

On a quarterly basis, the Board reviews and/or approves the following reports in assessing the financial condition of the District:

- Budget transfers and adjustments. This report shares sources and uses of various District funds.
- Community College Fiscal Services (CCFS)-311Q prior to submission to the State Chancellor's Office. This report reviews the unrestricted portion of the general fund and includes a four-year comparison of revenues and expenditures, as well as significant fiscal events for current and future reporting.
- Financial statements. These reports show budget-to-actual revenue and expenditure data for all budgeted funds of the District.
- Report on investments. This report gives details of the types and yields on investments owned by the District.

Seven times a year, the Governing Board receives a fiscal trends report (III.B.2.a-1) in which the status of spending in several areas, as well as enrollment information, is given. Annually, the Board participates in a study session focused only on the budget (ER-54) for the upcoming year. The session is inclusive in that it includes a report on the financial condition of the District in compliance with guidelines established by the State Chancellor's Office in the Sound Fiscal Management Checklist.

The Board has a Finance Committee made up of two Board members with the primary responsibility of dealing with external and internal audit issues. The committee meets at least three times a year and participates in the hiring of the external auditor, preparation for the annual audit, and review of audit findings (IV.B.1.c-2). In addition, the Board Finance Committee members consult with the District's director of internal audit services. The director has a dual reporting relationship to the Governing Board and the chancellor. The Board Finance Committee approves the internal audit plan and receives reports from the director on issues related to the financial integrity of the District. Minutes of the Board Finance Committee (IV.B.1.c-3) meetings are reviewed by the full Governing Board, and a verbal report is given on the work of the committee.

Since the last accreditation visit, the CCCCD has experienced a severe financial crisis, resulting in the downsizing of the District. During the crisis, the Board maintained its responsibility of ensuring the financial integrity of the District. In addition to the state-mandated five percent reserve, the Board has established and mandated an additional Board five percent reserve. As a result, the District's undesignated reserve was never below ten percent. All decisions related to the downsizing of the District were reviewed and approved by the Governing Board.

Self Evaluation

The Board takes seriously its role of having the ultimate responsibility for education quality, legal matters, and financial integrity. As noted in the Descriptive Summary, the Board ensures that systems are in place that guarantee members are aware of their role and participate accordingly by receiving and reviewing information and/or participating directly in final review and decisions regarding education quality, legal matters, and financial integrity.

Actionable Improvement Plan

None.

IV.B.1.d: The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Rules and Regulations of the Governing Board (IV.B.1.d-1), approved by the Board and published in the Governing Board Policy Manual, describe the size, duties, responsibilities, structure, and operating procedures of the Board. The regulations provide for an election procedure for Board officers, a process for replacing Board officers who leave office prior to the end of their term, a process for removing any appointed officer, and stipulate the role and responsibilities of the Student Trustee. Further, the regulations provide for the selection of Board members to the Board Finance Committee. Board Policy 1010, *Code of Ethics of the Governing Board* (ER-11), addresses responsibilities as adopted by the Governing Board as does Board Policy 1009, *Institutional Leadership, Governance, and Decision-Making* (DR-7) and Board Policy 1012 and Administrative Procedure 1012.01, *Institutional Effectiveness: Planning, Assessment and Continuous Improvement* (DR-10, DR-11). In 2013, the Board conducted a facilitated discussion on communication protocols and created a policy (IV.B.1.a-4) on same to ensure behavior on the part of Board members that supports the code of ethics.

Self Evaluation

The Board is consistent in adhering to the requirements set forth in state Education Code Section 70902 and its own Rules and Regulations regarding its "size, duties, responsibilities, structure, and operating procedures." The information is included in the Board Policy and Administrative Procedures Manual in hard copy and on the District web site.

Actionable Improvement Plan

None

IV.B.1.e: The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Outlined in California Education Code Section 70902 (IV.B.1.e-1), the Governing Board is charged with establishing broad policies, which govern the operation of the District, and has the expectation that all policies and procedures are followed properly. The Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges, and its own policies and procedures. The Rules and Regulations of the District Governing Board, Administrative Officers, No. 32 (IV.B.1.d-1), stipulate that the Board shall delegate to the chancellor the executive responsibility for administering the policies and execute all decisions of the Governing Board which require administrative action. In the initiation and formulation of District policies, the chancellor shall act as the professional advisor to the Governing Board. The development of Board policies and procedures is reflective of the participatory process, as noted in Administrative Procedure 1009.01, *Participatory Governance* (DR-9). A hard copy of the Governing Board policy manual is issued to District executive staff. In addition, the policy manual and all departmental procedures manuals are posted on the website. Links have been established between policy and procedure, ensuring the reader of full disclosure.

The District is an original member of the Community College League of California (CCLC) policy/procedure service and has subsequently reviewed and revised where appropriate all policies and procedures as CCLC notifications are received and on a regular two-, three-, or four-year cycle dependent upon the departmental manual to be reviewed/revised. As a result, all policies and procedures of the Governing Board are current, computerized, linked, uniformly formatted and posted on the Contra Costa Community College District website.

In 2010, the review and approval process for District wide policies and procedures was examined and subsequently revised. The District went to a primarily paperless system by eliminating 98 percent of the hard copy distribution, with continued access to policies/procedures via the District website. The review cycle was revised to address a more realistic approach to the number of policies/procedures under review by any one department. It was determined that historical files, either hard copy or electronic, would be maintained for each District wide policy/procedure from July 2010 forward. The actual revision work was moved from individual computers to the

InSite Portal where all information, including final files, is available to those persons with the appropriate permissions. Those persons responsible for the coordination of the review/revision process were identified, and a desk reference (IV.B.1.e-2) for District wide policies and procedures was written, approved through the Chancellor's Cabinet, and posted to the District website.

As a first step in the policy/procedure revision process, all constituency groups (managers, faculty, classified staff, and student government representatives) through the District Governance Council, DGC, offer input for policies and procedures within an area of participatory governance, as do the three employee groups (United Faculty, Local 1, District Management Council Executive Board), as prescribed in Administrative Procedure 1900.03, *Administrative, Business, Curriculum and Instruction, Human Resources, Payroll, and Student Services Procedures* (IV.B.1.e-3). There are one to two readings at DGC, United Faculty, Local 1, and Management Council Executive Board meetings for all policy/procedure change actions. With the exception of policies/procedures regarding academic and professional matters, the Chancellor's Cabinet gives final approval for all procedures, and the Governing Board gives final approval for all policies.

As the Governing Board's designee, the chancellor consults collegially with the Faculty Senates Coordinating Council, FSCC, for those policies and procedures that regard academic and professional matters as determined in Administrative Procedure 1009.02, *Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on District wide Policies and Procedures Governing Academic and Professional Matters* (IV.A.2.b-3). Once agreed upon by the chancellor and FSCC, the policy or procedure is forwarded to DGC and the three employee groups as an information item and then to the Governing Board for final approval.

Self Evaluation

With well-publicized notification and provision of attachments via the District website, the Governing Board establishes policies at its open Board meetings and acts within the established policy guidelines.

Actionable Improvement Plan

None

IV.B.1.f: The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The District Board places a high value on Board development. Every April, July, and November, the Board conducts a study session as a part of its regular meeting. The April and November meetings cover budget (III.D-3, III.D-4, III.D-5, III.D-6, IV.B.1.b-9) and accomplishments toward strategic directions, respectively (III.D.1.a-3). The July meeting topic varies (IV.B.1.b-9). In addition, the Board conducts its retreat in June of each year in which it conducts its self-assessment. They identify areas of future interest for Board development and develop coming-year goals for the Board, in addition to reviewing and assessing the achievement status of prior-year goals (IV.B.1.f-1).

All Board members are provided training in areas of importance, i.e., Brown Act, ethics, conflict of interest, (IV.B.1.f-2) and accreditation (IV.B.1.f-3). Board members access ongoing individual development through meetings with state and federal legislators, state and national conferences, community meetings, workshops, and reading. Time is set aside at Board meetings to convey the results of these individual efforts. The Board also holds special meetings in which it focuses on new initiatives. The Governing Board conducted District wide conversations in 2010-11 and 2011-12 on closing the achievement gap (IV.B.1.f-4, IV.B.1.f-5, IV.B.1.f-6, IV.B.1.f-7) and participated in a District wide discussion in 2011-2012 on the state's Student Success Task Force recommendations. In 2012-2013 and 2013-2014, the Board formed a sub-committee to conduct facilitated discussions on improving the District's workforce diversity. Between March and December 2013, four meetings were conducted (IV.B.1.f-8, IV.B.1.f-9, IV.B.1.f-10, IV.B.1.f-11). As a result of the meetings, the Board increased its knowledge of the District's hiring processes and student, employee, and community demographics.

The chancellor and the Board president plan the new Board member orientation (IV.B.1.f-12), coordinating additional meetings with key staff members regarding budget, staff/personnel, facilities, technology, strategic planning, and other areas of interest to new members. Since the last accreditation visit, the Board had an election in 2010 seating one new Board member. In addition, Board member provisional appointments were made in 2011 and in 2013, and another election in 2012 resulted in seating two new Board members. Processes to fill a Board vacancy, either through special election or provisional appointment, were codified in new Board Policy 1021 (IV.B.1.f-13) and Administrative Procedure 1021.01 (IV.B.1.f-14), *Vacancies on the Governing Board*, both of which were finalized in 2013.

All five new Board members selected/elected since the last accreditation visit have been provided an orientation in which they received copies of all essential documents

regarding Board agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important and current issues. The orientation session covered District operations and the roles and responsibilities of Governing Board members. In addition, individual sessions are provided to new Board members on specific topics as requested. For example, special sessions were held for new Board members elected in 2012 on seismic issues, acquisition of property for a campus center, and how District finances work in addition to the orientation session (IV.B.1.f-15). Each new Board member participates in a tour of each college provided by the District's director of communications and community relations. The tour includes a meeting with the College president and other employees at each of the sites. Further, Board members are encouraged to participate in the Community College League of California (CCLC) statewide meetings. New Board members also attend the workshop for new trustees sponsored by CCLC.

Provisions for Governing Board elections are provided for in Board Policy 1008, *Governing Board Term of Office, Wards, and Election Regulations* (IV.B.1.f-16). Each member serves a four-year term. The 2013 Governing Board is made up of one member in his fifth term; one member in the third year of his first term; two members in the first year of their first term, and one member fulfilling a provisional appointment until December 2014. Board member elections are staggered so that 40-60 percent of the members are elected every two years. Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Board president and the chancellor provide an orientation for the Student Trustee (IV.B.1.f-17). The Student Trustee meets individually with the chancellor to review the Student Trustee information packet, in addition to discussing the role of the Board, the responsibilities of the Student Trustee, and the operation of the District. The Rules and Regulations of the Governing Board, Student Representation, Nos. 9-15, (IV.B.1.d-1) stipulate the role and responsibilities of the Student Trustee. S/he also participates in all Board training activities and participates at the regional and state level in professional development activities that improve performance.

Self Evaluation

Board development is a high priority for the Board. Board members participate in a variety of professional development activities to improve their performance and use mechanisms (study sessions, retreats, and special meetings) to increase their knowledge and awareness of issues that have an impact on their decision-making. The Board has a long-standing, effective, and flexible orientation program for new members.

Actionable Improvement Plan

None

IV.B.1.g: The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board's *Code of Ethics* (ER-11) indicates, "The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve."

In April and May 2013, the Board revised its evaluation policy (IV.B.1.g-1) and procedure (IV.B.1.g-2) to include not only self evaluation, but also input from others who interact with the Board on a regular basis.

Board Policy 1015, *Governing Board Evaluation Policy* (IV.B.1.g-1), notes the self evaluation and the comprehensive components of the Board's evaluation policy. Administrative Procedure 1015.01, *Process to Conduct Governing Board Evaluation* (IV.B.1.g-2), delineates the steps in the Board's evaluation process. The self evaluation is conducted each year in a Board retreat during June-July. Prior to the retreat, each Board member completes the self evaluation form, rating the extent to which the Board achieved the goals and objectives it established for that evaluation period. The self evaluation also includes questions on Board behavior. Every two years, the Board conducts a 360-degree evaluation in which individuals who regularly attend Board meetings participate. An external facilitator gathers and summarizes all input received and compiles it into a report. The report serves as a basis for the Board evaluation which is conducted in an open meeting annually in June. Each individual selected to participate in the evaluation completes the Board-approved survey prior to the retreat. The results of the surveys of the Board members and others who participate in the evaluation are provided to the Board and discussed in open session, with future Board goals developed as a result. The first 360 evaluation was conducted in the Board's June 26, 2013, retreat (IV.B.1.g-3).

Self Evaluation

As it has for many years, the Governing Board conducts an evaluation annually and uses the results to improve its performance. The Governing Board demonstrates its commitment in this area as evidenced by its most recent evaluation following the new process that includes its self evaluation and input from others.

Actionable Improvement Plan

None

IV.B.1.h: The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Board Policy 1010, *Code of Ethics of the Governing Board* (ER-11), adopted in 1992, was last revised early in 2014. In the policy, the Board commits itself to operating with the highest ethical standards, following the principles of service, respect, accountability, integrity, confidentiality, and openness. The policy includes a process for dealing with behavior that violates the code. In 2011-2012, a member of the public indicated to the Board that one of its members might have a conflict in a particular matter. The Board policy was followed and the matter resolved.

In 2012-2013, to strengthen the code of ethics policy, the Governing Board reviewed Administrative Procedure 1020.01 (ER-13) and adopted Board Policy 1020, *Conflict of Interest* (ER-12), on July 24, 2013. This policy and procedure clarify, per government code, areas of conflict, in addition to providing a Conflict of Interest Declaration to be completed and signed by Board members upon appointment or election to the Board and annually thereafter.

Self Evaluation

The Governing Board adheres to its ethics code. Each year in December, when a new Board president is elected, the code of ethics is reviewed as a reminder to the Board. When conflicts are reported, the Board policy is followed. In approving the signing of the Conflict of Interest Declaration, each Board member commits him/herself to the resistance of engaging in activities that could be considered a conflict of interest or impair his/her fair judgment or of using the Board member position for personal benefit.

Actionable Improvement Plan

None

IV.B.1.i: The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Governing Board is informed about and involved in the accreditation process. In preparation for the 2014 visit, ACCJC Commission President Dr. Barbara Beno facilitated a Board study session on the accreditation process on January 15, 2013

(IV.B.1.f-4). Each Board member participated in the session. Additionally, the chancellor advises the Board of the accreditation process and status.

The college self evaluation reports (IV.B.1.i-1, IV.B.1.i-2) are on the Board agenda in the meeting prior to the deadline for submission to the Commission. The Board members read the reports in advance of the meeting, and each college provides an overview of the report at the meeting. All correspondence relating to any visits or reports by the Commission are reviewed by the Board. The Board ensures recommendations resulting from any special mid-term and/or final accreditation reports are implemented.

The Board also participates in the development and review of the Accreditation Standard that applies to the Governing Board and the District (IV.B.1.i-3).

Self Evaluation

Board members are aware of the purpose of the accreditation process in giving quality assurance, credibility, and stimulating improvement in the colleges. Further, they have demonstrated that they understand their role and responsibility as Board members in the accreditation process by participating in training sessions and taking an active role in the development, review, and implementation of matters related to the accreditation process.

Actionable Improvement Plan

None

IV.B.1.j: The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board Policy 2057 (IV.B.1.j-1) and Human Resources Procedure 1010.06 (III.A.1.a-9), *Hiring of Contract Administrators*, clearly delineate all the steps involved in hiring contract administrators, including college presidents. The policy and procedure have been used consistently since their approval, with one notable exception. In spring 2011, the District conducted a hiring process for a permanent president at Diablo Valley College. The process did not yield a suitable candidate. As a result, the

Board reassigned the Los Medanos College president as Diablo Valley College's permanent president and then conducted a search for a permanent president for Los Medanos College following the established process.

The Governing Board has the responsibility for hiring the chancellor; the chancellor has the responsibility for hiring the college presidents. For both positions, a national search, managed by a search firm, is typically conducted. Representatives from each District constituency group (classified staff, faculty, managers, and students) are selected to serve on the hiring committees as well as members of the community. Open forums are held for finalists, giving the entire District community the opportunity to interact and give feedback on the candidates.

Human Resources Procedure 2030.13, *Evaluation of Academic Contract Administrators* (IV.B.1.j-2), and Human Resources Procedure 3080.05, *Evaluation of Classified Contract Administrators* (III.A.1.b-5), clearly establish the process for the evaluation of college presidents and the chancellor. Human Resources Procedure 3080.04, *Participation in the Academic/Classified Management Evaluation Process* (III.A.1.b-6), delineates those management/supervisory positions to be included in the evaluation interview/survey. Beginning 2006-2007, college presidents and the chancellor began annual evaluations because of a Governing Board-generated change in their contracts.

Self Evaluation

An inclusive and effective process has been developed and implemented for the selection and evaluation of a chancellor for the District and a president for each of the colleges within the District. The goals for the chancellor's job performance are developed and jointly agreed upon by the Board and the chancellor; the goals for the presidents and other contract administrators are developed and jointly agreed upon by the chancellor and the respective president/contract administrator. The guidelines outlined in the processes are strictly followed.

The selection process was followed during 2012, resulting in the hiring of two highly qualified presidents.

Actionable Improvement Plan

None

IV.B.2: The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B. 2.a: The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

According to the Board Policies for Contra Costa Community College District (CCCCD), the president has "…a large role in the planning and development of the educational program and of the internal organization of the college, and in staff selection and development." (IV.B.2.a-1). Governing Board Rules and Regulations also delineate that the president "…shall be responsible to the chancellor for the development of all aspects of the program on the campus, and for the administration of the college in accordance with State law, the policies adopted by the Governing Board, and administrative policies and procedures of the District." (IV.B.2.a-2).

Furthermore, as outlined in the CCCCD job description and responsibilities, the president "provides administrative direction in the development and initiation of college policies and procedures, as well as the organizational structure, which affect curriculum, instruction, student services and activities, and other college operations." S/he "supervises, coordinates, and evaluates the general activities of all college administrators, and delegates to them such authority and responsibility as is required to perform their assigned duties." (IV.B.2.a-3).

Self Evaluation

Los Medanos College meets Standard IV.B.2.a. LMC's president, Bob Kratochvil, joined the College on July 3, 2012. Based on assessments of the previous organizational structure, personnel transitions, budgetary limitations and the fiscal outlook, and feedback from the campus community, the president reorganized the College's administrative structure to be implemented as of July 1, 2013. The framework for the revised administrative structure was intended to: maximize organizational capacity; emphasize institutional needs and themes; identify efficiencies; determine areas of alignment; encourage collaboration to address issues and develop cross-college solutions; reduce fragmentation of services; maximize diminishing resources; enhance organizational effectiveness and accountability; and to support and promote student success (INT-3).

As a result of the functional review of current operations, several areas of the organization were restructured to improve institutional performance and service to

students. Following the retirement of the vice president of administrative services, that position was redesigned (and then filled) as the vice president of instruction and student services; the new vice president now serves as the chief instructional officer for the institution. This change was aimed at enhancing the alignment between academic programs and support services. The senior dean of instruction, another position made vacant by a retirement, was repurposed into the senior dean of planning and institutional effectiveness; this position reports to the president and serves as the College's Accreditation Liaison Officer. A third dean position was created within the Office of Instruction in order to provide a more equitable distribution of responsibilities and better support for faculty and instructional programs.

Within Student Services, administrative responsibilities were shifted among several management positions. One of the student services manager positions was expanded and upgradedto the dean of counseling and student support. The existing dean of student development, now made responsible for the coordination of learning/cohort communities, was re-titled dean of student success. The senior dean of student services has taken on oversight of the Brentwood Center, in addition to her other duties. In the area of administrative services, several reporting relationships have changed. The technology systems manager and the buildings and grounds manager – who had previously reported to the vice president of administrative services and then temporarily reported directly to the president – now report to the recently-hired director of business services. Two management positions, the executive dean (.50 FTE) and a senior academic/student services manager (1.0 FTE), were eliminated. A program manager position (1.0 FTE, 100 percent grant funded) was added to support the institution's efforts in the area of workforce development (INT-4, INT-5).

The president communicates and interacts regularly with administrative personnel. Weekly meetings are held with the President's Cabinet, which consists of the vice president of instruction and student services, senior dean of student services, senior dean of planning and institutional effectiveness, director of business services, and senior foundation director. There is also a monthly meeting held with the entire management team. In both meetings, the president engages the group in discussions of College issues and initiatives, upcoming activities, and updates from all units. Additionally, the president disseminates District information and delegates appropriately, trusting and empowering the managers to provide leadership in their respective areas (IV.B.2.a-4).

Actionable Improvement Plan

None.

IV.B.2.b: The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The president's responsibilities include presiding over the decision-making processes of the College and participating in the governance structure in order to ensure that final decisions and College policies are in keeping with District policies and decisions enacted by the Governing Board (IV.B.2.a-3). The president advocates for, and supports, the College's shared governance, planning and decision-making structure by promoting collaboration, collegial consultation, and accountability – including participation from both internal and external stakeholders – the president provides stewardship in creating the organization's collective vision for the future (IV.B.2.b-1). This vision, along with the College's values and goals, are informed by its Mission Statement, which is central to all of the programs and services offered by the institution (ER-6). These principles and priorities are set forth and collectively developed with leadership from the president, and drive the College's planning efforts and allocation of resources (ER-7, ER-8, I.A.1-4, I.A.3-5, I.B.1-1, I.B.1-33, I.B.1-34, I.B.1-35, I.B.2-13, I.B.3-5, I.B.3-6, I.B.3-13, I.B.3-17, I.B.3-18, I.B.3-23, I.B.6-6, INT-6, IV.A.1-10, IV.A.2.a-28, IV.A.2.a-29). The president is ultimately responsible for ensuring that allocations are based on institutional and program-level plans, that those funds contribute to institutional improvement of the teaching and learning environment, and that the use, effectiveness, and impact of those resources are assessed.

The president approaches all College wide policy decisions through a collaborative process of dialogue, ensuring that constituent groups have appropriate opportunities for discussion and input. As the chief executive officer for the College, the president is a member of several key campus committees, including the Shared Governance Council, Accreditation Steering Committee, and Planning Committee (ER-3, I.A.3-8, I.B.1-19, I.B.2-17, I.B.3-2, IV.A.1-35, IV.A.1-47, IV.A.1-59, IV.A.2.a-2, IV.B.2.b-2, IV.B.2.b-3, OR-13). President's Cabinet, comprised of the senior management team, is often utilized for initial delineation of and discussion about policy issues. Such matters are also shared with the Shared Governance Council for consultation and recommendations on decisions (OR-13).

An important responsibility of the president is facilitating student success, which can be measured by way of multiple metrics such as retention, persistence, completion, and transfer (IV.B.2.a-3, IV.B.2.b-1). The evaluation of learning outcomes also plays a key role in examining and achieving both student and institutional success, and the effective analysis of these quantitative factors requires a collective understanding about the role and use of data in College processes.

Self Evaluation

Los Medanos College meets Standard IV.B.2.b. The president works to strengthen the shared governance process by fostering communication and promoting engagement. Examples of these efforts include ensuring that the work of the Shared Governance Council is accessible on the College website and that constituent representatives report out significant actions of the group (IV.A.2.a-21, IV.B.2.b-4, IV.B.2.b-5). The president also works with College and committee leaders to ensure that materials from participatory governance meetings and constituency groups are posted online in a timely manner. Email and electronic formats are used for significant sharing of information campus wide, and important information is communicated to faculty and classified staff at monthly College Assemblies (I.A.3-4, I.B.1-60, INT-3, INT-4, IV.A.2.a-44, IV.A.2.a-47).

Key elements of the president's role include: supporting an environment where teaching and student achievement are central to the College mission; encouraging faculty and staff excellence, creativity, and innovation for instruction and student services; and promoting collaboration across operational units. To that end, a significant management structural change was implemented in fall 2013. Organizationally, academic and support services were joined under the oversight of a single position – vice president of instruction and student services – in an effort to link these critical aspects of learning (IV.B.2.b-7, IV.B.2.b-8).

During the 2012-2013 academic year, the college-at-large reviewed and reaffirmed its institutional Mission Statement. This process – guided by direction from the Shared Governance Council and facilitated by the president – included all constituent groups and included community members. It involved multiple venues for discourse and administration of a survey of internal and external constituents (I.A.1-1). The statement was approved by the Shared Governance Council (ER-3), accepted by the president, and approved ultimately by the District Governing Board (ER-4). This Mission Statement is prominent on the College website (ER-6) and in the College Catalog (ER-5).

Another area of responsibility delineated for the president is to ensure that the College's strategic plan and program review process drive resource allocation, facilities planning, and future development. While a strategic planning process is underway in 2013-2014, the College has a current *Educational Master Plan* (ER-7), I*nterim Strategic Priorities*, (ER-58), and a recently reaffirmed Mission Statement (ER-4) to guide its decisions and operations. Each of these important planning documents links directly with the resource allocation process utilized by the College. Plans are aligned with the Mission Statement and goals, and resource requests

submitted through the RAP process must be specifically identified in the program review process, which ties directly to College and District priorities, as well as assessment results (I.B.3-5, I.B.3-6, III.A.2-8, III.D.2.c-2, III.D.2.c-3, III.D.2.c-4). The resource requests are reviewed, analyzed, and discussed by the Shared Governance Council, with recommendations then made to the president. Based on resource availability, the president determines allocations and informs the campus accordingly (I.A.1-4, I.A.3-5, I.B.3-5, I.B.3-6, I.B.4-4, I.B.4-5, IV.A.2.a-28, IV.A.2.a-29).

The president is further engaged in the institution's planning efforts as a member of its Planning Committee. During spring 2013, the president also served as chair of that body until such time the reorganization plan for the College could be developed and implemented (IV.B.2.b-9). Throughout that period, the president was deeply involved in the comprehensive program review process of the College, including revisions in the Program Review Submission Tool and the resource allocation process (I.A.3-5, I.B.4-2). In addition, the Planning Committee led revisions to, and administration of, the student satisfaction survey, which was conducted in spring 2013 (I.A.1-14, II.B.4-5, IV.B.2.b-9, IV.B.2.b-10, IV.B.2.b-11, IV.B.2.b-12).

The College has historically recognized the importance of planning and data. The current Resource Allocation Process (RAP), in effect since the early 2000s and conducted as part of participatory governance, supports that notion of the strong linkage between program review and resource allocation. In spring 2013, recognizing the importance of planning and assessment as a critical role in the organization, the College established a new position as a part of the management reorganization plan. The senior dean of planning and institutional effectiveness reports directly to the president and creates a vital linkage with the campus regarding all planning, data gathering, evaluation, and continuous improvement (INT-6). In addition, the senior dean serves as accreditation liaison officer for the institution.

Actionable Improvement Plan

None.

IV.B.2.c: The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The president has primary responsibility at the College for assuring implementation of governing board policies, statutes, and regulations. In addition, it is the president's role to ensure that institutional practices are consistent with the mission and policies of both the District and College (IV.B.2.a-3).

The president receives information about changes in policies through multiple channels; these mechanisms include face-to-face, electronic, and print communications at the national, state, and local levels. Implementation strategies are then vetted and discussed with managers and other LMC leaders. In keeping with Governing Board policies and District procedures, the president is required to review and sign a wide range of approval forms to indicate the institution's compliance with relevant guidelines and regulations (CP-2, ER-10, II.A-1, II.A.2.c-4, III.D.3.g-1, IV.B.2.c-1).

Self Evaluation

Los Medanos College meets Standard IV.B.2.c. The president assures the implementation of statutes, regulations, and Governing Board policies, making certain that administrative policies and procedures are disseminated, discussed, and understood, ensuring that institutional practices are consistent with mission and goals.

The president is a frequent recipient of correspondence, alerts, policy and procedural updates from external agencies and associations. These sources provide important information regarding implementing actions and policy interpretations about regulations, laws, and procedures impacting the College. Among those external groups providing such information are the American Association of Community Colleges (AACC), California Community College Chancellor's Office, and the Community College League of California.

The president also contributes to dialogue about changes in national, state, and Governing Board policies at the bi-monthly meeting of the District's Chancellor's Cabinet. This group is comprised of the executive leadership within the district, including the chancellor, three college presidents, two district executive vice chancellors, the district facilities manager, and the district public information officer (IV.B.2.c-2). Changes in laws and regulations are addressed in this venue; and, in preparation for upcoming Governing Board meetings, specific board agenda items are discussed and clarified. Notable items and/or actions taken are also reported out in various campus settings, such as management meetings, committee sessions, or

College Assemblies. Highlights are also posted online at the District website (IV.B.2.c-3).

Actionable Improvement Plan

None.

IV.B.2.d: The president effectively controls budget and expenditures.

Descriptive Summary

An important aspect of the president's role is to protect, expand and leverage College resources by advocating for state and federal funding and creatively pursuing alternative funding sources (IV.B.2.a-3). As a result, the president stays highly informed about, and engaged in, the budget development and administration process at the College.

All new campus budget allocations are ultimately approved by the president, either via recommendations from the President's Cabinet or the Shared Governance Council (I.B.2-13, I.B.3-5, I.B.3-6, I.B.3-27, I.B.4-2, I.B.4-3, I.B.4-4, I.B.4-5, IV.A.2.a-27). The president is actively engaged in the budgeting and expenditure control process throughout the fiscal year, working within the College's shared governance process to set institutional priorities.

Through collaboration and communication with the Business Offices at the College and District, the president effectively plans, manages, and controls the LMC's budget and expenditures. In turn, financial information is then provided to the campus community.

Self Evaluation

Los Medanos College meets Standard IV.B.2.d. The president receives updates about budget developments and trends from a variety of sources. Each week, the president and director of business services meet regarding budget and accounting, facilities, and information technology issues. The District and LMC's director of business services also provide the president with routine updates about the institution's financial status, including a mid-year estimate. The president also stays informed about national, state, and District budget issues through presentations and discussions at Chancellor's Cabinet and via updates/reports from external agencies. In addition, the president receives weekly enrollment reports from the District Office, which is a vital metric related to the College's finances. Throughout the fiscal year, updates on the College's financial condition are periodically presented to the campus community at College wide meetings, at the Shared Governance Council, and at committee meetings (IV.A.2.a-47, IV.B.2.b-6, OR-8).

Resource allocations are made consistent with the process set forth by the Shared Governance Council and by the faculty contract (I.B.2-13, I.B.3-5, I.B.3-6, I.B.3-27, I.B.4-2, I.B.4-3, I.B.4-4, I.B.4-5, IV.A.2.a-27, IV.A.2.a-28, IV.A.2.a-29, ER-36). Recommendations made by SGC inform the president for decisions related to funding program improvements and classified positions. Proposals are submitted by department representatives,approved by respective deans/managers and vice president, and put forward for consideration by the SGC.

Separately, decisions about full-time faculty position priorities results from what historically has been called the "Box 2A" process (IV.B.2.d-1). Two administration representative (one being the vice president of instruction and student services), the Academic Senate president, and the local faculty union representative prioritize requested full-time faculty position needs based on requests submitted by College departments. Priority recommendations coming from this group are submitted to the president for consideration and approval. The president bases the approval of all recommendations on institutional need, as well as dollars and positions available (IV.B.2.d-2, IV.B.2.d-3, IV.B.2.d-4).

Actionable Improvement Plan

None.

IV.B.2.e: The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

An essential responsibility of the president is to maintain a highly visible leadership role in the communities served by the College and to develop strategic partnerships between educational institutions, corporations, businesses, and civic and cultural organizations. In addition, the president advocates for the College and articulates locally and regionally the mission and vision of the College and community colleges in general (IV.B.2.a-3).

Furthermore, the president participates in activities that enhance the College's image and community relations; develops effective working relationships between the College and community-based organizations; strengthens cooperative engagement with secondary, post-secondary schools, and other colleges and universities. The president also develops and maintains channels of communication regarding LMC's operations; promotes the College's connection to and role within the community; and makes efforts to increase community awareness about institutional mission, goals, and strategic direction.

Self Evaluation

Los Medanos College meets Standard IV.B.2.e. The president works in a variety of ways to maintain effective communication with both the internal and external campus communities. For example, during the summer 2013, the President's Office developed a "President's Page" on the College website. This site houses essential information, links, and other resources about institutional initiatives, programs, and leadership. In addition, the site provides information about governance processes, accreditation updates, and other vital information for the community (IV.B.2.e-1).

Another example of this engagement and communication was the involvement of external community members in the review of the College's Mission Statement process. More than 200 local residents and community partners received email invitations to participate in the review process through an online survey, which was also posted on the College website (I.A.1-1, I.A.3-6). Similarly, the survey was sent to all LMC students via their College email address. These efforts resulted in broader participation and input from the aforementioned stakeholder groups (I.A.1-2, IV.A.1-2).

The president represents the College as a member or participant in multiple community organizations, including the Inter-agency Cooperation Committee, Antioch Redevelopment Successor Agency Oversight Board, Oakley Redevelopment Successor Agency Oversight Board, and the EC2 Educational Collaborative (IV.B.2.e-2, IV.B.2.e-3, IV.B.2.e-4, IV.B.2.e-5, IV.B.2.e-6, IV.B.2.e-7, IV.B.2.e-8). Additionally, the president attends and makes presentations about the institution and its offerings at various community civic and governmental meetings, such as: annual CCCCD "State of the District" meetings held at the College's Pittsburg campus and Brentwood Center; Pittsburg Chamber of Commerce "State of Education" event; and meetings of Rotary Clubs based in Antioch and Brentwood (IV.B.2.e-9, IV.B.2.e-10, IV.B.2.e-11, IV.B.2.e-12). The president also plays a crucial role with the LMC Foundation. He builds relationships with potential donors in order to get them to invest in educational programs that benefit the College, its students, and the community at large.

Similarly, the president works to engage members of the community and broaden awareness of the College by facilitating opportunities for local partners and residents to visit the campus. Such occasions and events include: holding bi-annual "Educational Partners Breakfast" meetings with K-12 leaders; re-establishing the College's Latino Advisory Committee; hosting statewide colleagues by way of events for the CCCCO "Chancellor's Circle," California Legislative Staff Education Institute, and California Community College League Advocacy Training; and serving as the site of county-wide youth activities, such as the Academic Decathlon, Science Fair, and Youth Summit (I.B.1-51, I.B.1-53, I.B.1-55, I.B.1-56, II.B-19, IV.B.2.e-13, IV.B.2.e-14, IV.B.2.e-15, IV.B.2.e-16, IV.B.2.e-17, IV.B.2.e-18, IV.B.2.e-19).

Actionable Improvement Plan

None.

IV.B.3: In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a: The district/system clearly delineates and communicates the operational responsibilities and functions for the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

Operational responsibilities and functions of the District Office and the colleges are delineated in the document titled "District and College Roles, Responsibilities, and Service Outcomes – Functional Map" (Functional Map) (OR-14). The document was developed in 2010 by college and District Office personnel who have responsibility for the functions listed in the document. Every major function performed in the District is listed, and the role of the colleges and the District Office for each function is stated. The document was updated in 2013 as a result of more centralization and consolidation due to restructuring at the District level. The document reflects accurately the roles and responsibilities of the colleges and the District Office and is followed in practice.

Every four years, as part of its administrative services review process (IV.B.3.a-1, OR-15), each department at the District Office meets with its college counterpart(s) to review and update the document (IV.B.3.a-2). In addition to the process for updating the Functional Map, the executive vice chancellors conduct informational sessions at various workgroup meetings at each of the colleges to communicate the application and reinforcement of the document. Further, the chancellor engages the college presidents and the Cabinet in the discussion and review of the Functional Map (IV.B.3.a-3).

Self Evaluation

The District has a system in place that satisfies the elements of this Standard. Although the Functional Map was on the District website and known to those who used it on a regular basis, it was also distributed District wide in spring 2014.

Actionable Improvement Plan

None

IV.B.3.b: The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The District Office has the following key responsibilities: 1) maintaining the integrity and stability of each college as well as the District as a whole; 2) providing for efficiency and continuity of services and programs; and 3) focusing on services for the common good, reducing delivery costs and liability, and increasing responsiveness. The main services involve instructional and student services support, policy development, institutional research, workforce and economic development, human resources services, business services, financial services, legal services, public relations, facilities planning and capital improvements program management, utilities and energy management, and information technology. The provision of educational programs, student support services, staff development, campus operations, and various ancillary functions are the responsibility of each college. The District Office and the colleges work as a collective in providing educational opportunities for the students and communities served.

As a result of a prior organizational restructuring, unnecessary duplication of services has been eliminated in some areas, whereby services to support the colleges are delivered and resources are used in a more efficient and effective manner. In order to provide efficiencies and streamline research and planning functions, the CCCCD implemented a District wide coordinated research and planning services model (IV.B.3.b-1), effective July 1, 2011. The research consolidation has resulted in response to college requests and improved satisfaction with timeliness, accuracy, helpfulness, knowledge/expertise, information availability, and overall quality, as illustrated through the pre-survey and the post-survey conducted one year after the new structure was implemented (IV.B.3.b-2).

Additionally, the network support and management function within the information technology unit was consolidated. This consolidation was implemented in phases beginning with Los Medanos and followed by Diablo Valley and Contra Costa, resulting in a District wide Network Operations Center (NOC). The consolidation was recommended as a best practice from several consulting organizations that provided assistance to the District, including Strata Information Group, Western Telecommunication Consultants, and Secure20. The timing for this restructuring is important as the District is in a multi-year process of implementing the Infrastructure and Telecommunications Plan (scheduled to be completed by April 2014) which will result in an upgrade of the entire network backbone at each site, implementation of a

robust wireless network throughout the District, and migration to a new Voice Over Internet Protocol telephone system.

The District has also been updating other technology services, including moving email to the Microsoft Office 365 cloud, moving to a single directory for user accounts, and implementing a single District wide course management system, Desire2Learn. The District also made a decision to implement similar information technology management structures across the colleges. The plethora of concurrent technology updates and changes experienced by the employees have resulted in some level of dissatisfaction. As a result, the executive vice chancellor of education and technology developed and presented information at a variety of venues to communicate the changes and to solicit feedback. Additionally, college and District technology leaders meet regularly to discuss all facets of technology.

District Office departments/units provide leadership and direction through the following departments/units: Chancellor's Office, Administrative Services, and Educational and Technology Services (IV.B.3.b-3). Each departmental unit at the District Office conducts an administrative review every four years. That review includes a survey of users, Department/Unit Services Assessment Survey (IV.B.3.b-4), to determine the extent to which clients who make use of the services are satisfied with the services they receive. The survey includes 12 questions common to all District Office departments/units. The form can be augmented to include customized questions. The results of the surveys (IV.B.3.b-5) are used to make improvements that ensure the colleges are provided with support to meet the educational goals of the students served. In addition, work group meetings with financial aid directors, business officers, managers for instruction and student services, marketing directors, information technology, and process expert teams are held monthly wherein college support is discussed.

Self Evaluation

The District Office provides a variety of services to the colleges to ensure that the mission of each college as well as the District mission is met. The District Office strives for a customer service orientation and a cooperative and collaborative approach in working with the colleges. As a result, each departmental unit within the District Office ensures that every service it provides is of the highest quality, adds value, and is cost effective. There is in place a process to review the roles and responsibilities for the District Office and the colleges and a document that delineates the services provided by the District Office. District Office administrators meet with appropriate college administrators to ensure that each college is supported in the fulfillment of its mission and function.

Actionable Improvement Plan

The College and District Office technology units will assess and address areas for improvement by soliciting feedback from various college constituencies on an ongoing basis.

IV.B.3.c: The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The budgeting process includes both long-range and short-term planning, and utilizes the latest information on all significant sources of revenue and operating costs in order to support effective operations of the colleges. Recommendations on resource allocation are encouraged from staff groups, and information related to budget estimates and procedures is reviewed with employees through the District Governance Council. Full and open disclosure is essential to the District's budget process and was critical to the review and input of the revenue allocation model by all constituency groups and, ultimately, approval by the Governing Board.

The District's revenue allocation model is codified in Business Procedure 18.01, *The CCCCD General Fund Budget* (DR-1). Implemented in 2010-2011 and built upon agreed principles of transparency, flexibility, accountability, simplicity, local control and shared governance, the model allocates financial resources in the manner in which the District receives funding from the state. Since approximately 97 percent of the District's unrestricted revenues are directly related to enrollment, the allocation to the colleges is almost entirely based upon full-time equivalent students (FTES) generated. After allocating a portion of total revenues to support District wide costs and services, i.e., utilities, legal fees, retiree health benefits and other contractual obligations, the remainder is allocated to the colleges using the distribution methodology set forth in the allocation model. After each college receives its revenue distribution, local control of the funds allows the college the flexibility to spend in a fashion that suits the needs of each unique college community while still being accountable to the District for achieving its FTES goal.

The revenue allocation model (DR-1) was reviewed in 2012-2013, its third year of implementation (IV.B.3.c-1). No major changes were advocated, only clarifications and inclusion of situations that were not anticipated during the original drafting of the procedure.

Self Evaluation

The model used by the District for the distribution of funds creates performance incentives and is perceived by most to be fair, easily understood, and adequate to support the effective operations of the colleges. Moreover, the model has been tested in years of growth and decline, which gives confidence in its design and ability to function in times of expansion or contraction.

Actionable Improvement Plan

None

IV.B.3.d: The district/system effectively controls its expenditures.

Descriptive Summary

Board Policy 5033, *Budget Development*, provides development criteria and values in the preparation of the budget (III.D.1.c-1). The District has systems in place to control its expenditures. Business Procedure 11.00, *Purchasing* (IV.B.3.d-1), and Business Procedure 11.01, *Purchasing Procedure* (IV.B.3.d-2), provide guidance on purchasing within the District and are understood by those who use them. Other procedures delineate day-to-day purchases. The Enterprise Resource Planning (ERP) system has approvals embedded within it requiring management approval for purchases over $1,000. The college business directors and District Office finance staff meet monthly to monitor District wide budgets and discuss procedures and protocols in conducting business within the District. Also under discussion are budget issues/guidelines, projections and internal controls/audits. Reserves for the colleges, District Office and the Governing Board are addressed in Board Policy 5033, *Budget Development* (III.D.1.c-1), and Business Procedure 18.01, *The CCCCD General Fund Budget* (DR-1).

The District's external audit assesses the effectiveness of its financial management. The internal auditor conducts systematic audits, including controls on expenditures. The Governing Board, college presidents, and the public are provided periodic updates and presentations regarding the District's financial condition. These updates include monthly fiscal trends reports (III.B.2.a-1), quarterly financial statements (III.D.1.a-17), and an annual budget study session (III.D.-3, III.D-4, III.D-5, III.D-6).

Self Evaluation

The District has made a substantial and successful effort to effectively control its expenditures. As a result, District wide reserves have been maintained at above ten percent, and the District Office and two of the colleges have been able to maintain fairly healthy reserves despite several years of severe budget crises. Further, this strong financial position has allowed the District to avoid borrowing funds through Tax Revenue Anticipation Notes (TRANs) which have become a normal course of business for other colleges in California. In addition, looking to its future liabilities, the District has funded its actuarially determined, annual-required contribution for its retiree health benefits, contributing $35.8 million since 2009 to an irrevocable trust. The Governing Board has consistently promoted a very conservative approach to spending as supported in Board Policy 5033, *Budget Development* (III.D.1.c-1), and Business Procedure 18.01, *CCCCD General Fund Budget* (DR-1).

Actionable Improvement Plan

None

IV.B.3.e: The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

As indicated below, the Rules and Regulations of the Governing Board, Administrative Officers, No. 37 (IV.B.1.d-1), dictate that the college presidents have full responsibility and authority in implementing District policies.

The Governing Board is committed to the philosophy that each present and future campus can best serve by having a uniqueness which relates to its service area. To assure this development, the Governing Board recognizes the desirability of a high degree of decentralization – with the presidents of each of the respective campuses having a large role in the planning and development of the educational program and of the internal organization of the college, and in staff selection and development. In these matters, the president shall involve the faculty. Further, it should be recognized that since uniformity in program is not sought, the chancellor as chief executive officer of the District must provide the leadership necessary to assure this individuality and a high standard of performance on all campuses. The chancellor is responsible for the development of proposed policies and for the application of Governing Board policies. In the development of proposed policies, the chancellor must work closely with the presidents and through them with various other staff members of the colleges.

The presidents have full responsibility and authority to conduct their work without interference from the chancellor. Accountability is established through annual comprehensive evaluations that include the establishment of goals and objectives agreed upon between the chancellor and each president (IV.B.3.e-1). These goals and objectives are based on the District strategic directions. The presidents are held accountable for the extent to which the agreed-upon goals are achieved, as well as other factors. In addition, the chancellor meets individually with each president to discuss issues of primary concern to them and twice monthly with the Chancellor's Cabinet, which includes the college presidents (IV.B.3.e-2). The mission of the Chancellor's Cabinet is to serve as the leadership team insuring the capacity of the District to effectively educate students and meet the needs of its communities in partnership with classified staff, faculty, and other managers (IV.B.3.e-3).

Self Evaluation

The chancellor delegates full authority to each college president for the effective management of the college. S/he serves as the chief executive and educational leader; supervises programs and services at the college; promotes the development and

implementation of needed programs, provides administrative direction for college policies and procedures, presides over the decision-making structure and participates in the governance structure; assesses, plans, organizes and evaluates college resources, programs, and services; provides overall fiscal responsibility for the college; provides leadership in establishing bond projects and priorities, and much more.

Actionable Improvement Plan

None

IV.B.3.f: The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The District Office plays the role of liaison between the colleges and the Governing Board. The Chancellor's Office develops the Board agenda with direction from the Governing Board and input from the colleges (IV.B.3.f-1). The Board agenda and minutes are posted to the District website. The college presidents participate in Board meeting closed sessions and interact with Board members on matters affecting their respective college and the District as a whole. In the Board meeting open session, the presidents give reports to the Board. The District Office sends a monthly newsletter, *Board Reports* (IV.B.3.f-2), to the District community summarizing Board action within three days of each Board meeting. Governing Board members often attend college events and become more aware of college activities.

The college presidents participate in Chancellor's Cabinet where District wide issues, as well as individual college issues, are discussed (IV.B.3.f-3, IV.B.3.f-4). District wide committees and operation workgroups (IV.B.3.f-5) meet regularly to facilitate the sharing of information and resolve issues affecting individual and multiple sites.

Employees at large receive at least two pieces of communication monthly: 1) *Chancellor's Cabinet Highlights* (IV.B.2.c-4); and 2) *The News* (IV.B.3.f-6) (a summary of events and news across the District). Further, the chancellor conducts office hours (IV.B.3.f-7) in the fall term at six District locations to encourage interaction between the chancellor and all employees.

The chancellor meets periodically with managers and supervisors District wide (IV.B.3.f-8). Informal communications are sent frequently to managers/supervisors throughout the District (IV.B.3.f-9). The chancellor and the District administrative services officer conduct budget workshops at all six District sites in the spring term (IV.B.3.f-10). The Chancellor's Advisory Team, CAT (IV.B.3.f-11), and the Chancellor's Cabinet (IV.B.3.f-12) meet bi-weekly and disseminate information from

these meetings to their staff. At the beginning and end of each semester, the chancellor sends electronic messages District wide to all employees, speaks at each college and the District Office at the beginning of each academic year, and sends budget messages District wide as needed (IV.B.3.f-13).

The chancellor or a designee meets monthly with the District Governance Council (DGC) (IV.B.3.f-14), faculty (Academic/Faculty Senate presidents) (IV.B.3.f-15), classified staff bi-monthly (CSCC) (IV.B.3.f-16), student leadership (STAC) (IV.B.3.f-17), and the leadership from both employee unions (UF, Local 1) (IV.B.3.f-18, IV.B.3.f-19) to discuss District issues. College and District activities and concerns are shared in these meetings.

Self Evaluation

The Governing Board, the chancellor, and the college presidents believe communication to be an important factor in running an effective District. In-person and written communications are institutionalized within the District to ensure two-way communication between each college and the District Office, as well as among all three colleges, constituency groups, and the District Office.

Actionable Improvement Plan

None

IV.B.3.g: The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Board Policy 1012 (DR-10) and Administrative Procedure 1012.01 (DR-11), *Institutional Effectiveness: Planning, Assessment and Continuous Improvement*, provide for a regular cycle of review for assessing the effectiveness of the delineation of roles and responsibilities of the District/colleges and the governance and decision-making processes. The District follows the process for assessing the delineation of roles as set forth in the policies and procedures through its department/unit review process. As each department/unit conducts its evaluation, it meets with its college counterpart to update and assess the accuracy and effectiveness of the roles as delineated in the Functional Map (OR-14).

Board Policy 1009, *Institutional Leadership, Governance, and Decision-Marking*, (DR-7), clearly describes the District's governance and decision-making structures, with the Board, the chancellor, and college presidents providing leadership and

direction to implement the mission. In evaluating the governance and decision-making processes, the District follows the steps outlined in Board Policy 1012 and Administrative Procedure 1012.01, *Institutional Effectiveness: Planning, Assessment and Continuous Improvement,* (DR-10, DR-11). A formal system for administering a District-Level Governance and Decision-Making Assessment (IV.B.3.g-1) is shared District wide. The District-Level Governance and Decision-Making Survey was administered to employees District wide in 2010, 2011, 2012, and 2013. A comparison report (IV.B.3.g-2) was developed as an assessment tool to compare ratings culled from one year to the next, with the most recent comparison for 2011-2012. District Governance Council (DGC) reviews and shares the results of the survey with all constituency groups as evidenced in its meeting minutes (IV.B.3.g-3). Also in place is an annual evaluation conducted by the Chancellor's Cabinet of itself (IV.B.3.g-4).

The Chancellor's Cabinet established a vision, mission, and core values/operating principles (IV.B.3.e-3) for itself in 2005, with periodic updates since that time. Annual evaluations are conducted at the Chancellor's Cabinet retreat to assess effectiveness. Faculty and staff are well represented on District wide committees. Students have a voice through the Student Trustee, monthly Student Trustee Advisory Committee (STAC) meetings that include the chancellor and executive vice chancellor education and technology, and through their participation on the District Governance Council.

Self Evaluation

The District's role delineation evaluation and governance and decision-making structures and processes are in place. They are collegial and inclusive, with constituents working together to help the colleges and the District reach their goals. District leadership actively seeks the participation of local college leaders in decisions that affect all the colleges.

Actionable Improvement Plan

None

Standard IV.B Evidence List

CP-2	Course Outline of Record Form
CP-12	Gainful Employment Webpage Screenshot
CP-15	Board Policy 4001, *Standards of Scholarship*
CP-17	Curriculum and Instruction Procedure 4001, *Standards of Scholarship*
CR-3	SGC 11Apr2012 Minutes-Approval of SLO assessment model
CR-7	Program Assessment Results Executive Summary Webpage Screenshot
CR-21	PDAC Membership Roster 2012-2013
DR-1	Business Procedure 18.01, *Contra Costa Community College District Budgeting System*
DR-7	Board Policy 1009, *Institutional Leadership and Governance*
DR-9	Administrative Procedure 1009.01, *Participatory Governance*
DR-10	Board Policy 1012, *Institutional Effectiveness: Planning, Assessment & Continuous Improvement*
DR-11	Administrative Procedure 1012.01, *Institutional Effectiveness: Planning, Assessment & Continuous Improvement*
ER-2	2014-2015 College Catalog
ER-3	SGC Minutes 8May2013-Approval of Mission Statement
ER-4	Governing Board Minutes 26Jun2013-Approval of LMC Mission Statement
ER-5	LMC Mission Statement College Catalog
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-7	*LMC Educational Master Plan 2006-2016*
ER-8	Program Review Submission Tool Homepage Screenshot
ER-10	CCCCD Governing Board Policies and Administrative Procedures
ER-11	Board Policy 1010, *Code of Ethics of the Governing Board*
ER-12	Board Policy 1020, *Conflict of Interest*
ER-13	Administrative Policy 1020.01, *Conflict of Interest*
ER-30	Curriculum and Instruction Procedure 4007, *Philosophy and Requirements for Associate Degree and General Education*
ER-36	*United Faculty Contract 2011-2014*
ER-52	Board Policy 5034, *Internal Audit Services (IAS) Charter*
ER-53	Board Policy 5007, *External Audit of District Funds*
ER-54	Business Procedure 21.01, *When to Contact Audit Services IAS*
ER-57	*Student Learning Outcomes: A New Model of Assessment spring 2012*
ER-58	*Interim Strategic Priorities 2012-2014*
I.A.1-2	Mission Statement Survey Results spring 2013
I.A.1-3	*CCCCD Fingertip Facts* 2013
I.A.1-4	Program Review Process - Memo from Pres. Kratochvil 02Nov2012
I.A.1-7	*Institutional Effectiveness Report* spring 2011

I.A.1-8	Appendix VI: *Workforce Development System Strategic Plan 2012-2015*
I.A.1-12	SENSE 2012 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.A.3-4	College Assembly February 2013 Accreditation Update PowerPoint
I.A.3-5	President Bob Kratochvil Email 08Feb2013, 2012-13 Unit Program Review & RAP documents due 25Feb2013
I.A.3-6	President Bob Kratochvil Email 08Feb2013, LMC Mission Statement Review Process-An Opportunity to Provide Input
I.A.3-8	SGC Minutes 050813
I.B.1-1	Email-Get Ready for Program Review November 2013
I.B.1-4	Planning Committee Minutes 06Mar2014
I.B.1-16	SGC Sub-Committee Charges 2011-2012
I.B.1-17	SGC Sub-Committee Charges 2013-2014
I.B.1-18	SGC Minutes 100913
I.B.1-19	SGC Minutes 121113
I.B.1-26	SGC Minutes 012710
I.B.1-29	*Distance Education Strategic Plan 2009*
I.B.1-33	Comprehensive Review Template Administration and Support Units-fall 2012
I.B.1-34	Comprehensive Review Template Instructional Programs-fall 2012
I.B.1-35	Comprehensive Review Template Student Services Programs-fall 2012
I.B.1-43	College Assembly 01Nov2010 CUE Presentation PowerPoint
I.B.1-51	Educational Partners Breakfast Agenda-February 2012
I.B.1-53	Educational Partners Breakfast Agenda 05Dec2012
I.B.1-55	Educational Partners Breakfast Agenda 06Nov2013
I.B.1-56	Notes from Educational Partners Breakfast November 2013
I.B.1-60	LMC Opening Day Big Ideas for Strategic Plan 2014-2019
I.B.2-6	*Contra Costa Community College District Strategic Plan 2014-2019*
I.B.2-10	SGC Minutes 042512
I.B.2-12	Program Improvement and Development Rating Form 2013-2014
I.B.2-13	Program Improvement and Development Form 2012-2013
I.B.2-17	Accreditation Steering Committee Meeting Minutes 02Feb2014
I.B.3-2	Planning Committee Charges 2013-2014
I.B.3-5	RAP Timeline for 2014-2015 Funding
I.B.3-6	RAP Request Form 2014-2015
I.B.3-7	2011 ARCC Data Report
I.B.3-13	Program Review Webpage Screenshot
I.B.3-17	Program Review Outline and Instructions fall 2011
I.B.3-18	Program Review Rubric 2011-2012
I.B.3-23	Program Review Workshop PowerPoint November 2013
I.B.3-26	Guide to Program Unit Review 2014-2015
I.B.3-27	RAP Timeline for 2013-2014 Funding

I.B.4-2	President Bob Kratochvil Email 02Nov2012, 2012-13 Unit Program Review & RAP documents due 022513
I.B.4-3	President Bob Kratochvil Email-RAP Update on 2013-14 Funding
I.B.4-4	RAP Update on 2013-14 Funding Memo to Campus Community 24May2013
I.B.4-5	LMC President's Email Memo Announcing Outcome of RAP Process 19Sep2013
I.B.4-6	Calendar of Monday Meetings spring 2014
I.B.4-8	LMC Employee Satisfaction Survey-fall2010
I.B.4-9	LMC Employee Satisfaction Survey-spring2014
I.B.4-10	LMC Employee Satisfaction Survey Crosswalk 2010 and 2014
I.B.4-12	Program Maintenance Requests Funded 2011-2012 R. Livingston, President
I.B.4-17	LMC Strategic Planning 1st Retreat-RSVP Sign-in Sheets
I.B.4-18	LMC Strategic Planning 2nd Retreat-RSVP Sign-in Sheets
I.B.4-19	LMC Strategic Planning 3rd Retreat-RSVP Sign-in Sheets
I.B.5-3	District Research and Planning Webpage Screenshot
I.B.6-6	LMC SharePoint-RAP Proposals and PR Objectives spring 2012
I.B.7-1	LMC Employee Satisfaction Survey 2007
II.A-1	New Instructional Program Proposal - Phase 1 Blank Form
II.A.2.c-4	Summary Evaluation Form for Faculty-Blank
II.A.6.b-2	Board Policy 4008, *Review, Establishment, Modification and Discontinuance of Courses and Programs*
II.B-19	Educational Partners Collaborative Agenda 09Apr2014
II.B.4-5	2013 Student Satisfaction Survey List of Participating Courses
III.A.1.a-9	Human Resources Procedure 1010.06, *Hiring of Contract Administrators*
III.A.1.b-5	Human Resources Procedure 3080.05, *Evaluation of Classified Contract Administrators*
III.A.1.b-6	Human Resources Procedure 3080.04, *Participation in the Academic Classified Management Evaluation Process*
III.A.2-8	Email Announcement Beginning Resource Allocation Process for 2014-2015 Requests 03Feb2014
III.A.4.c-1	District Mission, Vision and Goals Webpage Screenshot
III.B.1.b-5	SGC Minutes 092513
III.B.2.a-1	Governing Board Report 8-C, *2015-19 Five Year Capital Outlay Plan*
III.D-1	Board Policy 5031, *Fiscal Management*
III.D-3	District Budget Study Session 2011
III.D-4	District Budget Study Session 2012
III.D-5	District Budget Study Session 2013
III.D-6	District Budget Study Session 2014

III.D.1.a-3	Governing Board Study Session, 2012-13 Accomplishments toward Strategic Directions November 13, 2013
III.D.1.a-6	2012-13 RAP Rating Criteria Classified Staffing Proposal
III.D.1.a-8	2013 A Annual Report to the Community
III.D.1.c-1	Board Policy 5033, *Budget Development*
III.D.3.g-1	Business Procedure 9.45, *Request to Place Contract on GB Agenda-Blank*
INT-1	2014-2015 CCCCO List of Approved Degrees, Certificates, Programs
INT-3	College Assembly PowerPoint 4Mar2013
INT-4	College Assembly PowerPoint 1Apr2013
INT-5	CCCCD Governing Board Meeting Minutes 22May2013-LMC Reorganization Approval
INT-6	2014 LMC Administration Organizational Chart
INT-7	LMC Brentwood Center Substantive Change Proposal
INT-8	LMC Distance Education Substantive Change Proposal
INT-9	LMC Fire and Police Academies Substantive Change Proposal
IV.B.1.a-1	State of the District Invitation
IV.B.1.a-2	Sample Board Agenda Table of Contents
IV.B.1.a-3	Governing Board Minutes, Facilitated Discussion on Communication Protocols-October 9, 2013
IV.B.1.a-4	Board Policy 1022, *Governing Board Communication Protocols*
IV.B.1.b-1	Tables of Contents, Governing Board Policies and Administrative Procedures Manual, Section 4000
IV.B.1.b-2	Table of Contents, Curriculum and Instruction Procedures
IV.B.1.b-3	Minutes of DW Consultation Council Meeting
IV.B.1.b-4	Curriculum and Instruction Procedure 4008, *Review, Establishment, Modification and Discontinuance of Courses and Programs*
IV.B.1.b-5	Governing Board Agenda Item, Educational Planning Report December 11, 2013
IV.B.1.b-6	Board Policy 4011, *Philosophy and Requirements for Associate Degree and General Education*
IV.B.1.b-7	Governing Board General Agenda Item B, Board Policies and Procedures Supporting Student Success
IV.B.1.b-8	Governing Board General Agenda Item D, Report on Funds Targeted for At-Risk Students
IV.B.1.b-9	Governing Board Study Session, Statewide Student Success Tools
IV.B.1.c-1	Governing Board Special Reports, CCC-DVC-LMC Educational-Facilities Master Plans
IV.B.1.c-2	Governing Board Report 7-A, Approval of Final *Contra Costa Community College District Strategic Plan 2011-2015*

IV.B.1.c-3 Governing Board Minutes, Recommendation for District Legal Services and GB General Item D and Minutes

IV.B.1.d-1 Rules and Regulations of the Governing Board

IV.B.1.e-1 California Education Code Section 70902
IV.B.1.e-2 Policies and Procedures Desk Reference
IV.B.1.e-3 Administrative Procedure 1900.03, *Admin, Bus, Curriculum and Instruction, HR, Payroll and Stud Services Procedures*

IV.B.1.f-1 Governing Board Retreat Minutes, June 26 2013
IV.B.1.f-2 Governing Board Special Meeting Agenda, February 20, 2013
IV.B.1.f-3 Governing Board Agenda January 15, 2013-Accreditation Training
IV.B.1.f-4 Governing Board Special Meeting Agenda August 30, 2010
IV.B.1.f-5 Governing Board Special Meeting Agenda November 5, 2010
IV.B.1.f-6 Achievement Gap Conversation 3 Agenda March 4, 2011
IV.B.1.f-7 District wide A-Gap Conversation 4 Agenda April 27, 2012
IV.B.1.f-8 Governing Board Agenda March 27, 2013 Strategic Conversation on Ethnic Diversity in the CCCCD Workplace
IV.B.1.f-9 Governing Board Special Meeting Agenda May 9, 2013 Facilitated Discussion on Workforce Diversity
IV.B.1.f-10 Governing Board Special Meeting Agenda June 18, 2013 Facilitated Discussion on Workforce Diversity
IV.B.1.f-11 Governing Board Special Meeting Agenda October 4, 2013 Facilitated Discussion on Workforce Diversity
IV.B.1.f-12 Board Member Orientation Agenda December 11, 2012
IV.B.1.f-13 Board Policy 1021, *Vacancies on the Governing Board*
IV.B.1.f-14 Administrative Procedure 1021.01, *Vacancies on the Governing Board*
IV.B.1.f-15 Governing Board Special Meeting Agenda January 16, 2013
IV.B.1.f-16 Board Policy 1008, *Governing Board Term of Office, Wards and Election Regulations*
IV.B.1.f-17 Student Trustee Orientation Meeting Agenda June 18, 2013

IV.B.1.g-1 Board Policy 1015, *Governing Board Evaluation Policy*
IV.B.1.g-2 Administrative Procedure 1015.01, *Process to Conduct Governing Board Evaluation*
IV.B.1.g-3 Governing Board Retreat Agenda with Self-Evaluation Summary June 26, 2013

IV.B.1.i-1 Governing Board General Agenda Item-Focused Midterm Report for Diablo Valley College September 14, 2011
IV.B.1.i-2 Governing Board General Agenda Item-Focused Midterm Reports for CCC and LMC October 12, 2011
IV.B.1.i-3 Governing Board General Agenda Item C Disc. Of Draft Responses for Accreditation Stand. IV.B1 and B3 May 22, 2013

IV.B.1.j-1 Board Policy 2057, *Hiring of Contract Manager*
IV.B.1.j-2 Human Resources Procedure 2030.13, *Evaluation of Academic Contract Administrators*

IV.B.2.a-1 #37 on page 7 of the Rules and Regulations of the Governing Board
IV.B.2.a-2 #41 on page 87 of the Rules and Regulations of the Governing Board
IV.B.2.a-3 4CD Job Description for President's position
IV.B.2.a-4 President's Council and Cabinet Meeting Schedule 2012-2013

IV.B.2.b-1 LMC President's Recruitment Brochure
IV.B.2.b-2 Accreditation Steering Committee Meeting Minutes 14Nov2013
IV.B.2.b-3 Accreditation Steering Committee Membership Roster 2013-2014
IV.B.2.b-4 SGC Webpage Screenshot
IV.B.2.b-5 SGC Minutes 040914
IV.B.2.b-6 LMC Opening Day-January 11 2013
IV.B.2.b-7 Vice President of Instruction and Student Services Job Description
IV.B.2.b-8 Vice President of Instruction and Student Services Job Recruitment Brochure
IV.B.2.b-9 Planning Committee Minutes 07Mar2013
IV.B.2.b-10 Planning Committee Agenda 07Feb2013
IV.B.2.b-11 Planning Committee Minutes 07Feb2013
IV.B.2.b-12 Planning Committee Agenda 07Mar2013

IV.B.2.c-1 Skills Certificate Approval Form-Blank
IV.B.2.c-2 Request for Leave Form (Classified/Managers)-Blank
IV.B.2.c-3 Chancellor's Cabinet Organizational Chart-February 2014
IV.B.2.c-4 Chancellor's Cabinet Highlights Samples

IV.B.2.d-1 2014-2015 Box 2A Faculty Position Allocation Application Form
IV.B.2.d-2 Memo for Box 2A Process Launch
IV.B.2.d-3 Memo for Box 2A Priorities - January 2013
IV.B.2.d-4 Memo for Box 2A Priorities - November 2013

IV.B.2.e-1 President's Office Webpage Screenshot
IV.B.2.e-2 Antioch Development Agency Oversight Board Agenda-12172012
IV.B.2.e-3 Antioch Development Agency Oversight Board Agenda-09162013
IV.B.2.e-4 Antioch Development Agency Oversight Board Agenda-02182014
IV.B.2.e-5 Oakley Redevelopment Agency Oversight Board Minutes-11052012
IV.B.2.e-6 Oakley Redevelopment Agency Oversight Board Minutes-05072013
IV.B.2.e-7 Oakley Redevelopment Agency Oversight Board Minutes-09262013
IV.B.2.e-8 Inter-Agency Cooperation Committee Meeting-04032013
IV.B.2.e-9 Pittsburg Chamber of Commerce State of Education 2013 Flyer
IV.B.2.e-10 Pittsburg Chamber of Commerce-PHS Career Fair Flyer
IV.B.2.e-11 IACCC Forum Invitation 01152014
IV.B.2.e-12 Brentwood Rotary Club Webpage Screenshot
IV.B.2.e-13 Chancellor’s Circle Luncheon 20Mar2013

IV.B.2.e-14	California Legislative Staff Education Institute-CSLEI Site Visit 25Oct2012
IV.B.2.e-15	Supervisor Federal Glover-Annual Youth Summit 2014 Press Release-Flyer
IV.B.2.e-16	Supervisor Glover's Annual Youth Summit 2013 Agenda
IV.B.2.e-17	Contra Costa County Science and Engineering Fair 2014
IV.B.2.e-18	Contra Costa County Academic Decathlon 2014
IV.B.2.e-19	4CD The News Publication - September 2013
IV.B.3.a-1	District Office Operational and Administrative Program Review Planning
IV.B.3.a-2	District and College Roles, Responsibilities and Service Outcomes Functional Map-Edited Document
IV.B.3.a-3	Chancellor's Cabinet Summary October 22 2013
IV.B.3.b-1	Research and Planning Services-A Coordinated Model
IV.B.3.b-2	Research Dept. Admin Services Survey Results by Site-Pre and Post Centralization
IV.B.3.b-3	District Office Services 2013-2014
IV.B.3.b-4	Department Unit Services Assessment Survey
IV.B.3.b-5	Department Unit Services Assessment Survey Results Summary
IV.B.3.c-1	Business Officers Meeting Notes 71212, 81012, 9612 and 5213
IV.B.3.d-1	Business Procedure 11.00, *Purchasing*
IV.B.3.d-2	Business Procedure 11.01, *Purchasing Procedure*
IV.B.3.e-1	Contract Manager Organization Performance Annual Goals and Objectives
IV.B.3.e-2	Chancellor's Cabinet Meeting Schedule
IV.B.3.e-3	Chancellor's Cabinet Mission, Vision and Core Values
IV.B.3.f-1	Governing Board Agenda Sample Table of Contents
IV.B.3.f-2	Governing Board Reports-Samples
IV.B.3.f-3	Chancellor's Cabinet Agenda May 14 2013
IV.B.3.f-4	Chancellor's Cabinet Meeting Summary May 14 2013
IV.B.3.f-5	District wide committees and operation workgroups
IV.B.3.f-6	The News-Samples
IV.B.3.f-7	Chancellor's Chats Schedule
IV.B.3.f-8	DW Managers and Supervisors Meeting
IV.B.3.f-9	DW Managers-Supervisors Sample Communications
IV.B.3.f-10	Budget Workshop Schedule and Presentation
IV.B.3.f-11	Chancellor's Advisory Team-CAT Meeting Minutes
IV.B.3.f-12	Chancellor's Cabinet Meeting Minutes
IV.B.3.f-13	DW Budget Message
IV.B.3.f-14	DGC Minutes 07162013

IV.B.3.f-15	Various Faculty Senate Coordinating Council Agendas
IV.B.3.f-16	Various Classified Senate Coordinating Council Agendas
IV.B.3.f-17	Student Trustee Advisory Council Agenda 9252013
IV.B.3.f-18	Various CRC United Faculty Contract Review Committee Agendas
IV.B.3.f-19	Various Local 1 Agendas
IV.B.3.g-1	District-Level Governance and Decision Making Assessment 2010 and 2011
IV.B.3.g-2	District-Level Governance and Decision Making Assessment Comparison of 2011 and 2012 Results
IV.B.3.g-3	DGC Meeting Minutes June 14 2011
IV.B.3.g-4	Chancellor's Cabinet Self-Evaluation
OR-6	College Assembly April 2013 Accreditation and Mission Statement PowerPoint
OR-8	College Assembly September 2013 Accreditation and Environmental Scan PowerPoint
OR-13	*SGC Position Paper March 2003*
OR-14	Functional Map-District and College Roles, Responsibilities and Service Outcomes
OR-15	District Office Department Unit Review Guide and Report Template

listed in alpha-numeric order

SELF EVALUATION REPORT OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

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