LOS MEDANOS COLLEGE

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INSTITUTIONAL 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

2020

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

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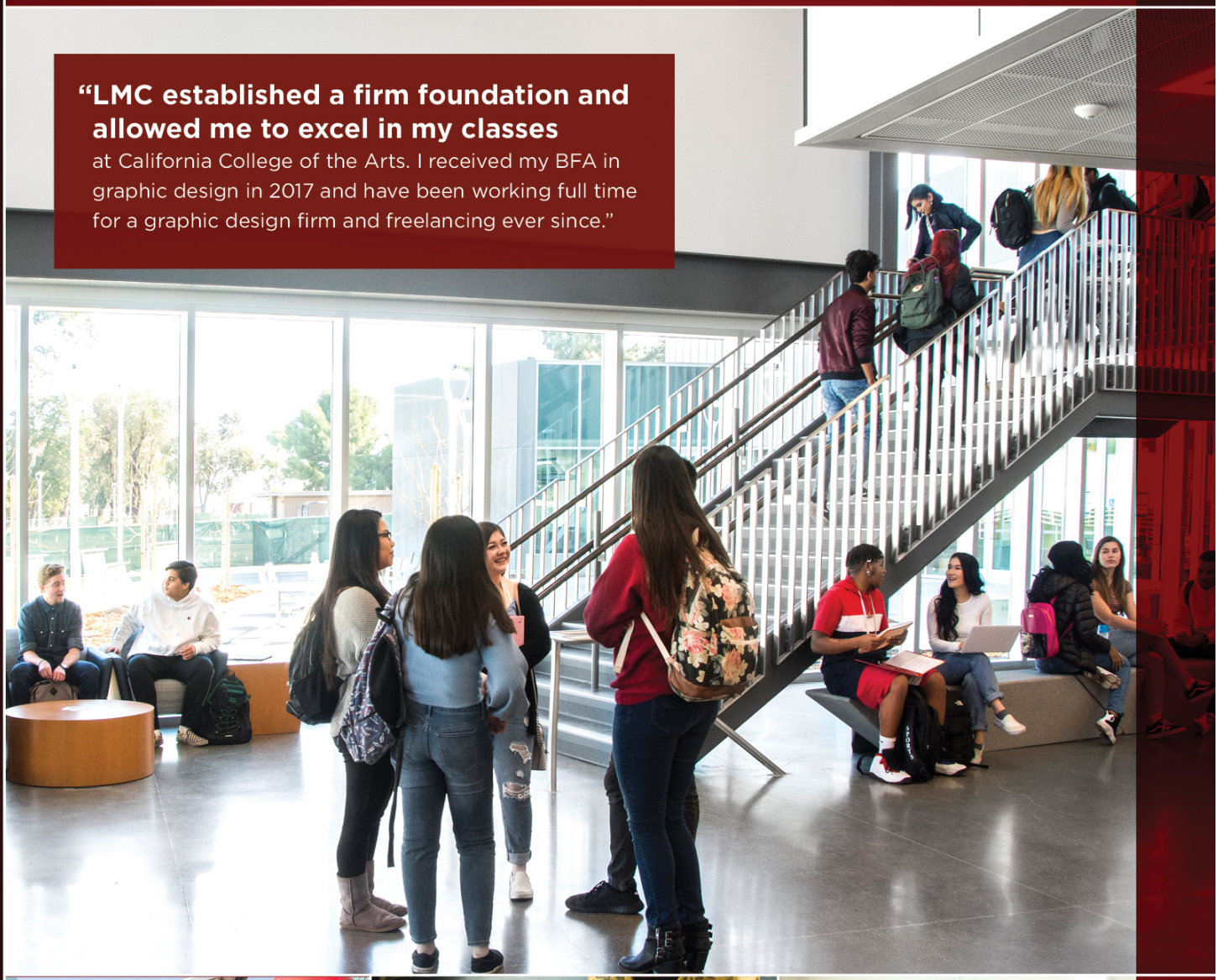
June 24, 2020

Certification

“LMC established a firm foundation and allowed me to excel in my classes
at California College of the Arts. I received my BFA in graphic design in 2017 and have been working full time for a graphic design firm and freelancing ever since.”



Certification

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

From: Dr. Bob Kratochvil, President
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 effective participation by the campus community, and I believe the Institutional Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Gene Huff, Interim Chancellor, Contra Costa Community College District

Rebecca Barrett, President, Governing Board

Dr. Bob Kratochvil, President, Los Medanos College

Dr. Josh Bearden, President, Academic Senate

Nicole Almassey, President, Classified Senate

Thyra Cobbs, President, LMC Associated Students

Dr. Chialin Hsieh, Accreditation Liaison, Los Medanos College

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Introduction

Introduction

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Institutional Analysis

★

"After the recession hit, I was left without permanent work in the financial industry.

I started taking classes in LMC's Drama department. Not only did I find a creative outlet, but I also found a welcoming community and everyone became an extension of my family."

A. Introduction

Since the opening of Los Medanos College (LMC) more than 45 years ago, the landscape on which its 120-acre Pittsburg Campus rests has changed dramatically, but the surrounding geography has not. To the north of the College, the Sacramento River continues to run, sustaining the same industry and commerce. To the east lies the California Delta, its constant and familiar tides supporting agriculture and recreation. The foothills of Mount Diablo still blanket LMC's western and southern borders, offering a gateway to the greater Bay Area and its opportunities and promises. It is situated against this unique backdrop that the College's past meets its present, ever a beacon of service to the east Contra Costa County communities of Pittsburg, Antioch, Bay Point, Brentwood, Oakley, Knightsen, Bethel Island, Byron, and Discovery Bay. *(INT-1)*

This backdrop also offers members of the College community a distinct point of reflection – a chance to take note of connections to the surrounding environment. Whether in the evening, as the last light of day peeks over the summit of Mount Diablo, or in the morning, when the sun floods the valley, LMC can truly reflect on its place within the landscape. That is what this Institutional Self-Evaluation Report represents: An opportunity both to reflect on the College's past as it sunsets, and to plot its course ahead in the light of a new day.

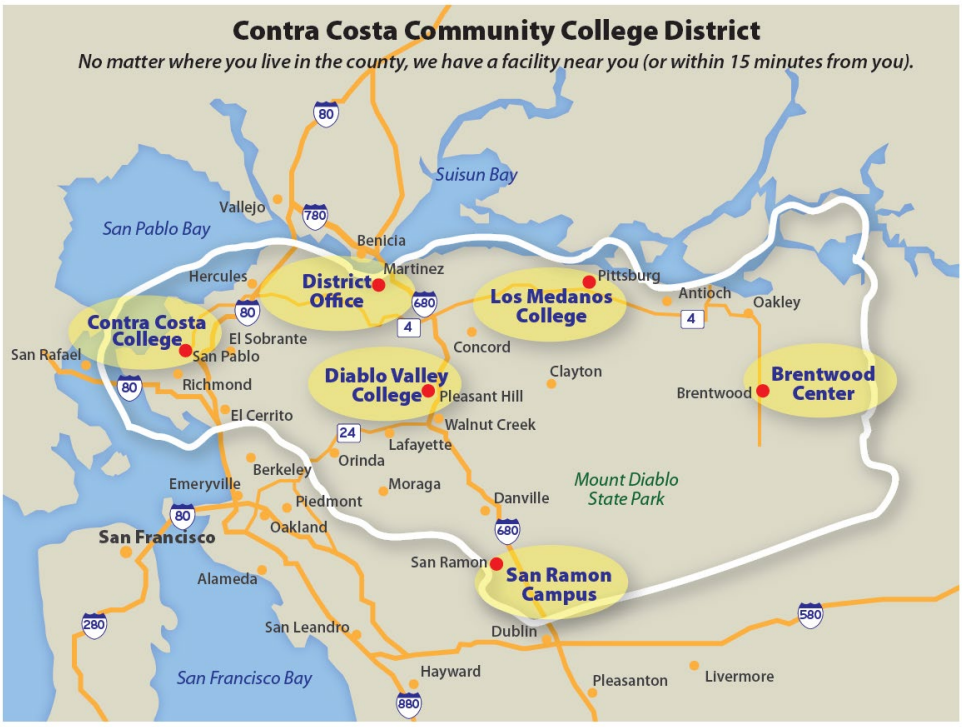
Through such intentional self-evaluation, and with the immense effort required by this document, every part of the College has proven to be intrinsically hitched to all others. Just as no department, program, or service operates by itself, no Standard stands alone, divorced from the quartet that defines and promotes student success, academic quality, institutional integrity, and excellence. In this way, Los Medanos College is no different than its surroundings: An ecosystem in which its diversity and variation enable it not only to thrive, but to evolve and change over time.

A1. College History and Service Area

In 1974, Los Medanos College became the third college in the Contra Costa Community College District, joining Contra Costa College (CCC) in San Pablo and Diablo Valley College (DVC) in Pleasant Hill. The District, founded in 1948 and the second oldest multi-college district in California, has since grown to include DVC's San Ramon Center and LMC's Brentwood Center. It is also the eighth largest of the 72 districts in California, enrolling 35,832 unduplicated students in fall 2018. Los Medanos College had 9,690 unduplicated students in fall 2018. *(INT-2)*

As with the rest of the greater Bay Area, the College's service area has undergone rapid growth and development. To serve its ever-expanding community, LMC is constructing a new Brentwood Center that will more than double the current space leased near the intersection of Brentwood Boulevard and Sand Creek Road. Located at 1351 Pioneer Square, the new Center will house 15 instructional classrooms, four science labs, library resources, tutoring labs, and open learning spaces, as well as a bookstore, a food service area, and 738 parking spaces.

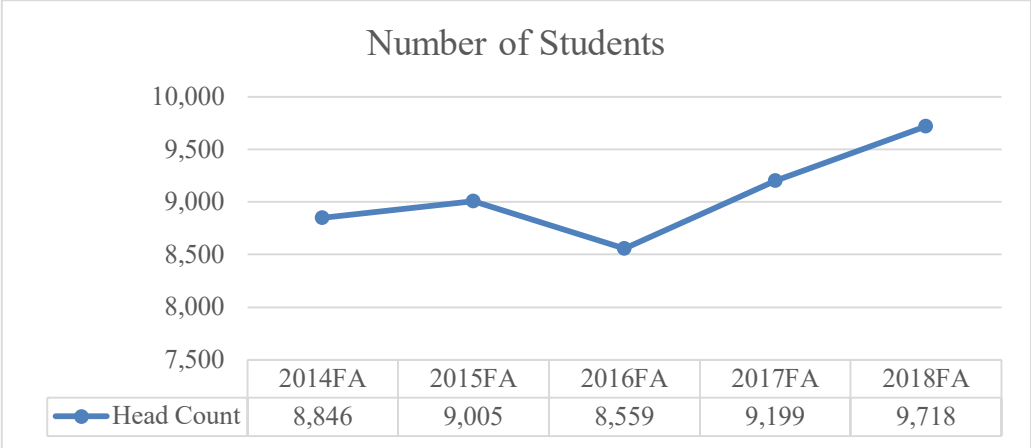
In fall 2019, the College completed construction of a 30,450 square-foot Kinesiology & Athletics Complex, followed by a new 36,600 square-foot Student Union in spring 2020. The first floor of the Student Union includes a new bookstore, food services area, student lounge, and a 485-seat conference center. The second floor features new offices and meeting space for Student Life and the Associated Students, a large social gathering area for student clubs, and meeting space for up to four learning communities. In spring 2019, LMC opened a new Campus Safety Center, which provides enhanced emergency operations for the College. *(INT-3, INT-4, INT-5)*



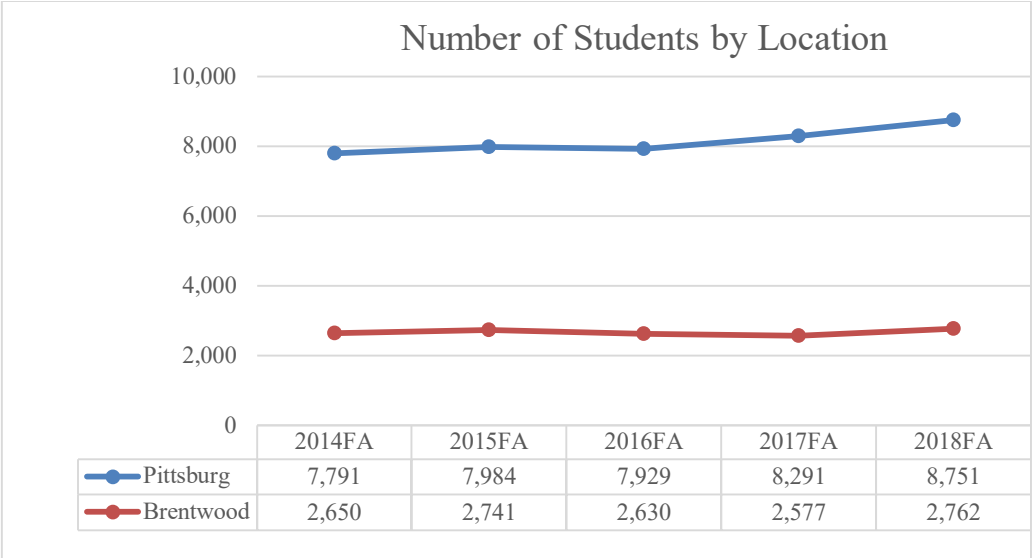
Just as the College has expanded its physical facilities, so too has it expanded its human and academic resources. In fall 2018, the College offered 945 class sections, into which students enrolled in pursuit of any of its 47 Associate Degree programs (including 24 AA/AS Degrees and 23 degrees for transfer), 29 Certificates of Achievement, or 44 locally-approved Skills Certificates. As of fall 2018, the College employed 120 full-time faculty, 271 part-time/adjunct faculty, 123 permanent classified professionals, and 28 administrators. *(INT-6, INT-7, INT-8, INT-9, INT-10, INT-11, INT-12)*

A2. Student Enrollment Data

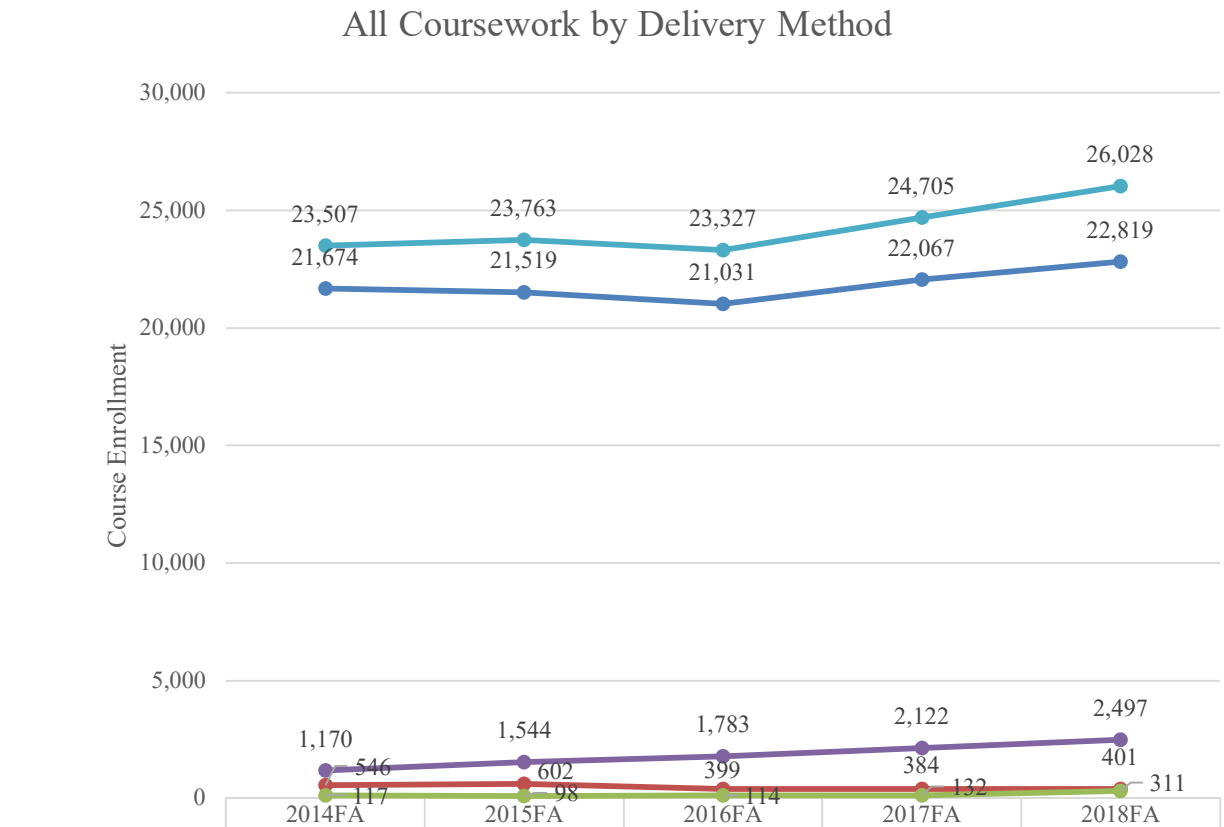
As a testament to the east Contra Costa County expansion, the College's enrollment steadily increased between 2014 and 2018. *(INT-13)*



The Pittsburg Campus is home to a majority of LMC's students. Meanwhile, the headcount at the Brentwood Center continues to be stable. With the opening of the new Brentwood Center, the College anticipates that the Center will generate a greater percentage of the overall headcount. *(INT-2, INT-13)*

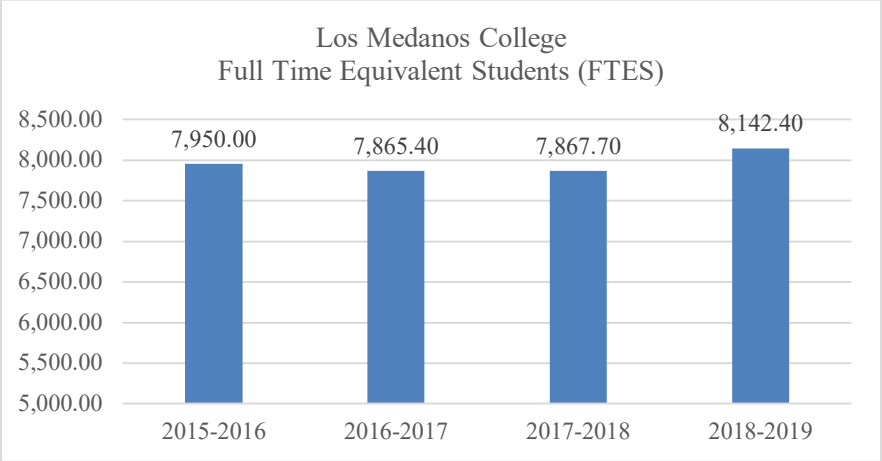


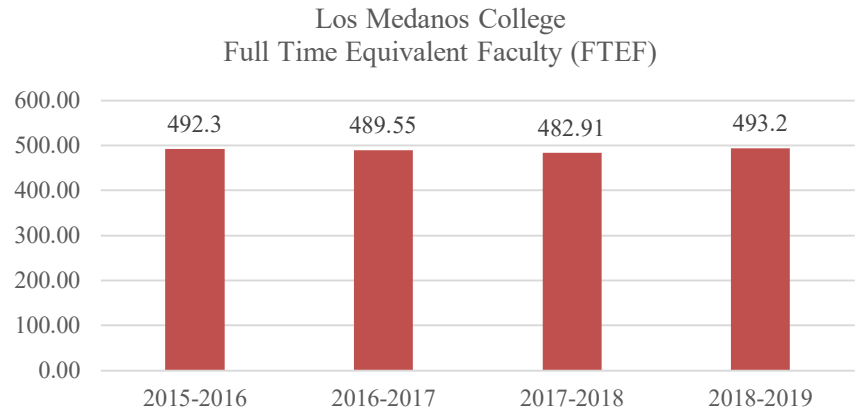
In addition to the expansion in Brentwood, the College has also expanded distance education offerings to serve the diverse needs of its students. The proportion of students enrolling in distance education (100% online) relative to all enrollments has steadily increased over the past five years, from 5.0% to 9.6%. *(INT-2, INT-6, INT-7, INT-11, INT-13)*



	2014FA	2015FA	2016FA	2017FA	2018FA
Face-to-face	21,674	21,519	21,031	22,067	22,819
Hybrid 0-50%	546	602	399	384	401
Hybrid 51-99%	117	98	114	132	311
100% Online	1,170	1,544	1,783	2,122	2,497
All	23,507	23,763	23,327	24,705	26,028

As the College's annual number of full-time equivalent students (FTES) has slightly increased over the past four years, so too has the annual number of full-time equivalent faculty (FTEF). *(INT-11, INT-13)*





Data Source: 4CD Tableau Data Dashboard 1.2.2020

A3. Labor Market Data

As indicated by the table below, the largest occupation in Contra Costa County is "Office and Administrative Support," followed by "Sales and Related," and "Food Preparation and Serving Related." The largest growing occupations include "Personal Care and Service," "Transportation and Material Moving," and "Management." *(INT-1, INT-14)*

Workforce Characteristics - Contra Costa County

Occupation	2013 Jobs	2018 Jobs	Change in Jobs
Office and Administrative Support	53,482	53,263	(219)
Sales and Related	42,744	44,280	1,536
Food Preparation and Serving Related	31,784	36,489	4,705
Management	24,702	29,364	4,662
Business and Financial Operations	24,942	28,309	3,367
Personal Care and Service	21,341	27,920	6,579
Education, Training, and Library	24,643	27,755	3,112
Construction and Extraction	21,393	25,288	3,895
Healthcare Practitioners and Technical	21,407	24,956	3,549
Transportation and Material Moving	17,982	22,287	4,305
Building and Grounds Cleaning and Maintenance	16,822	18,408	1,586
Production	13,551	14,023	472
Installation, Maintenance, and Repair	13,371	14,009	638
Computer and Mathematical	10,770	12,291	1,521
Healthcare Support	9,859	10,374	515
Arts, Design, Entertainment, Sports, and Media	8,349	9,524	1,175
Architecture and Engineering	7,279	7,505	226
Community and Social Service	5,856	6,659	803
Protective Service	6,323	5,850	(473)
Legal	3,921	4,118	197
Life, Physical, and Social Science	3,622	3,723	101
Military-only	964	899	(65)
Farming, Fishing, and Forestry	722	716	(6)
Total	**385,830**	**428,011**	**42,181**

Source: California EDD, Labor Market Information Division.

https://www.labormarketinfo.edd.ca.gov/data/labor-force-and-unemployment-for-cities-and-census-areas.html#CCD

The largest industry in Contra Costa County is "Health Care and Social Assistance," followed by "Government," and "Retail Trade." Despite owning the largest share of industry jobs, "Health Care and Social Assistance" still experienced a sizeable increase in jobs between 2013 and 2018. Other industries with large employment gains include "Utilities," "Transportation and Warehousing," and "Construction." *(INT-1, INT-14)*

Industry Characteristics - Contra Costa County

Industry	2013 Jobs	2018 Jobs	Change in Jobs
Health Care and Social Assistance	55,706	66,912	11,206
Government	48,113	50,182	2,069
Retail Trade	43,466	45,308	1,842
Accommodation and Food Services	30,408	36,036	5,628
Construction	27,484	33,441	5,957
Professional, Scientific, and Technical Services	33,050	32,411	(639)
Administrative and Support and Waste Management and Remediation Services	23,455	28,319	4,864
Other Services (except Public Administration)	21,200	23,375	2,175
Finance and Insurance	20,851	22,474	1,623
Manufacturing	16,643	16,593	(50)
Educational Services	9,141	10,808	1,667
Wholesale Trade	9,308	10,292	984
Real Estate and Rental and Leasing	9,320	10,176	856
Transportation and Warehousing	7,016	9,776	2,760
Arts, Entertainment, and Recreation	8,155	8,926	771
Management of Companies and Enterprises	7,487	8,672	1,185
Information	9,222	8,587	(635)
Utilities	2,857	4,227	1,370
Agriculture, Forestry, Fishing and Hunting	980	850	(130)
Mining, Quarrying, and Oil and Gas Extraction	1,034	85	(949)
Total	**384,896**	**427,449**	**42,554**

Source: California EDD, Labor Market Information Division.

https://www.labormarketinfo.edd.ca.gov/data/labor-force-and-unemployment-for-cities-and-census-areas.html#CCD

The unemployment rate for east Contra Costa County in July 2019 was 4%, which was significantly higher than the other areas of the county. *(INT-1, INT-14)*

Unemployment Rates among Population 16 years and over for U.S., California, Contra Costa County, and County Regions

Geographic Region	Annual Average for 2015 (a)	As of July 2019 (b)
United States	5.3	3.7
California	6.2	4.1
Contra Costa County	5.0	3.4
Western Region of County	4.7	3.1
Central Region of County	3.8	2.9
Eastern Region of County	5.3	4.0

Source: California EDD, Labor Market Information Division.

https://www.labormarketinfo.edd.ca.gov/data/labor-force-and-unemployment-for-cities-and-census-areas.html#CCD

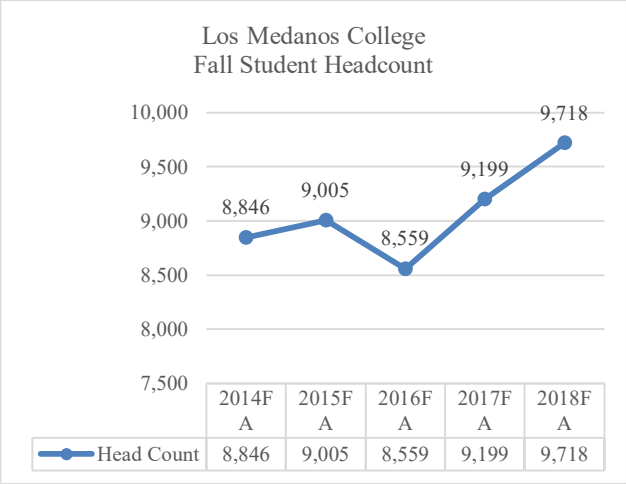
A4. Demographic Data

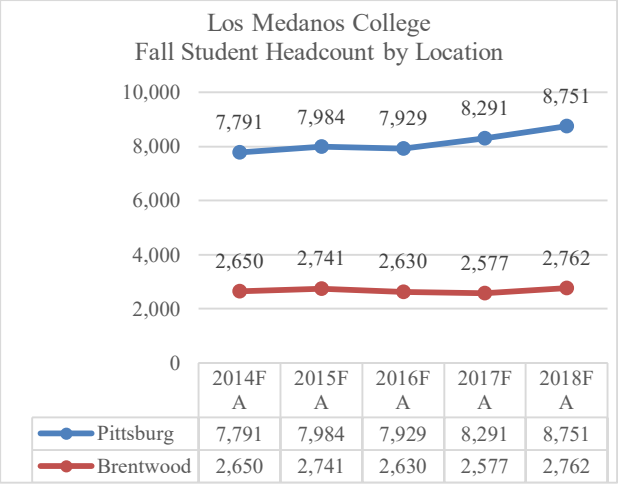
Student demographic data include: student headcount, educational goal, financial aid, gender, ethnicity, age, and degree awards. *(INT-2, INT-13)*

Unduplicated Headcount	2014FA	2015FA	2016FA	2017FA	2018FA
LMC	8,846	9,005	8,559	9,199	9,718
Unduplicated Headcount for each Site					
Pittsburg Campus	7,791	7,984	7,929	8,291	8,751
Brentwood Center	2,650	2,741	2,630	2,577	2,762

Source: District Research. Colleague. Run date 3/15/19. JD

If a student enrolled in courses at the Pittsburg Campus and Brentwood Center, that student was counted for both sites. Therefore, the total unduplicated headcount for LMC did not match the total of unduplicated headcount for both Pittsburg and Brentwood. *(INT-2, INT-13)*





Educational Goal		2014FA	2015FA	2016FA	2017FA	2018FA
Percentage of Students	Transfer (with or without degree)	61%	64%	65%	65%	66%
	Career Dev (Degree, Cert, Lic)	16%	15%	14%	13%	13%
	Educational Development	7%	7%	7%	7%	7%
	4-Yr Student attending 2-Yr	4%	4%	3%	3%	3%
	Undecided on goal	11%	10%	11%	12%	12%
Number of Students (Head Count)	Transfer (with or without degree)	5,427	5,741	5,722	5,988	6,366
	Career Dev (Degree, Cert, Lic)	1,457	1,364	1,246	1,205	1,265
	Educational Development	600	618	655	668	673
	4-Yr Student attending 2-Yr	359	339	295	259	284
	Undecided on goal	1,003	943	941	1,079	1,130

Source: District Research. Colleague. Run date 3/15/19. JD

Financial Aid		2014FA	2015FA	2016FA	2017FA	2018FA
% of Total Students	Receiving aid	55%	56%	52%	52%	48%
	Not receiving aid	45%	44%	48%	48%	52%
Number of Students (Headcount)	Receiving aid	4,899	5,019	4,646	4,815	4,698
	Not receiving aid	3,947	3,986	4,213	4,384	5,020

Source: District Research. Colleague. Run date 3/15/19. JD

Gender		2014FA	2015FA	2016FA	2017FA	2018FA
% of Total Students	Female	53%	54%	54%	55%	55%
	Male	46%	45%	45%	44%	44%
	Unknown/No Response	1%	1%	1%	1%	1%
Number of Students (Headcount)	Female	4,680	4,837	4,785	5,030	5,383
	Male	4,074	4,072	3,970	4,069	4,234
	Unknown/No Response	92	96	104	100	101

Source: District Research. Colleague. Run date 3/15/19. JD

Race/Ethnicity		2014FA	2015FA	2016FA	2017FA	2018FA
% of Total Students	African American	16%	16%	15%	14%	14%
	American Indian	0%	0%	0%	0%	0%
	Asian	4%	4%	4%	5%	5%
	Filipino	5%	5%	5%	5%	5%
	Hispanic	36%	38%	40%	41%	42%
	Multi-Race	10%	10%	9%	9%	9%
	Other/Undeclared	1%	1%	1%	0%	0%
	Pacific Islander	1%	1%	0%	1%	1%
	White	28%	27%	26%	25%	24%
Number of Students (Headcount)	African American	1,383	1,401	1,296	1,285	1,355
	American Indian	12	13	19	10	15
	Asian	373	337	370	458	453
	Filipino	406	428	426	445	498
	Hispanic	3,214	3,409	3,543	3,763	4,061
	Multi-Race	848	868	841	857	874
	Other/Undeclared	101	71	50	43	47
	Pacific Islander	50	58	44	55	60
	White	2,459	2,420	2,270	2,283	2,355

Source: District Research. Colleague. Run date 3/15/19. JD

Age Group		2014FA	2015FA	2016FA	2017FA	2018FA
% of Students	< 20 years old	34%	34%	35%	38%	40%
	20 to 24 years old	35%	35%	34%	32%	31%
	25 to 49 years old	27%	27%	27%	26%	26%
	50 + years old	4%	4%	4%	4%	4%
Number of Students (Headcount)	< 20 years old	2,969	3,056	3,128	3,515	3,898
	20 to 24 years old	3,121	3,141	2,978	2,966	2,974
	25 to 49 years old	2,387	2,436	2,391	2,367	2,500
	50 + years old	369	372	362	351	346

Source: District Research. Colleague. Run date 3/15/19. JD

A5. Socio-Economic Data

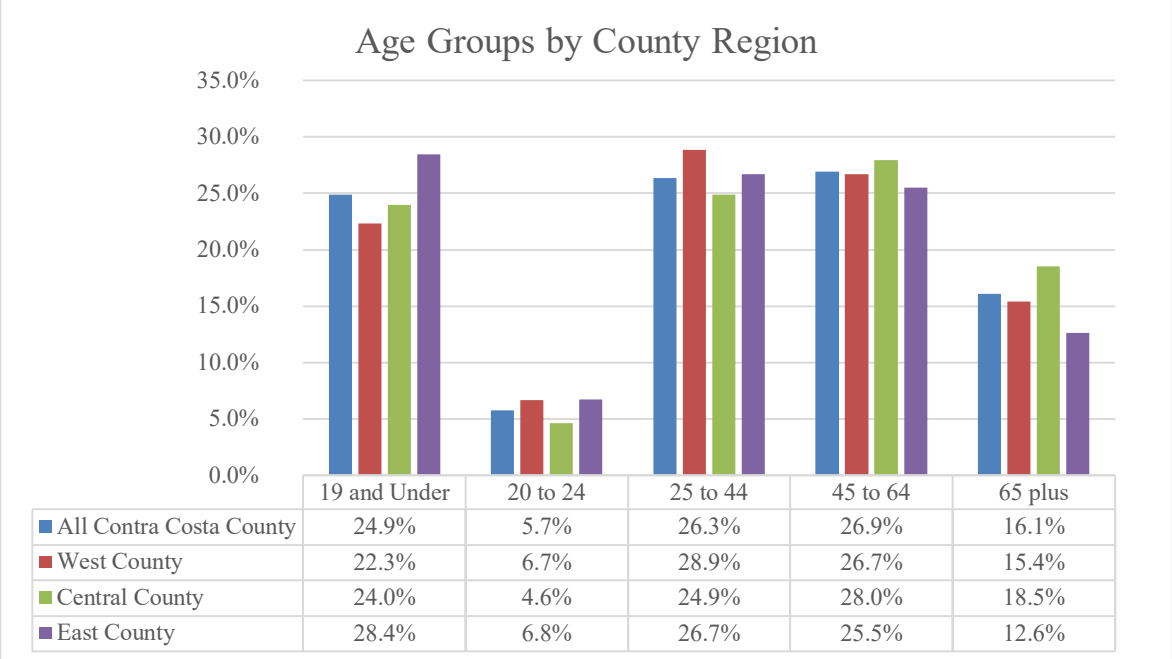
As the population growth indicates, east Contra Costa County has had the most growth among all three regions of the County, despite having the highest unemployment rate. *(INT-1)*

Regional Differences in Population Growth for Contra Costa County

Year	Western Region	Central Region	Eastern Region	All of Contra Costa County
1990	215,836	434,490	153,406	803,732
2000	242,439	475,403	230,974	948,816
2010	245,523	534,522	268,980	1,049,025
2019 (EMSI)	273,422	555,449	343,435	1,172,306
% Growth 1990 to 2000	12.3%	9.4%	50.6%	18.1%
% Growth 2000 to 2010	1.3%	12.4%	16.5%	10.6%
% Growth 2010 to 2019	11.4%	3.9%	27.7%	11.8%

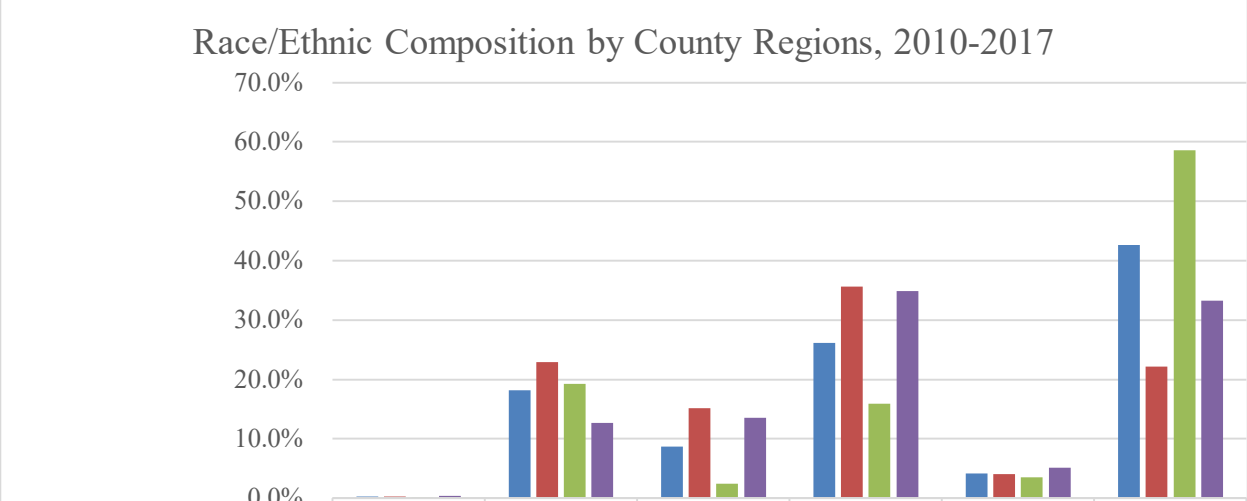
Source: U.S. Decennial Census. 2019 Economic Modeling Specialist, Inc. (EMSI), Demographic Overview. 8/23/19, JD

Age groups by County region indicate that east Contra Costa County is younger than the western and central regions of the County, as 66.2% of residents in the eastern region are age 44 or younger. *(INT-1)*



	19 and Under	20 to 24	25 to 44	45 to 64	65 plus
All Contra Costa County	24.9%	5.7%	26.3%	26.9%	16.1%
West County	22.3%	6.7%	28.9%	26.7%	15.4%
Central County	24.0%	4.6%	24.9%	28.0%	18.5%
East County	28.4%	6.8%	26.7%	25.5%	12.6%

The chart below indicates that east Contra Costa County has a very diverse population. (*INT-1*)



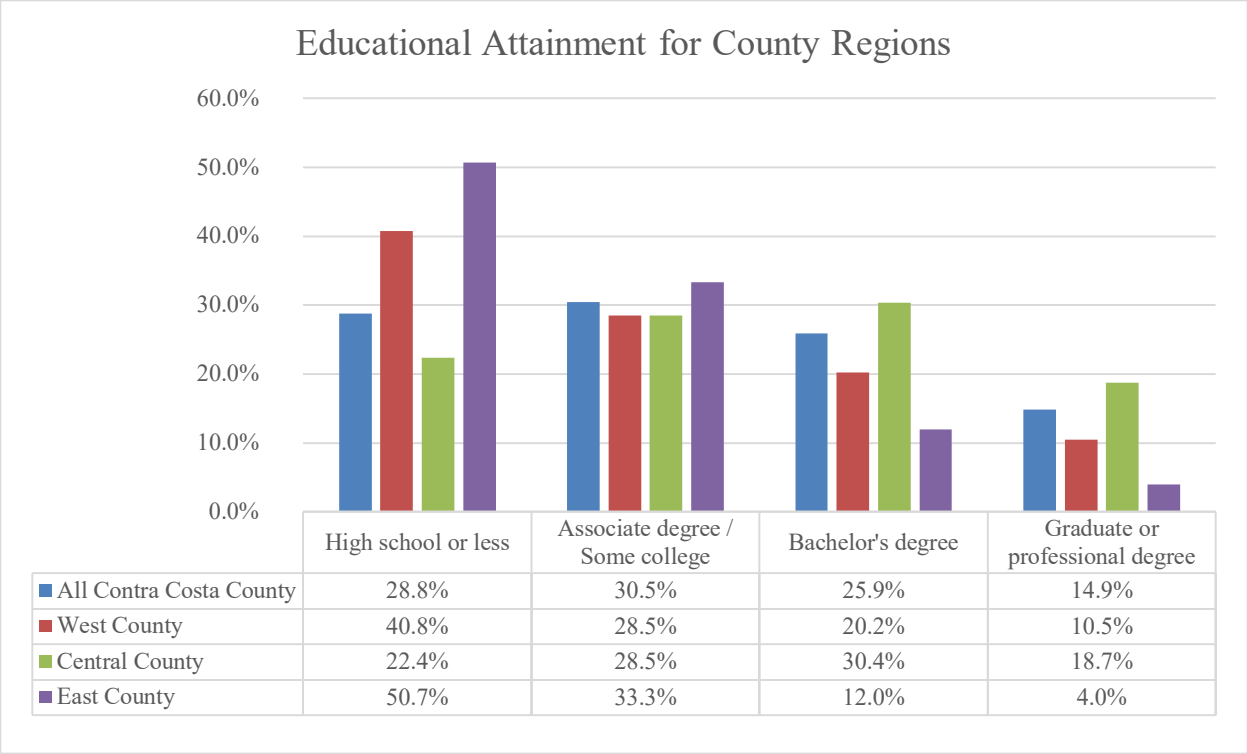
	American Indian	Asian/ Pac.Is.	Black or African American	Hispanic	Two or More Races	White
All Contra Costa County	0.3%	18.2%	8.7%	26.1%	4.1%	42.6%
West County	0.2%	22.9%	15.1%	35.6%	4.1%	22.1%
Central County	0.2%	19.3%	2.5%	16.0%	3.5%	58.6%
East County	0.4%	12.7%	13.5%	34.9%	5.1%	33.3%

About 6% of the adult population in east Contra Costa County attended LMC in 2017-18.

2017-2018 County Adult Population Participation at CCCCD by Service Area

Location	Region's Adult Pop (18-64 yrs.)	Annual Headcount at College	% Pop at College
All Contra Costa County	713,070	52,097	**7.3%**
CCC (Western Region)	172,406	10,579	**6.1%**
DVC (Central Region)	330,915	28,562	**8.6%**
LMC (Eastern Region)	209,749	12,956	**6.2%**

In east Contra Costa County, about 84% of the 25 and older population have a high school and/or associate degree, followed by 12% with a bachelor's degree, and 4% with a graduate or professional degree. *(INT-1)*



	High school or less	Associate degree / Some college	Bachelor's degree	Graduate or professional degree
All Contra Costa County	28.8%	30.5%	25.9%	14.9%
West County	40.8%	28.5%	20.2%	10.5%
Central County	22.4%	28.5%	30.4%	18.7%
East County	50.7%	33.3%	12.0%	4.0%

In 2017, east Contra Costa County had a median household income of $95,906, nearly a 73% increase over 2010. *(INT-1)*

Median Household Income, 2010 and 2017

Geographic Region	2010 ACS (a)	2017 ACS (b)	Change: 2010 to 2017 (b-a)	(b-a)/a
United States	$ 51,915	$ 57,652	$ 5,737	11.1%
California	$ 60,883	$ 67,169	$ 6,286	10.3%
Contra Costa County	$ 78,385	$ 88,456	$ 10,071	12.8%
Western Region	$ 62,907	$ 70,213	$ 7,306	11.6%
Central Region	$ 88,979	$ 103,481	$ 14,502	16.3%
East Region	$ 55,387	$ 95,906	$ 40,519	73.2%

Source: 2010 and 2017 5-Yr. American Community Survey (ACS) for Contra Costa County, Table S1901. https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

A6. Sites

Los Medanos College has two sites: the Pittsburg Campus, located at 2700 East Leland Road in Pittsburg, California; and the Brentwood Center, located at 1351 Pioneer Square in Brentwood, California (effective fall 2020).

A7. Specialized or Programmatic Accreditation

Los Medanos College is accredited or approved by the following agencies *(INT-15)*:

Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949
(415) 506-0234

California Board of Registered Nursing
1747 N Market Boulevard, #150
Sacramento, CA 95834
(916) 322-3350

California Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833
(916) 263-7800

California State Fire Marshal
2251 Harvard Street, Suite 400
Sacramento, CA 95815
(916) 567-3800

Commission on Peace Officer Standards and Training
860 Stillwater Road, Suite 100
West Sacramento, CA 95605
(916) 227-3909

Contra Costa County Emergency Medical Services Office
777 Arnold Drive, Suite 110
Martinez, CA 94553
(925) 608-5454

B. Presentation of Student Achievement Data and Institution-Set Standards

B1. Student Achievement Data

Course Success, Completion, and Persistence

Course success, retention, and fall-to-spring persistence rates have increased marginally over the last five years. *(INT-16)*

All Coursework	2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	71%	70%	73%	72%	71%
Course Completion Rate	84%	85%	86%	85%	85%
Fall-to-Spring Persistence Rate	70%	72%	73%	71%	70%
Fall-to-Fall Persistence Rate	53%	54%	54%	53%	51%
Number of Course Enrollments	23,507	23,763	23,327	24,705	26,028
Number Successful	16,720	16,739	16,946	17,792	18,567
Number Completed	19,858	20,191	20,046	21,121	22,076

Source: District Research. Colleague. Run date 3/15/19. JD

Course Success by Delivery Method

The success rate for all courses – basic skills, career technical education (CTE), and general education – indicates that there is a gap between 100% online courses and face-to-face courses. The completion rate for all courses demonstrates a smaller gap between 100% online courses and face-to-face courses. *(INT-16)*

All Coursework by Delivery Method		2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	Face-to-face	72%	71%	73%	73%	72%
	Hybrid 0-50%	60%	66%	73%	63%	66%
	Hybrid 51-99%	68%	69%	74%	73%	62%
	100% Online	65%	64%	64%	67%	65%
Course Completion Rate	Face-to-face	85%	85%	86%	86%	86%
	Hybrid 0-50%	80%	82%	85%	78%	79%
	Hybrid 51-99%	76%	82%	79%	89%	76%
	100% Online	80%	82%	81%	83%	80%
Number of Course Enrollments	Face-to-face	21,674	21,519	21,031	22,067	22,819
	Hybrid 0-50%	546	602	399	384	401
	Hybrid 51-99%	117	98	114	132	311
	100% Online	1,170	1,544	1,783	2,122	2,497

Basic Skills Courses by Delivery Method		2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	Face-to-face	62%	64%	63%	68%	71%
	Hybrid 0-50%					22%
Course Completion Rate	Face-to-face	82%	82%	84%	84%	85%
	Hybrid 0-50%					39%
Number of Course Enrollments	Face-to-face	1,395	1,192	591	1,035	1,045
	Hybrid 0-50%					23

CTE Courses by Delivery Method		2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	Face-to-face	76%	73%	78%	77%	76%
	Hybrid 0-50%	70%	72%	84%	59%	64%
	Hybrid 51-99%	63%	61%	87%	43%	30%
	100% Online	67%	68%	62%	66%	65%
Course Completion Rate	Face-to-face	88%	87%	89%	88%	88%
	Hybrid 0-50%	89%	83%	91%	77%	85%
	Hybrid 51-99%	70%	78%	96%	83%	73%
	100% Online	85%	84%	79%	82%	81%
Number of Course Enrollments	Face-to-face	4,582	4,494	4,497	4,434	4,392
	Hybrid 0-50%	171	151	149	88	85
	Hybrid 51-99%	27	18	23	23	33
	100% Online	611	632	611	670	761

Degree Applicable Courses by Delivery Method		2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	Face-to-face	72%	71%	74%	73%	72%
	Hybrid 0-50%	60%	66%	73%	63%	68%
	Hybrid 51-99%	68%	69%	74%	73%	62%
	100% Online	64%	64%	64%	67%	65%
Course Completion Rate	Face-to-face	85%	85%	87%	86%	86%
	Hybrid 0-50%	80%	82%	85%	78%	81%
	Hybrid 51-99%	76%	82%	79%	89%	76%
	100% Online	80%	81%	81%	83%	80%
Number of Course Enrollments	Face-to-face	20,175	20,187	20,307	20,813	21,611
	Hybrid 0-50%	546	602	399	384	378
	Hybrid 51-99%	117	98	114	132	311
	100% Online	1,131	1,496	1,755	2,122	2,497

Source: District Research. Colleague. Run date 3/15/19. JD

Fall-to-Fall Persistence

The fall-to-fall persistence rate remained similar for the past five years. Female students had a slightly higher persistence rate than male students. African American students had a lower persistence rate than other ethnic groups. *(INT-16)*

Fall-to-Fall Persistence Rate	2014FA	2015FA	2016FA	2017FA	2018FA
All Students	53%	54%	54%	53%	51%
Gender					
Female	55%	54%	55%	54%	51%
Male	52%	53%	53%	52%	50%
Unknown/No Response	63%	54%	59%	49%	53%
Race/Ethnicity					
African American	48%	45%	49%	47%	44%
Asian	56%	54%	61%	58%	53%
Hispanic	56%	58%	57%	55%	55%
White	53%	53%	51%	53%	50%
Other/Undeclared	53%	51%	51%	51%	50%
Age Group					
< 20 years old	65%	64%	65%	62%	61%
20 to 24 years old	49%	49%	49%	48%	45%
25 to 49 years old	46%	47%	47%	47%	45%
50 + years old	49%	49%	50%	47%	41%

Source: District Research. Colleague. Run date 1/15/20. JD

Awards: Degrees and Certificates

About 50% of the awards were degrees. A slightly higher percentage of awards were for female students. About 40% of the awards were for Hispanic students, while about 55% of the awards were for students ages 20-24. *(INT-16)*

		ACADEMIC YEAR				
Awards by Type		2014-15	2015-16	2016-17	2017-18	2018-19
Percentage	AA/AS degree	54%	50%	48%	46%	49%
	At least 1 but less than 4-year certificate	15%	23%	23%	23%	27%
	Less than 1-year certificate	31%	27%	30%	32%	24%
Number	AA/AS degree	1,069	1,106	1,191	1,339	1,305
	At least 1 but less than 4-year certificate	300	514	570	664	710
	Less than 1-year certificate	624	594	741	930	629

Awards by Gender		2014-15	2015-16	2016-17	2017-18	2018-19
Percentage	Female	56%	58%	56%	54%	59%
	Male	43%	41%	43%	45%	41%
	Unknown/No Response	1%	1%	1%	1%	1%
Number	Female	1,118	1,279	1,401	1,586	1,554
	Male	856	916	1,072	1,325	1,075
	Unknown/No Response	19	19	29	22	15

Awards by Race/Ethnicity		2014-15	2015-16	2016-17	2017-18	2018-19
Percentage	African American	12%	12%	11%	11%	11%
	Asian	9%	10%	9%	10%	10%
	Hispanic	37%	37%	40%	40%	43%
	White	31%	29%	32%	30%	28%
	Other/Undeclared	11%	11%	8%	10%	8%
Number	African American	230	259	267	317	289
	Asian	185	229	220	292	269
	Hispanic	745	829	1,007	1,175	1,135
	White	612	650	801	867	737
	Other/Undeclared	221	247	207	282	214

Awards by Age Group		2014-15	2015-16	2016-17	2017-18	2018-19
Percentage	< 20 years old	7%	8%	8%	8%	9%
	20 to 24 years old	57%	56%	54%	52%	55%
	25 to 49 years old	31%	32%	33%	36%	33%
	50 + years old	6%	5%	5%	4%	3%
Number	< 20 years old	138	169	202	223	244
	20 to 24 years old	1,128	1,235	1,343	1,533	1,444
	25 to 49 years old	610	706	833	1,058	864
	50 + years old	117	104	124	119	92

Source: District Research. Colleague. Run date 8/29/19. JD

Transfer Volume

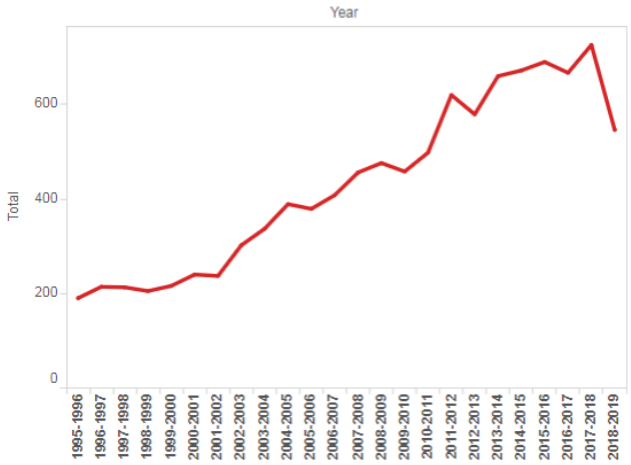
For the past five years, the transfer volume increased from 659 to 725, including transfer to California State University (CSU), University of California (UC), In-State Private, and Out-Of-State. Transfers to CSU had the largest increase. *(INT-17)*

Year	California State University	University of California	In-State-Private (ISP)	Out-of-State (OOS)	Grand Total
2010-2011	225	61	88	123	497
2011-2012	324	75	84	136	619
2012-2013	302	79	59	138	578
2013-2014	377	104	40	138	659
2014-2015	364	88	75	144	671
2015-2016	412	103	46	128	689
2016-2017	382	110	58	116	666
2017-2018	452	116	49	108	725
2018-2019	431	114			545

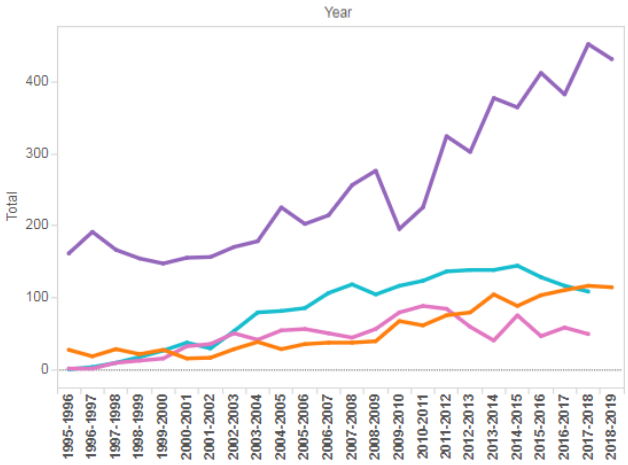
Note: Be sure all the data is in for the current academic year. Due to different release dates of transfer information from source institutions, blank fields (above) are placeholders representing no information has been received. Blanks are different than zeroes. Zeroes represent a count of zero.

Year
- 2004-2005
- 2005-2006
- 2006-2007
- 2007-2008
- 2008-2009
- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019

Los Medanos College



Time Series by Source



Purple: CSU
Orange: UC
Blue: Out of State
Pink: In State

Data Source:

https://tableau.4cd.edu/#/views/TransferVolume/TransferVolume/chsieh636@ac.portal/LMC?:iid=1

B2. Institution-Set Standards

In 2016, as part of the goal setting required by the California Community College Chancellor's Office (CCCCO) via the Institutional Effectiveness and Partnership Initiative (IEPI), Los Medanos College established and adopted the six-year course success goal of 75.4% by 2021-2022. The Institution-Set Standard (short-term goal for 2015-16) for course success rate is 72.9%, and the stretch goal (long-term goal) is 75.4%. *(INT-18, INT-19)*

Then, in 2019, the College established its *Vision for Success* (VfS) goals required by CCCCO and Assembly Bill 1908. These goals were established through LMC's shared governance process and were accepted by the President's Cabinet, Academic Senate, Classified Senate, Student Senate (LMC Associated Students), and the Share Governance Council. Per the CCCCO *Vision for Success*, LMC set its 2016-17 actual outcomes as the baseline for setting "Stretch Goals." The College then utilized this same baseline to create Institution-Set Standards. For degrees and certificates awarded, the Stretch Goal was established at 20% above the Institution-Set Standards; for transfer degrees awarded, the Stretch Goal was set at 35% above the Institution-Set Standards. *(INT-20, INT-21)*

- **Vision for Success GOAL 1:** Increase by 20% the number of LMC students annually who acquire associates degrees, credentials, or certificates.
- **Vision for Success GOAL 2:** Increase by 35% the number of LMC students system-wide transferring annually to a UC or CSU. (Completed ADT Degrees)

The College embedded its Institution-Set Standards – including course success, degree/certificates, and transfer – into the goal setting from both CCCCO's initiatives (*Vision for Success* in 2019 and IEPI Goals in 2016) and into its program review process. The "Year Three Program Review Update" template included a section asking each program/unit to set its 2021-2022 goals for: a) course success; b) degree/certificate; c) transfer; and d) equity course success. Each department was also asked to provide action steps to achieve its respective goal(s), as well as identifying responsible parties, as noted in I.B.3. *(INT-19, INT-20, INT-21, INT-22, INT-23)*

Institution-Set Standards and Goals

Course Success, Degree Awarded, Certificate Awarded, and Transfer

	Actual Outcomes					Institution-Set Standard	Stretch Goal
	2014-15	2015-16	2016-17	2017-18	2018-19		
Course Success	72.1%	71.6%	73.5%	73.1%	73.4%	72.9%	75.4%
Degree Awarded* (AA/AS and ADT)	1161	1219	1356	1571	1556	1356	1627
Certificate Awarded*	422	578	694	849	871	694	832
Transfer Awarded** (ADT)	214	286	325	415	452	325	438

*20% increase from 2016-17 Baseline Year to 2021-22 Target Year

**35% increase from 2016-17 Baseline Year to 2021-22 Target year

Data Source: CCCCO Data Mart 2.25.2020. ACCJC Annual Report 2020.

Licensure Exam Passage Rate	Actual Outcomes					Institution-Set Standard	Stretch Goal
	2014-15	2015-16	2016-17	2017-18	2018-19		
NCLEX-RN	91%	93%	91%	90%	100%	85%	95%
NCLEX-PN (LVN)	50%	89%	NA	65%	NA	85%	95%
Paramedic	94%	92.3%	NA	54%	NA	85%	100%

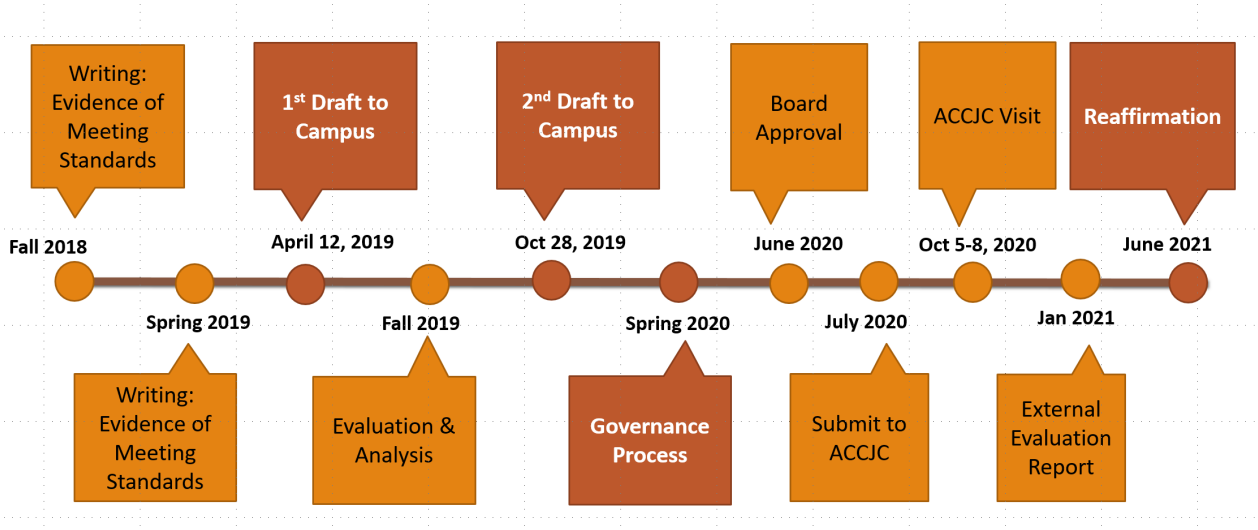
Employment Rates	Actual Outcomes				Institution-Set Standard	Stretch Goal
	2014-15	2015-16	2016-17	2017-18		
NCLEX-RN	91%	96%	100%	100%	75%	96%
LVN Nursing	89%	95%	80%	89%	75%	96%
Paramedic	76%	71%	NA	NA	70%	80%
Accounting	71%	80%	88%	75%	60%	80%
Administration of Justice	71%	86%	67%	66%	60%	90%
Automotive Technology	57%	78%	100%	84%	60%	75%
Business & Commerce	61%	75%	100%	63%	60%	80%
Child Development	62%	72%	100%	100%	55%	80%
Electrical	100%	NA	80%	100%	60%	80%
Electronics/Elec tech	80%	76%	80%	80%	60%	80%
Emergency Medical Tech	84%	82%	NA	NA	60%	80%
Fire Technology	88%	60%	84%	100%	50%	80%
Welding and Cutting	82%	71%	100%	100%	60%	70%

C. Organization of the Self-Evaluation Process

The following timeline summarizes the major developments in the preparation and creation of this Institutional Self-Evaluation Report. Over 200 faculty, classified professionals, administrators, and students engaged on writing teams, in open forums, and through various campus-wide committees. *(INT-24, INT-25, INT-26, INT-27)*

Plan Spring & Summer 2018	• ACCJC 1st ISER Training (May) • Accreditation Work Group members recruited (May) • Training 1 for Accreditation Work Group (June) • Training 2 for Accreditation Work Group Training 2 and Accreditation Standard Captains identified (July)
Collect Fall 2018	• Opening Day college-wide Accreditation launch and invitation to participate (Aug) • Standard Captains met monthly and held bi-weekly meetings with Standard Teams • Standard Teams interviewed experts, collected evidence, and bulleted writing for "Evidence of Meeting the Standard" • Accreditation Steering Committee continued monitoring progress • College Assembly: Accreditation Kick-Off (Oct)
Coordinate Spring 2019	• Opening Day college-wide Accreditation invitation and engagement (Jan) • Combined meeting of Accreditation Steering Committee and Standard Captains (March) • The 1st draft ISER sent to College community for feedback (April) • ACCJC 2nd ISER Training (April) • Standard Teams continued working on "Analysis and Evaluation"
Refine Summer & Fall 2019	• Completed "Analysis and Evaluation" (July) • Established Editing Team (July) • The Editing Team collaborated with Standard Captains to review and revise standards. • Opening Day college-wide Accreditation presentation seeking feedback (Aug) • Shared Governance Council (SGC) subcommittees reviewed and provided feedback on the specific Standards related to their respective charges (Oct) • The 2nd draft ISER sent to College community for feedback (Oct) • College Assembly: Accreditation Review and Feedback —"Not Your Standard Meet and Greet" (Oct) • Draft QFE (Dec)
Edit Spring 2020	• Completed ISER draft sent to the College President for review (Jan) • Opening Day college-wide Accreditation announcement and feedback sought (Jan) • Completed evidence gathering and links (Feb) • Final ISER editing (Feb) • College Assembly: ISER final draft review and feedback • Shared Governance Approval – Academic Senate, Classified Senate, Student Senate, and Shared Governance Council (March and April) • College President's approval (May)
Approve Summer 2020	• District Governing Board approval (June); • Final ISER 2020 submitted to ACCJC by July 30, 2020
Present Fall 2020	• Opening Day college-wide Accreditation Visit presentation (Aug) • Prepare College for External Evaluation Visit and logistical arrangements (Sept) • Site Visit: October 5-8, 2020 • Followed by College celebration, reflection, and identification of next steps

Timeline and Process for ISER 2020



Accreditation Steering Committee and Standard Captains

While hundreds of faculty, classified professionals, administrators, and students engaged in the Institutional Self-Evaluation process through the College's shared governance structure, a core team of "Standard Captains" – guided by the Accreditation Steering Committee – took leadership of the report, as detailed below. The Standard Captains worked with the Editing Team, composed of faculty and staff under the leadership of the ALO, to review the Standards for accuracy and clarity, as well as to ensure that the ISER was stylistically uniform and coherent. This included a comprehensive review of the content to ensure it reflected both the feedback from the College and the evidence relevant to institutional operations and practices. *(INT-26, INT-28, INT-29, INT-30, INT-31, INT-32, INT-33, INT-12)*

Accreditation Steering Committee Membership

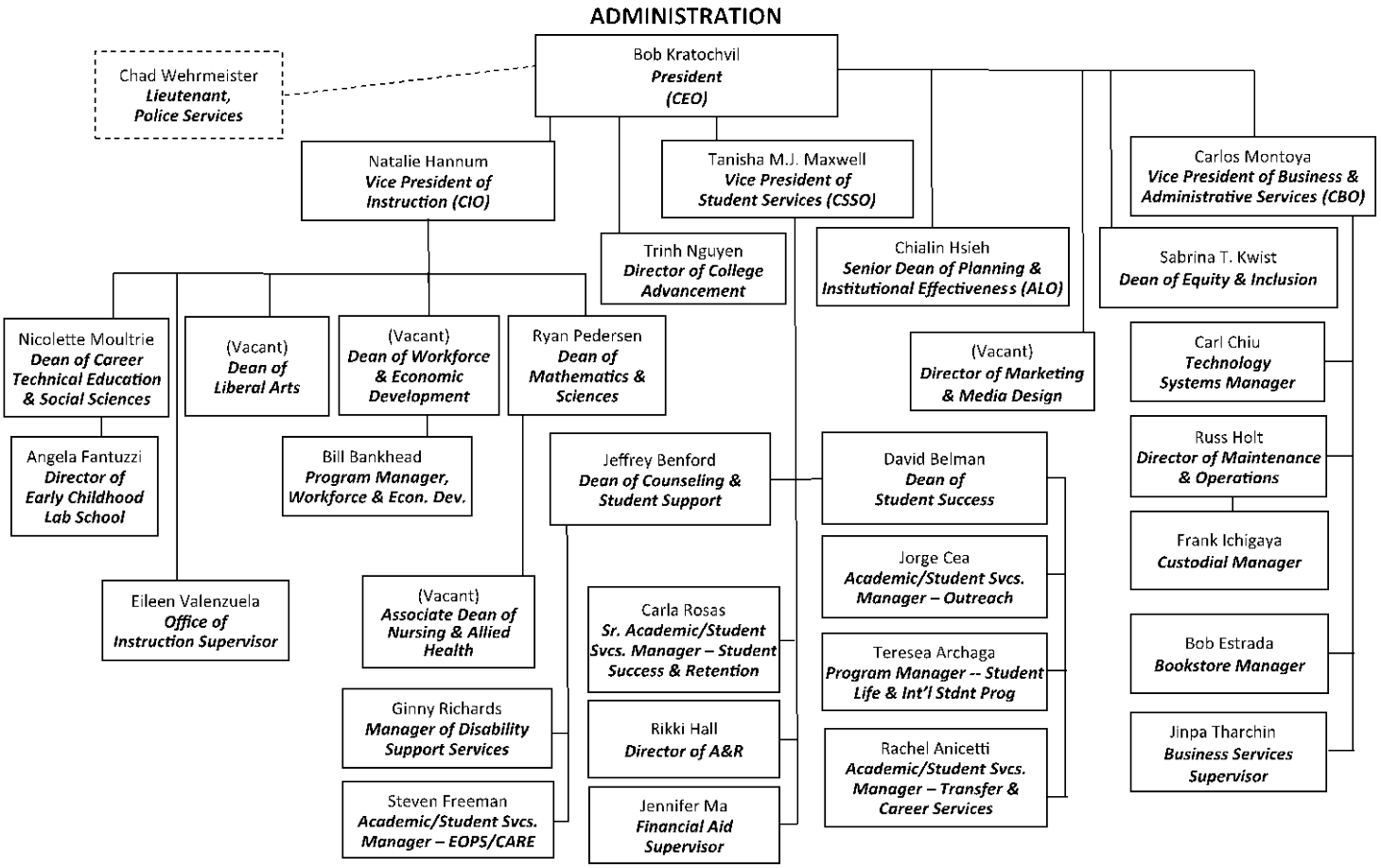
Member	Role
Bob Kratochvil (co-chair)	CEO/President
Chialin Hsieh (co-chair)	ALO/Senior Dean of Planning & Institutional Effectiveness (PIE)
Sally Montemayor Lenz/ Nancy Ybarra	CIO/Vice President of Instruction
Tanisha Maxwell	CSSO/Vice President of Student Services
Carlos Montoya	CBO/Vice President of Business & Administrative Services
Sabrina Kwist	Dean of Equity & Inclusion
Josh Bearden	Academic Senate President, History Faculty
Nicole Almassey	Classified Senate President, Assessment Center Coordinator
Thyra Cobbs	Student Senate (LMC Associated Students) President
Scott Warfe	Accreditation Technical Writer, English Faculty
BethAnn Stone	Senior Administrative Assistant for Office of PIE

Standard Team Captains, Members, and Structure

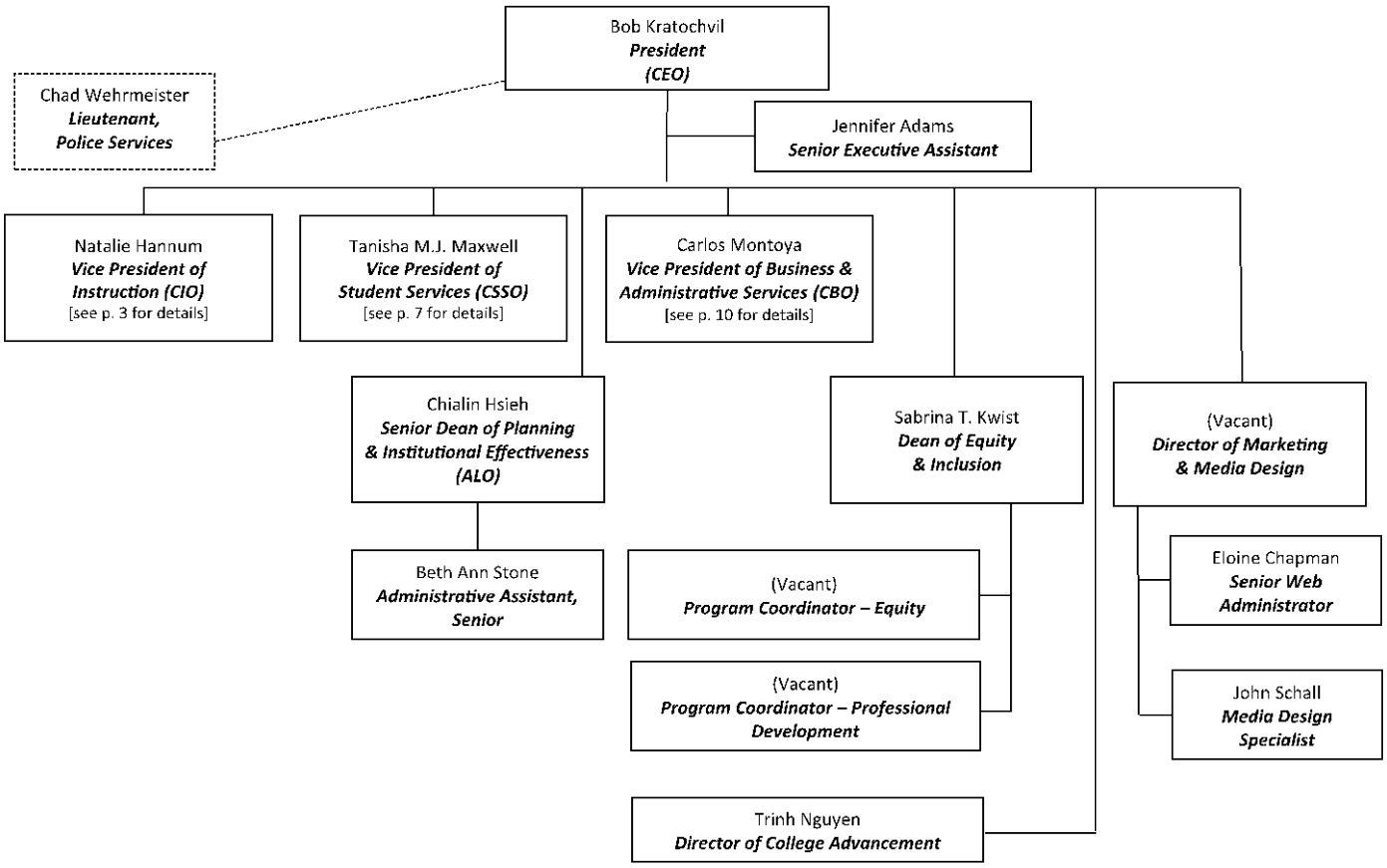
Accreditation Standard Captain Team

Standard	IABC	IIA	IIB	IIC	IIIABCD	IVAB
Standard Description	Mission, Institutional Effectiveness, and Integrity	Instruction	Library Support Services	Student Services	Human Resources, Facilities, Technology, and Finance	Decision Making Process and Chief Executive Officer
Captain	Chialin Hsieh	Sally Montemayor Lenz and Nancy Ybarra	Christina Goff*	Dave Belman and Tanisha Maxwell	Carlos Montoya	Bob Kratochvil
Member	Scott Hubbard*	Laurie Huffman*	Roseann Erwin*	Melissa Pon*	Rod Raumer**	Marie Arcidiacono-Kaufman*
	Janith Norman*	Courtney Diputado**	Cameron Bluford*	Elizabeth Costanza*	Carl Chiu	Josh Bearden*
	Tamara Green**	Nikki Moultrie	Julio Guerrero-Gonzalez*	Sierra Abel***	Jinpa Tharchin /Dave Vigo	Michael Yeong*
	BethAnn Stone**		Rashaad McAlpin**	Carla Rosas	Russ Holt	Robert Delgado**
	Dale Satre***			Jennifer Ma	Bob Estrada	Nicole Almassey**
Faculty* Classified Professional** Student***	Sabrina Kwist			Annica Soto	Carla Rosas	Thyra Cobbs*** Priscilla Tatmon***
						Jennifer Adams

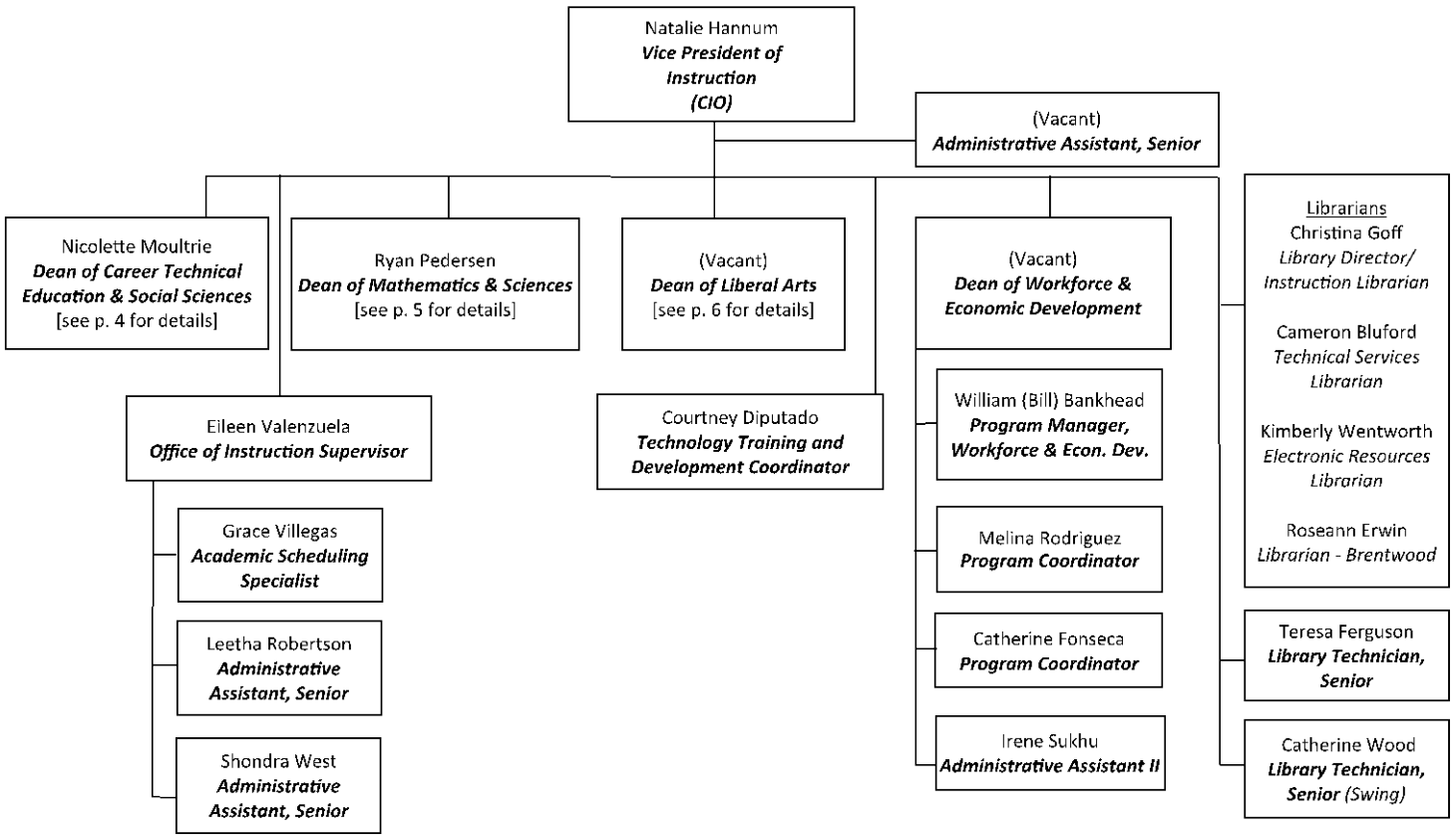
D. Organizational Information *(INT-12, INT-34)*



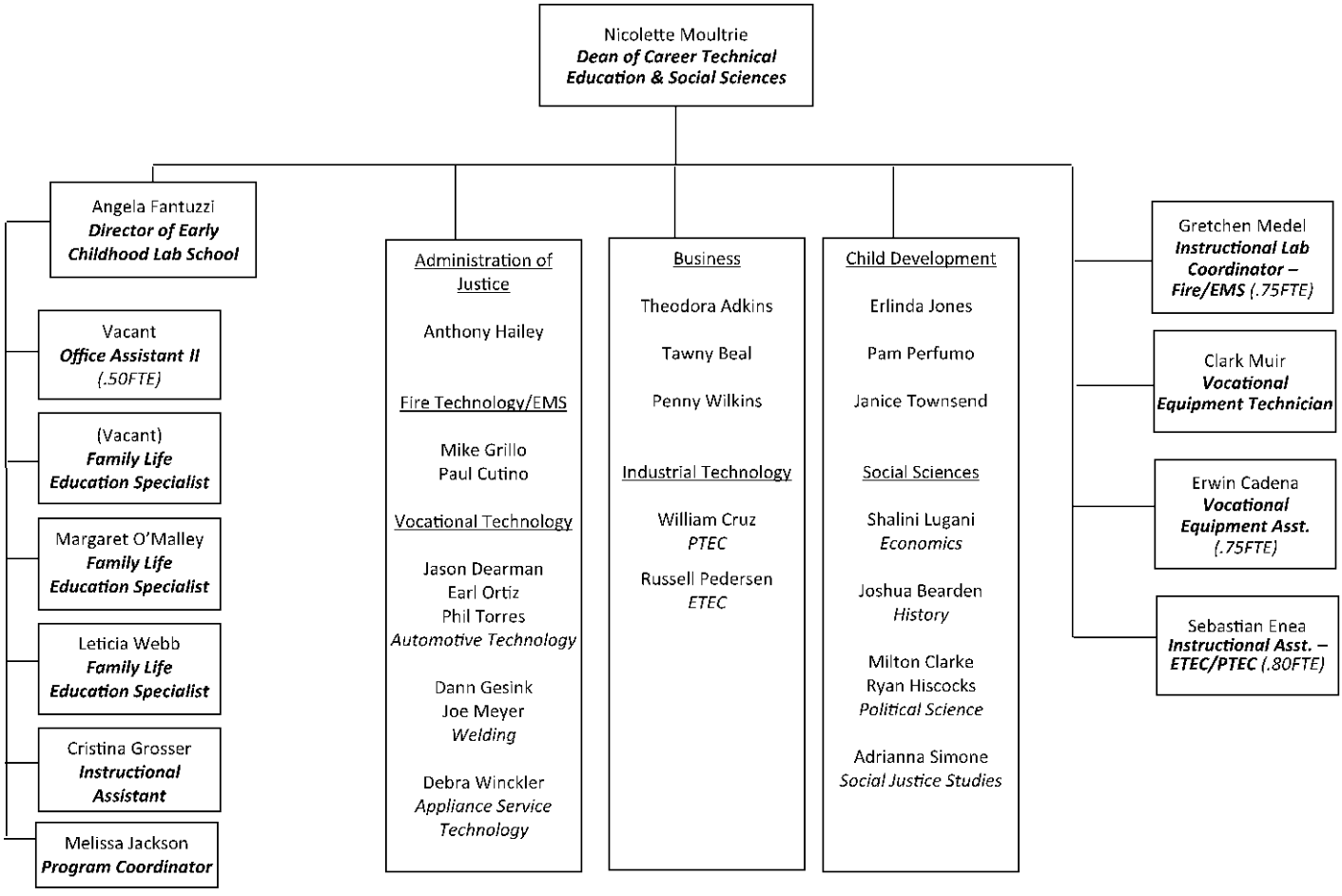
PRESIDENT'S OFFICE, DIRECT REPORTS & CABINET



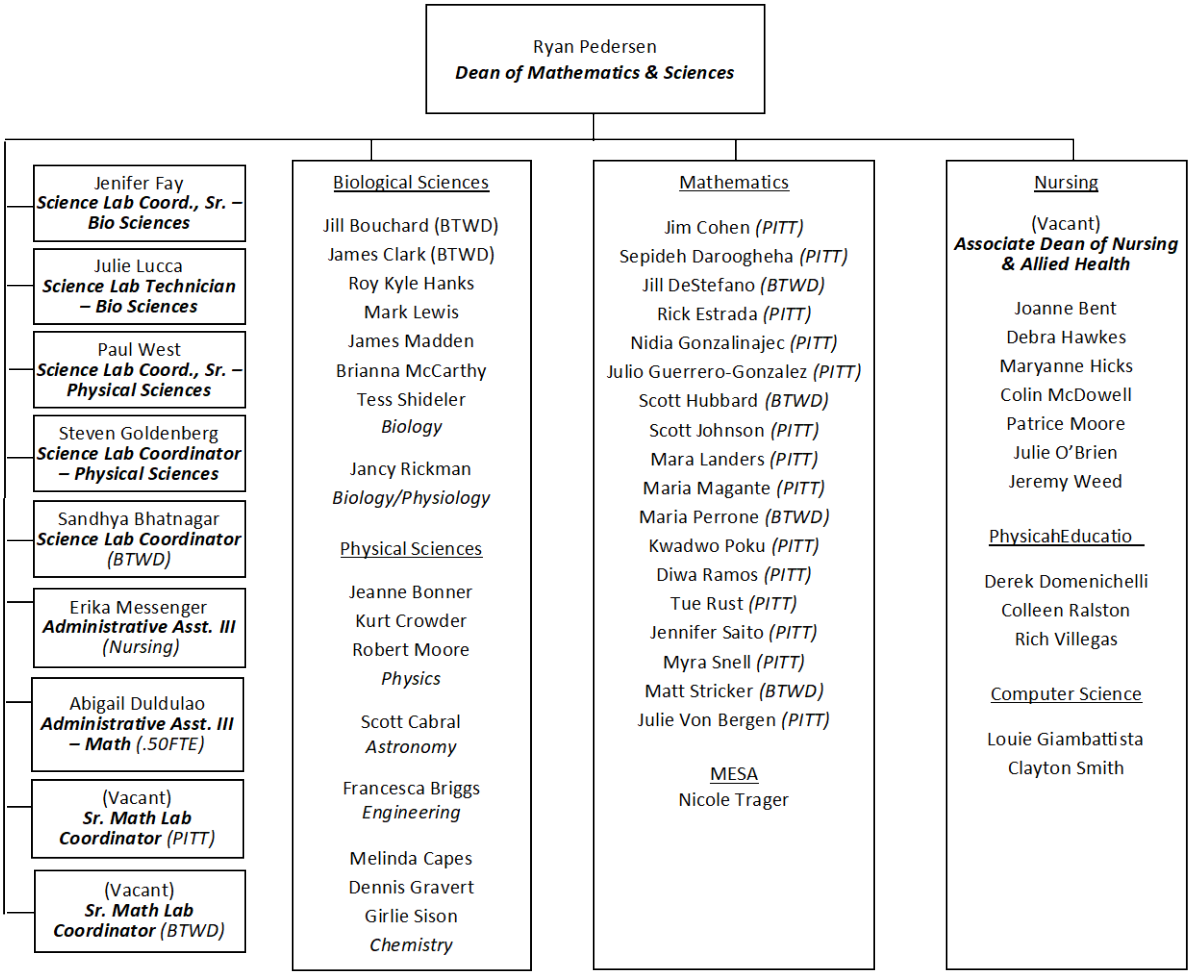
OFFICE OF INSTRUCTION



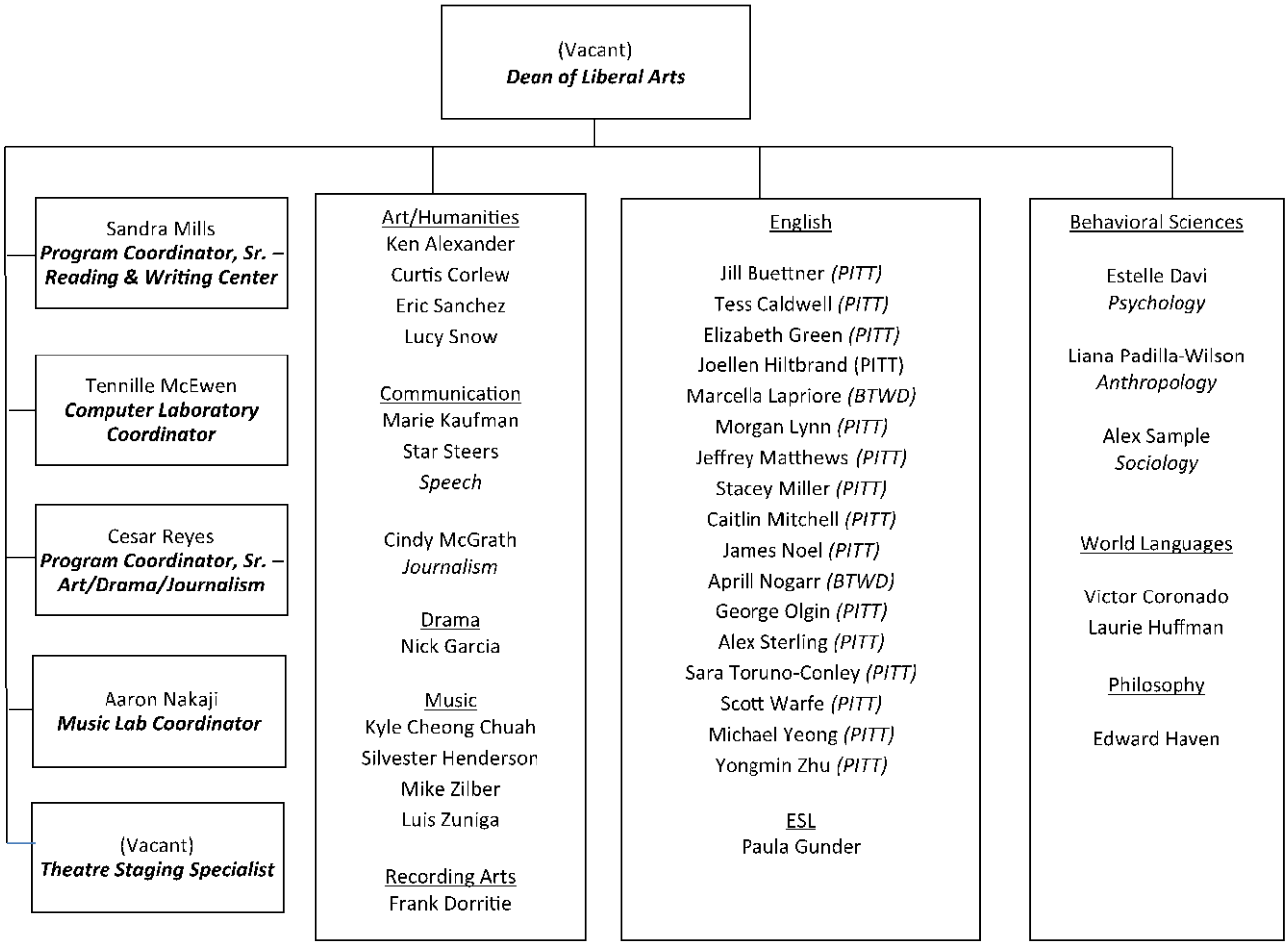
CAREER TECHNICAL EDUCATION & SOCIAL SCIENCES

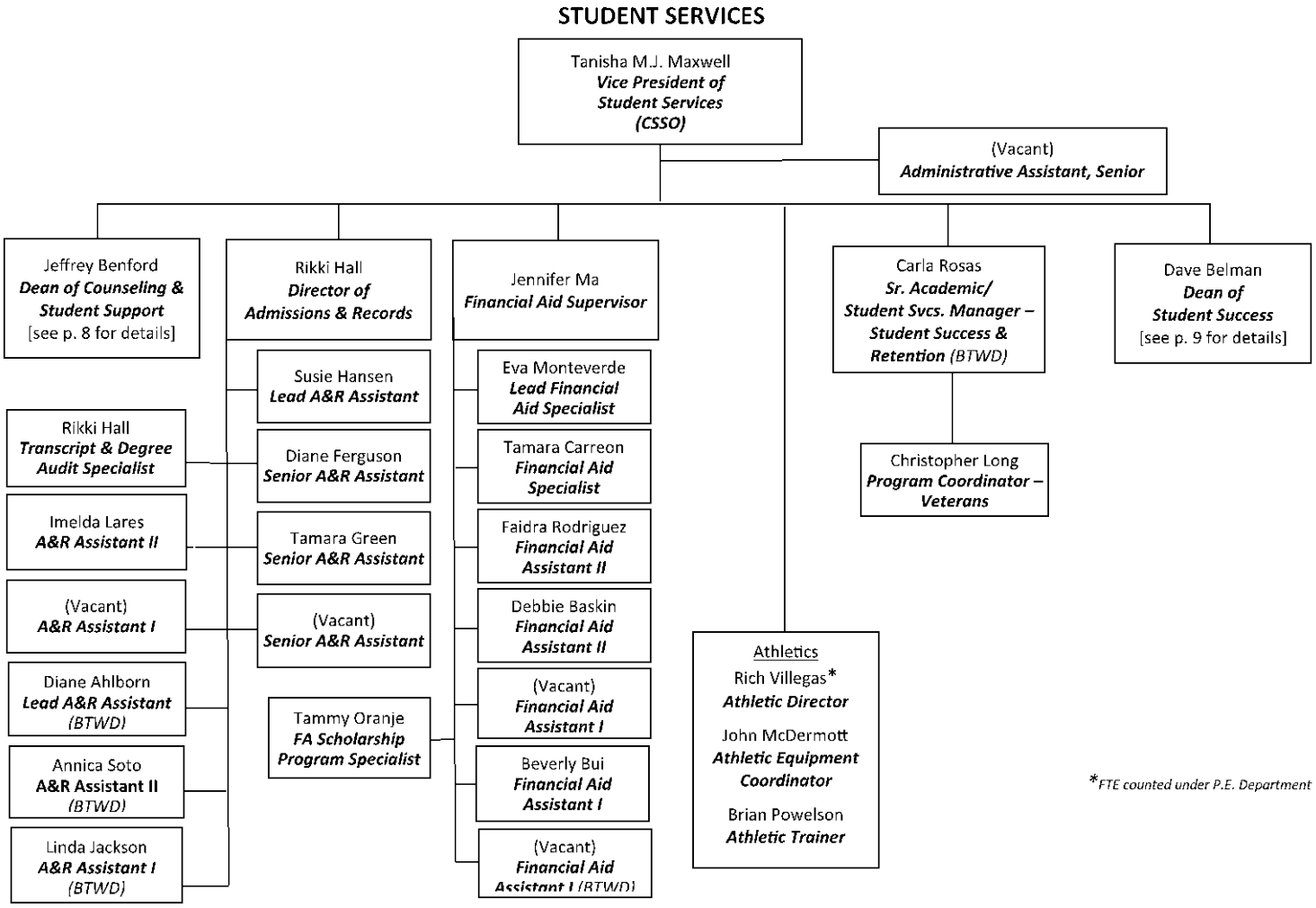


MATHEMATICS & SCIENCES

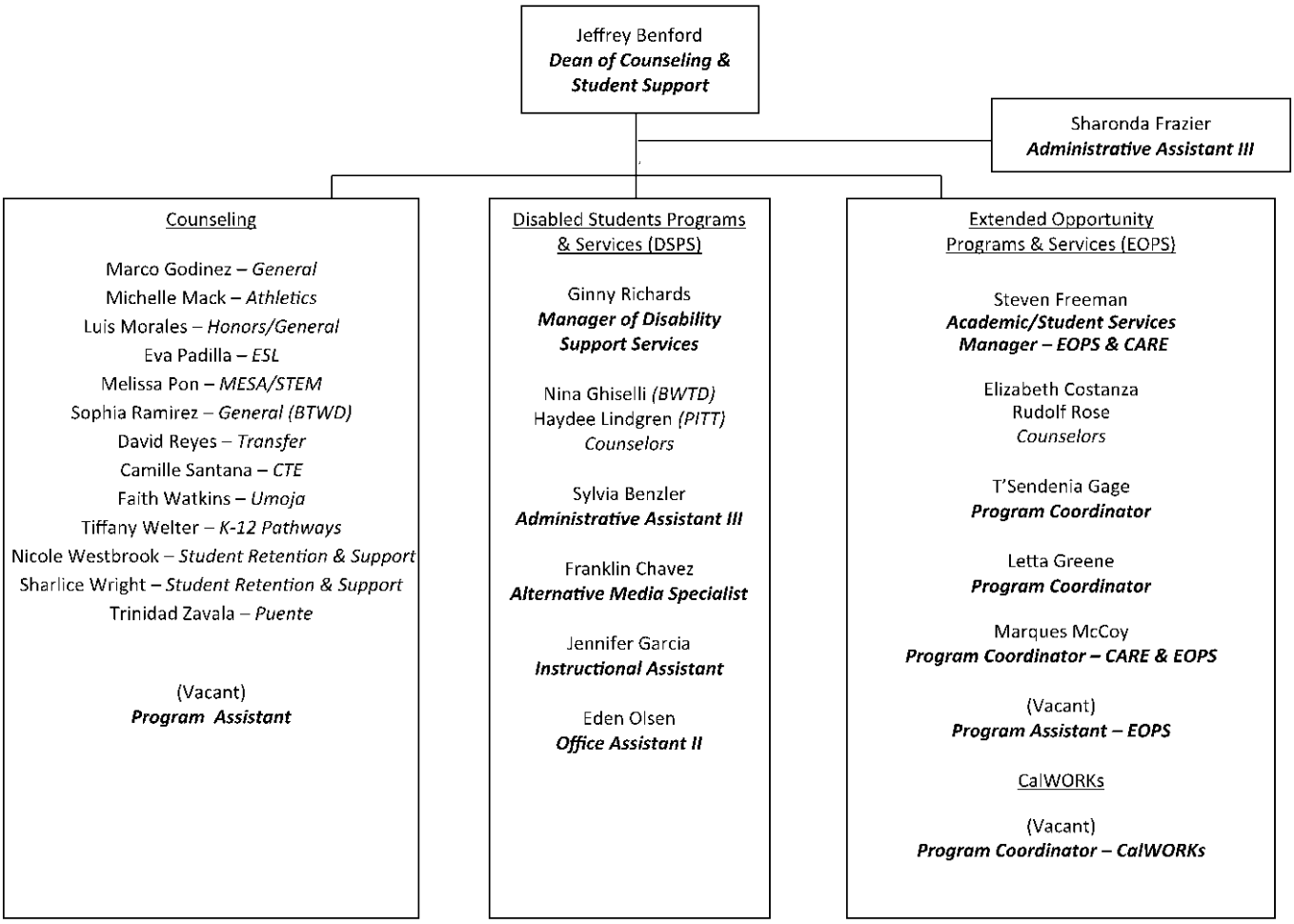


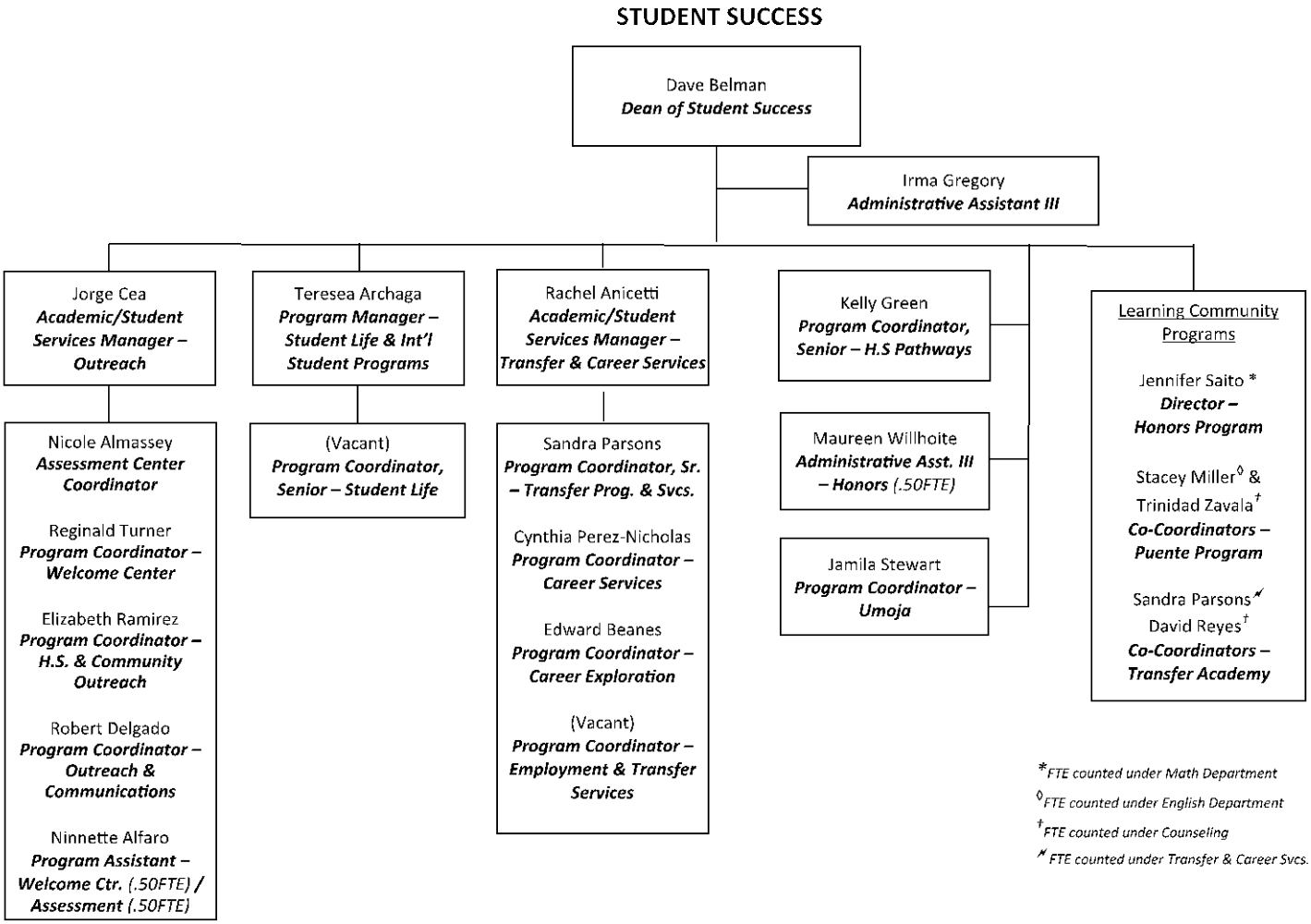
LIBERAL ARTS



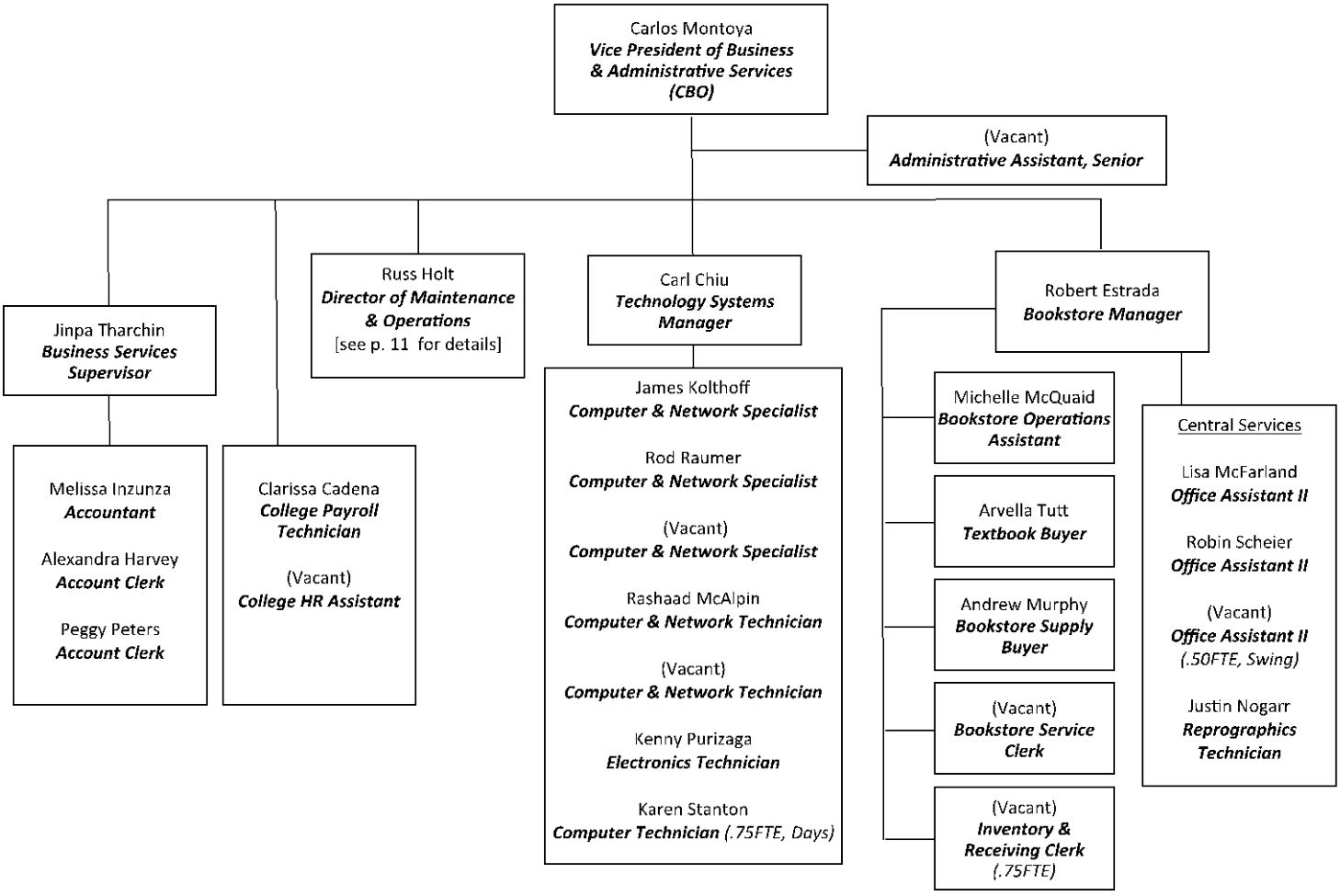

STUDENT SERVICES
Tanisha M.J. Maxwell
Vice President of Student Services (CSSO)
(Vacant)
Administrative Assistant, Senior
Jeffrey Benford
Dean of Counseling & Student Support
[see p. 8 for details]
Rikki Hall
Director of Admissions & Records
Jennifer Ma
Financial Aid Supervisor
Carla Rosas
Sr. Academic/ Student Svcs. Manager – Student Success & Retention (BTWD)
Dave Belman
Dean of Student Success
[see p. 9 for details]
Susie Hansen
Lead A&R Assistant
Rikki Hall
Transcript & Degree Audit Specialist
Diane Ferguson
Senior A&R Assistant
Imelda Lares
A&R Assistant II
Tamara Green
Senior A&R Assistant
(Vacant)
A&R Assistant I
(Vacant)
Senior A&R Assistant
Diane Ahlborn
Lead A&R Assistant (BTWD)
Tammy Oranje
FA Scholarship Program Specialist
Annica Soto
A&R Assistant II (BTWD)
Linda Jackson
A&R Assistant I (BTWD)
Eva Monteverde
Lead Financial Aid Specialist
Tamara Carreon
Financial Aid Specialist
Faidra Rodriguez
Financial Aid Assistant II
Debbie Baskin
Financial Aid Assistant II
(Vacant)
Financial Aid Assistant I
Beverly Bui
Financial Aid Assistant I
(Vacant)
Financial Aid Assistant I (BTWD)
Christopher Long
Program Coordinator – Veterans
Athletics
Rich Villegas*
Athletic Director
John McDermott
Athletic Equipment Coordinator
Brian Powelson
Athletic Trainer
*FTE counted under P.E. Department

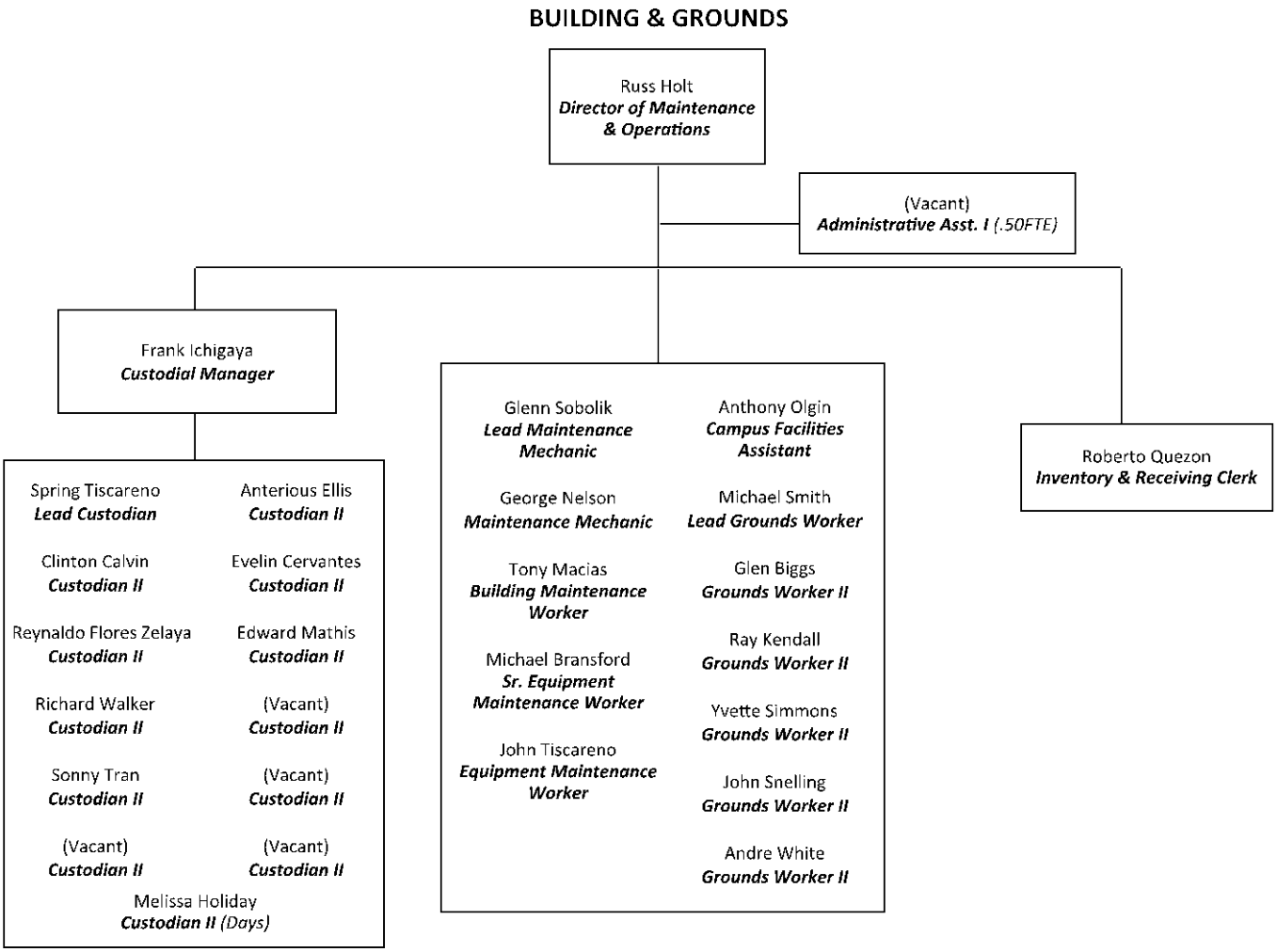
COUNSELING & STUDENT SUPPORT




STUDENT SUCCESS
Dave Belman
Dean of Student Success
Irma Gregory
Administrative Assistant III
Jorge Cea
Academic/Student Services Manager – Outreach
Nicole Almassey
Assessment Center Coordinator
Reginald Turner
Program Coordinator – Welcome Center
Elizabeth Ramirez
Program Coordinator – H.S. & Community Outreach
Robert Delgado
Program Coordinator – Outreach & Communications
Ninnette Alfaro
Program Assistant – Welcome Ctr. (.50FTE) / Assessment (.50FTE)
Teresea Archaga
Program Manager – Student Life & Int'l Student Programs
(Vacant)
Program Coordinator, Senior – Student Life
Rachel Anicetti
Academic/Student Services Manager – Transfer & Career Services
Sandra Parsons
Program Coordinator, Sr. – Transfer Prog. & Svcs.
Cynthia Perez-Nicholas
Program Coordinator – Career Services
Edward Beanes
Program Coordinator – Career Exploration
(Vacant)
Program Coordinator – Employment & Transfer Services
Kelly Green
Program Coordinator, Senior – H.S Pathways
Maureen Willhoite
Administrative Asst. III – Honors (.50FTE)
Jamila Stewart
Program Coordinator – Umoja
Learning Community Programs
Jennifer Saito *
Director – Honors Program
Stacey Miller◊ &
Trinidad Zavala†
Co-Coordinators – Puente Program
Sandra Parsons✓
David Reyes†
Co-Coordinators – Transfer Academy
*FTE counted under Math Department
◊FTE counted under English Department
†FTE counted under Counseling
✓FTE counted under Transfer & Career Svcs.

BUSINESS & ADMINISTRATIVE SERVICES




BUILDING & GROUNDS
Russ Holt
Director of Maintenance & Operations
(Vacant)
Administrative Asst. I (.50FTE)
Frank Ichigaya
Custodial Manager
Spring Tiscareno
Lead Custodian
Anterious Ellis
Custodian II
Clinton Calvin
Custodian II
Evelin Cervantes
Custodian II
Reynaldo Flores Zelaya
Custodian II
Edward Mathis
Custodian II
Richard Walker
Custodian II
(Vacant)
Custodian II
Sonny Tran
Custodian II
(Vacant)
Custodian II
(Vacant)
Custodian II
(Vacant)
Custodian II
Melissa Holiday
Custodian II (Days)
Glenn Sobolik
Lead Maintenance Mechanic
Anthony Olgin
Campus Facilities Assistant
George Nelson
Maintenance Mechanic
Michael Smith
Lead Grounds Worker
Tony Macias
Building Maintenance Worker
Glen Biggs
Grounds Worker II
Michael Bransford
Sr. Equipment Maintenance Worker
Ray Kendall
Grounds Worker II
Yvette Simmons
Grounds Worker II
John Tiscareno
Equipment Maintenance Worker
John Snelling
Grounds Worker II
Andre White
Grounds Worker II
Roberto Quezon
Inventory & Receiving Clerk

D1. Functional Map

As it pertains to accreditation standards, the operational responsibilities and functions of the Colleges and the District Office are delineated in the *Functional Map*. The document reflects accurately the roles and responsibilities of the Colleges and the District office and is followed in practice. The functional map is reviewed and updated utilizing the District's Governance process. Most recently the Functional Map was reviewed, analyzed for effectiveness, and updated by the Chancellor's Cabinet and the District Governance Council in spring 2019 and approved by the Governing Board at their November 13, 2019 meeting.*(INT-24, INT-12, INT-35)*

Standard I: Mission, Academic Quality & Institutional Effectiveness, and Integrity		
	College	District
I.A: Mission		
I.A.1	P	S
I.A.2	P	S
I.A.3	P	S
I.A.4	P	S
I.B: Assuring Academic Quality & Institutional Effectiveness		
I.B.1	P	S
I.B.2	P	S
I.B.3	P	S
I.B.4	P	S
I.B.5	P	S
I.B.6	Deleted	Deleted
I.B.7	P	S
I.B.8	P	S
I.B.9	P	S
I.C: Institutional Integrity		
I.C.1	P	S
I.C.2	P	S
I.C.3	P	S
I.C.4	P	S
I.C.5	P	S
I.C.6	P	S
I.C.7	P	S
I.C.8	P	S
I.C.9	P	S
I.C.10	P	S
I.C.11	P	S
I.C.12	P	S
I.C.13	P	S
I.C.14	P	S

Standard II: Student Learning Programs & Support Services		
	College	District
II.A: Instructional Programs		
II.A.1	P	S
II.A.2	P	S
II.A.3	P	S
II.A.4	P	S
II.A.5	P	S
II.A.6	P	S
II.A.7	P	S
II.A.8	P	S
II.A.9	P	S
II.A.10	P	S
II.A.11	P	S
II.A.12	P	S
II.A.13	P	S
II.A.14	P	S
II.A.15	P	S
II.A.16	P	S
II.B: Library & Learning Support Services		
II.B.1	P	S
II.B.2	P	S
II.B.3	P	S
II.B.4	P	S
II.C: Student Support Services		
II.C.1	P	S
II.C.2	P	S
II.C.3	P	S
II.C.4	P	S
II.C.5	P	S
II.C.6	P	S

II.C.7	P	S
II.C.8	P	S

Standard III: Resources		
	College	District
III.A: Human Resources		
III.A.1	SH	SH
III.A.2	P	S
III.A.3	SH	SH
III.A.4	SH	SH
III.A.5	SH	SH
III.A.6	P	S
III.A.7	P	S
III.A.8	P	S
III.A.9	SH	SH
III.A.10	P	S
III.A.11	S	P
III.A.12	SH	SH
III.A.13	S	P
III.A.14	SH	SH
III.A.15	P	S
III.B: Physical Resources		
III.B.1	SH	SH
III.B.2	SH	SH
III.B.3	P	S
III.B.4	S	P
III.C: Technology Resources		
III.C.1	S	P
III.C.2	P	S
III.C.3	S	P
III.C.4	P	S
III.C.5	P	S
III.D: Financial Resources		
III.D.1	SH	SH
III.D.2	SH	SH
III.D.3	SH	SH
III.D.4	P	S
III.D.5	S	P
III.D.6	S	P
III.D.7	S	P
III.D.8	S	P
III.D.9	S	P
III.D.10	S	P
III.D.11	S	P
III.D.12	S	P
III.D.13	S	P
III.D.14	S	P
III.D.15	S	P
III.D.16	S	P

Standard IV: Decision Making and CEO		
	College	District
IV.A: Decision-Making Roles & Processes		
IV.A.1	P	S
IV.A.2	SH	SH
IV.A.3	SH	SH
IV.A.4	P	S
IV.A.5	SH	SH
IV.A.6	SH	SH
IV.A.7	SH	SH
IV.B: Chief Executive Officer		
IV.B.1	P	S
IV.B.2	P	S
IV.B.3	P	S
IV.B.4	P	S
IV.B.5	SH	SH
IV.B.6	P	S
IV.C: Governing Board		
IV.C.1	S	P
IV.C.2	S	P
IV.C.3	S	P
IV.C.4	S	P
IV.C.5	S	P
IV.C.6	S	P
IV.C.7	S	P
IV.C.8	S	P
IV.C.9	S	P
IV.C.10	S	P
IV.C.11	S	P
IV.C.12	S	P
IV.C.13	S	P
IV.D: Multi-College Districts		
IV.D.1	S	P
IV.D.2	S	P
IV.D.3	S	P
IV.D.4	S	P
IV.D.5	S	P
IV.D.6	S	P
IV.D.7	S	P

P – Primary Responsibility
S – Secondary Responsibility
SH – Shared Responsibility
N/A – Responsibility Not Applicable

Introduction Evidence

INT-1	LMC Accreditation External Scan
INT-2	CCCCD Census Headcount 2018FA-19FA_09Sep2019
INT-3	LMC Campus Maps Website
INT-4	LMC Brentwood Center Website
INT-5	Construction at LMC Website
INT-6	LMC Fall 2018 Section Count on Census Date
INT-7	LMC Schedule of Classes Fall 2018
INT-8	LMC Schedule of Classes Spring 2020
INT-9	LMC College Catalog 2019-2020
INT-10	LMC 2019-2020 College Catalog Pgs. 61-63_Program & Degree Info
INT-11	CCCCO-LMC Faculty & Staff Demographics Fall 2018
INT-12	LMC Organizational Chart-July 2020
INT-13	LMC Accreditation Internal Data
INT-14	EDD-Contra Costa County Labor Market Info
INT-15	About LMC Webpage
INT-16	LMC Accreditation Data Internal Achievement
INT-17	LMC Transfer Volume-Tableau Screenshot
INT-18	LMC IEPI Goal Setting June 2015-Page 2
INT-19	Institution Set Standard-Annual Report Data 27Feb2020
INT-20	VfS Goals Presentation-March 2019
INT-21	Institutional Effectiveness-VfS Webpage
INT-22	Institution-Set Standard Course Success Goal Setting 2019-20
INT-23	Institution-Set Standard Degree & Certificate Goal Setting 2019-20
INT-24	CCCCD District & College Functional Map
INT-25	ISER Editing Team Schedule-21Aug2019
INT-26	ISER-EMP 2020 Schedule
INT-27	Accreditation 2020 Website-Presentations
INT-28	ASC Minutes-13Feb2020
INT-29	PC-ALO Meeting Notes-10Feb2020
INT-30	Academic Senate Agenda-27Apr2020
INT-31	Classified Senate Agenda-11May2020
INT-32	LMCAS Agenda-04May2020
INT-33	SGC Agenda-13May2020-Item 7
INT-34	Instructional Areas Listing Fall 2020
INT-35	CCCCD Board Meeting Minutes-13Nov2019 Pg 6-18C

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

Los Medanos College is authorized to operate as a post-secondary educational institution and to award degrees by all appropriate governmental organizations and agencies, as required by each of the jurisdictions and regions in which the institution operates. The 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 and the U.S. Department of Education. LMC 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 also on the website. *(ER1-1, ER1-2, ER1-3, ER1-4)*

Eligibility Requirement 2: Operational Status

Los Medanos College is operational, with 9,718 students in 945 class sections actively pursuing degrees, certificates, and/or transfer. The College operates from the Pittsburg Campus, the Brentwood Center, off-site academies, and through distance education. The College offers classes in the fall, spring, and summer terms. *(INT-13, INT-8)*

Eligibility Requirement 3: Degrees

Los Medanos College offers 47 Associate Degree programs (including 24 AA/AS Degrees and 23 degrees for transfer), 29 Certificates of Achievement, and 44 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 2019-2020 College Catalog. Evidence of the College's degree offerings is available in Standards I.A.1, I.C.2, I.C.4, II.A.1, II.A.9, II.A.12, and II.A.13. *(ER3-1, ER3-2, ER3-3, ER3-4)*

Eligibility Requirement 4: Chief Executive Officer

In July 2012, Dr. Bob Kratochvil was appointed by the Governing Board of Contra Costa Community College District to serve as President of Los Medanos College. As stipulated by District Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making") and "Rules and Regulations of the Governing Board," the 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, as indicated in Standard IV.B. Neither the College President nor the District Chancellor serves as chair of the Governing Board. Los Medanos College immediately informs the Commission when there is a change to the institutional chief executive officer of the institution. *(ER4-1, ER4-2, ER4-3)*

Eligibility Requirement 5: Financial Accountability

Los Medanos College is audited on an annual basis by an independent audit firm, as outlined by Contra Costa Community College District Board Policy 5007 ("External Audit of District Funds"). The firm is selected through the evaluation of 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. As described in III.D.5, the College finances, along with those controlled at the District office, undergo additional layers of accountability, further ensuring the financial stability of the College and the District. Included within the District's annual external audit is an independent auditor's report on compliance for each major federal program and a report on the internal controls over compliance within those programs. The testing done on the federal awards always includes Title IV testing as it qualifies as a major federal program. There have been no material weaknesses or significant deficiencies reported on for several years and the District qualifies as a low risk auditee. *(ER5-1, ER5-2, ER5-3, ER5-4, ER5-5, ER5-6, ER5-7, ER5-8, ER5-9, ER5-10, ER5-11, ER5-12)*

Eligibility Requirements Evidence

ER1-1	LMC ACCJC Follow-up Report Certification Letter-Feb2016
ER1-2	LMC ACCJC Accreditation Reaffirmation Letter-Feb 2015
ER1-3	LMC 2019-20 College Catalog-Approval Statement
ER1-4	Los Medanos ADT Certification Form
INT-13	LMC Accreditation Internal Data
INT-8	LMC Schedule of Classes Spring 2020
ER3-1	LMC 2019-20 College Catalog-Course Descriptions
ER3-2	LMC 2019-20 College Catalog-Degree Pathways & Requirements
ER3-3	LMC 2019-20 College Catalog-GE Courses & Requirements
ER3-4	LMC 2019-20 College Catalog-Programs of Study
ER4-1	CCCCD-LMC President Contract Addendum
ER4-2	College President Biography-BKratochvil
ER4-3	LMC College President Contract-BKratochvil
ER5-1	CCCCD Business Procedure 18.01
ER5-2	CCCCD Business Procedure 18.02
ER5-3	CCCCD Business Procedure 18.06
ER5-4	CCCCD 2016-17 Adopted Budget
ER5-5	CCCCD 2019-20 Adoption Budget
ER5-6	CCCCD Annual Financial Audit 2016-17
ER5-7	CCCCD Annual Financial Audit 2018-19
ER5-8	CCCCD Financial Statements 2019
ER5-9	CCCCD Measure A and E 2014 Audits 2018-19
ER5-10	CDR History Page
ER5-11	LMC Financial Aid PR Year 3 Update Report
ER5-12	USDE School Default Rates

F. Certification of Continued Institutional Compliance with Commission Policies

Los Medanos College certifies that it continues to be in compliance with the federal regulations noted below, as well as Commission Policies on: Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

Los Medanos College not only sought third-party comments, but also advertised the site team visit through a variety of modalities, including college-, district- and community-wide meetings and forums. The College also solicited feedback via e-mail communications and its website. *(INT-27, CP1-1, CP1-2, CP1-3)*

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

As indicated in I.B, Los Medanos College has defined student achievement both institutionally and programmatically. Such definitions have not only culminated in the College's institution-set standards, as noted in I.B.3, but also in workforce markers, including job preparedness and placement, which are highlighted in II.A.14. These performance markers undergo regular evaluation and reporting during the College's program review, Strategic Plan, Educational Master Plan, and other assessment processes. *(INT-2, INT-18, INT-21, INT-22, INT-23, INT-19, INT-13, INT-17)*

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Los Medanos College calculates credit hours in a manner consistent with the aforementioned California Code of Regulations, Title 5 sections, and the California Community Colleges Chancellor's Office *Program and Course Approval Handbook*, as noted in II.A.9. For clock-to-credit conversions, the College adheres to the formula for the clinical components of the Registered Nursing and Vocational Nursing courses, as required under the provisions 34 Code of Federal Regulations part 600.2. Similarly, course scheduling is conducted in such a way that it allows students to complete degrees within the range of good practice in higher education, as described in II.A.6. These practices are evaluated regularly as part of the College's program review cycle. Tuition is the same for all programs. *(CP3-1, CP3-2, CP3-3, CP3-4, ER3-2, CP3-5, CP3-6, CP3-7, CP3-8, CP3-9, CP3-10)*

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

As outlined in II.A.10, Los Medanos College publishes transfer-of-credit policies and procedures in its Catalog and on the College website. *(CP4-1, CP4-2, CP4-3)*

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Los Medanos College validates distance education coursework for consistency with the Online Educational Initiative and U.S. Department of Education definitions, as detailed with evidence in Standard II.A.3. Such validation is charged to the Curriculum Committee, a shared governance group that reviews online supplements to ensure that both substantive interaction with the instructor and online activities are included in the course outlines of record. The College verifies the identity of students and protects student information, as discussed in Standard II.C.8. *(CP5-1, CP5-2, CP5-3, CP5-4, CP5-5, CP5-6, CP5-7, CP5-8, CP5-9, CP5-10, CP5-11, CP5-12, CP5-13, CP5-14, CP5-15, CP5-16, CP5-17, CP5-18, CP5-19, CP5-20, CP5-21, CP5-22)*

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

Los Medanos College publishes clear policies and procedures for handling student complaints. Student complaint records are retained by the College and demonstrate accurate implementation of the complaint policies and procedures. LMC demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints against Institutions. *(CP6-1, CP6-2, CP1-2, CP6-3)*

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

The College provides accurate and up-to-date information to current students, prospective students, and the public at-large through its website and the catalog, as indicated in II.C.1. *(INT-15, INT-9, CP1-2, CP7-1)*

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College provides evidence of compliance with the U.S. Department of Education (USDE) Title IV regulations, including the findings from any audits. The College responds to issues raised comprehensively and in a timely manner, as discussed in III.D.7. Contra Costa Community College District reports audit results annually and presents regularly at meetings of the District Governing Board. The institutional student loan default rate is within the USDE acceptable range and has been in decline because of policy changes and the restructuring of student financial aid offices at the College. All contractual relationships regarding student

support services, library, tutoring, and other areas align with the Standards, as noted in II.B.4 and III.C.5. The College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. *(CP8-1, CP8-2, CP8-3)*

Commission Policies Evidence	
INT-27	Accreditation 2020 Website-Presentations
CP1-1	LMC Accreditation 2020 Website
CP1-2	LMC Accreditation Home Webpage
CP1-3	ASC Minutes-14Nov2019
INT-2	CCCCD Census Headcount 2018FA-2019FA_09Sep2019
INT-21	Institutional Effectiveness-VfS Webpage
INT-18	LMC IEPI Goal Setting June 2015-Page 2
INT-22	Institution-Set Standard Course Goal Setting
INT-23	Institution-Set Standard Degree & Certificate Goal Setting
INT-19	Institution Set Standard-Annual Report 2020 Data 27Feb2020
INT-13	LMC Accreditation Internal Data
INT-17	LMC Transfer Volume-Tableau Screenshot
CP3-1	LMC Admissions & Records-Tuition Fees Webpage
CP3-2	CCCCD Curriculum & Instruction Procedure 4004
CP3-3	CCCCO Hours and Units Calculations-Credit
CP3-4	LMC Class Hours Calculations
ER3-2	LMC 2019-20 College Catalog-Degree Pathways & Requirements
CP3-5	LMC 2019-20 College Catalog-Tuition
CP3-6	LMC 2019-20 College Catalog Pg. 151-EMS Lab Fees
CP3-7	LMC 2019-20 College Catalog Pg. 19-Credit by Exam
CP3-8	LMC 2019-20 College Catalog Pg. 54-CSU Requirements
CP3-9	LMC 2019-20 College Catalog Pg. 55-IGETC Standards
CP3-10	LMC 2019-20 College Catalog Pg. 63-Associates Degree Info
CP4-1	LMC Evaluation of Transcripts Webpage
CP4-2	LMC 2019-20 College Catalog Pg. 19-Transfer Credit
CP4-3	Welcome to LMC-New Enrollment Webpage
CP5-1	Academic Senate Resolution to Join OEI-25Feb2019
CP5-2	Academic Senate-DE Position Paper-21Apr2020
CP5-3	CVC-OEI Course Design Rubric-14Feb2019
CP5-4	@ONE Principles for Quality Online Teaching
CP5-5	DE PP Equity Rubric Sample-Peralta Sep2018
CP5-6	Zoom and DE Web Trainings Email-18Mar2020
CP5-7	Assuring the Quality of Distance Education at LMC
CP5-8	LMC Website Homepage-Online Resources
CP5-9	LMC Online Resources Website-Students
CP5-10	LMC Online Resources Website-Faculty
CP5-11	LMC Online Resources Website-All Employees
CP5-12	Board Policy Report-Student Authentication 10Oct2013
CP5-13	CCCCD Board Policy 4014
CP5-14	CCCCD Distance Education Strategic Plan 2017-22

CP5-15	CCCCD Curriculum & Instruction Procedure 4008
CP5-16	Final DDEC Guidelines for Remote Delivery of Instruction
CP5-17	LMC-ACCJC Emergency Distance Education Addendum
CP5-18	LMC Substantive Change Proposal-Distance Education
CP5-19	LMC COOR Online Supplement Form
CP5-20	Sample Fully Online Supplement-BUS 035B May 2018
CP5-21	Distance Education Regular and Effective Contact Policy
CP5-22	Your Guide from DDEC-Scenarios for Remote Instruction
CP6-1	CCCCD Curriculum & Instruction Procedure 4005
CP6-2	LMC 2019-20 College Catalog-Student Complaint Procedures
CP1-2	LMC Accreditation Home Webpage
CP6-3	CCCCD Student Services Procedure 3027-Student Code of Conduct
INT-15	About LMC Webpage
INT-9	LMC College Catalog 2019-2020
CP1-2	LMC Accreditation Home Webpage
CP7-1	LMC Website-Home Screen
CP8-1	CCCCD Board Policy 9.40-Contract for Personal Services
CP8-2	CCCCD Board Policy 9.42-Contract for Professional Services
CP8-3	CCCCD Annual Financial Report 2018-2019

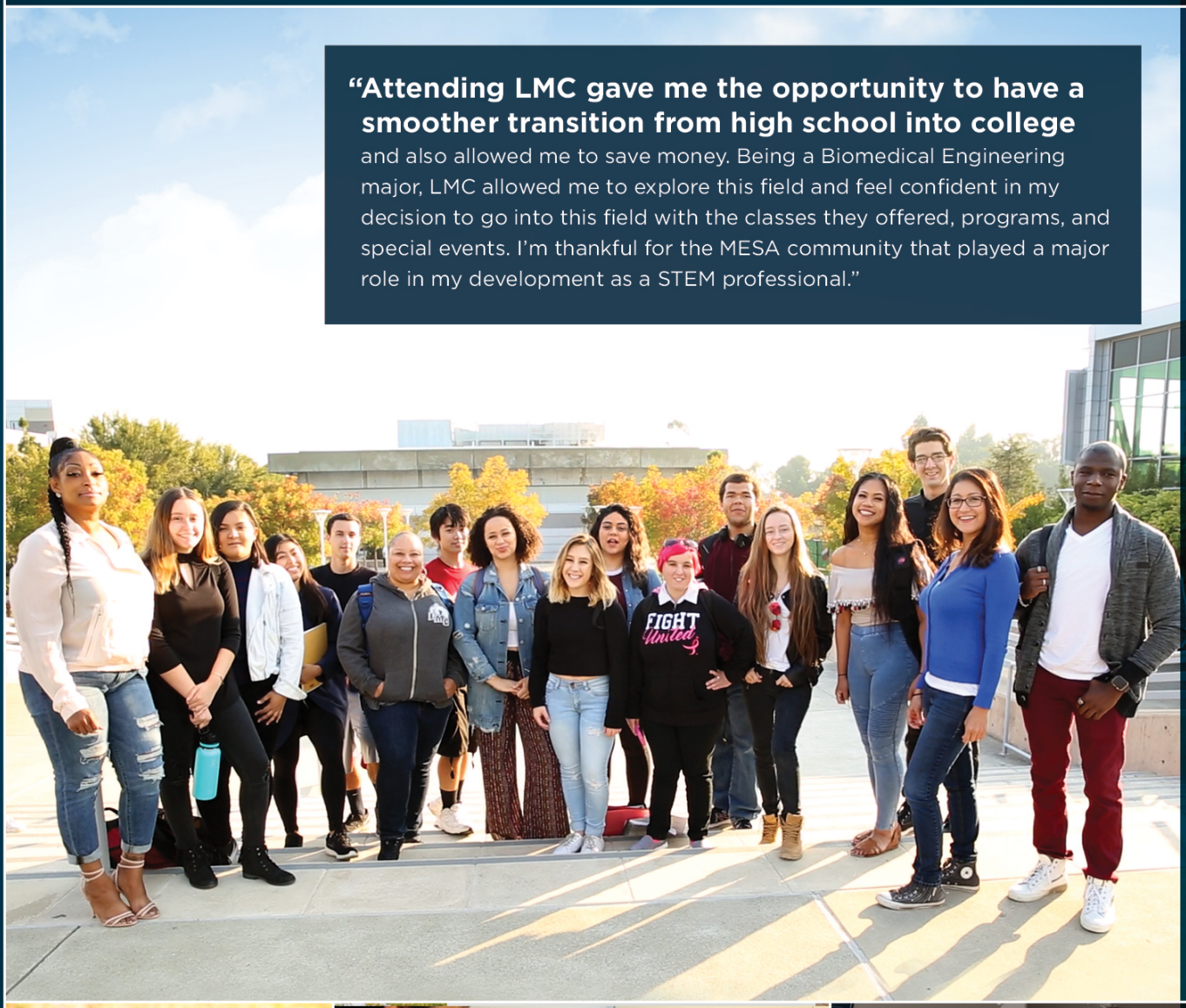
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A. Mission

I.B. Assuring Academic Quality and Institutional Effectiveness
- Academic Quality
- Institutional Effectiveness ★

I.C. Institutional Integrity

“Attending LMC gave me the opportunity to have a smoother transition from high school into college and also allowed me to save money. Being a Biomedical Engineering major, LMC allowed me to explore this field and feel confident in my decision to go into this field with the classes they offered, programs, and special events. I’m thankful for the MESA community that played a major role in my development as a STEM professional.”



G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution exemplifies integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

I.A.1. Evidence of Meeting the Standard

As described by its mission, Los Medanos College is committed to student learning and achievement, while also acknowledging the changing and diverse population it serves. The mission is appropriate to an institution of higher learning and highlights the College's broad educational purpose of creating quality educational opportunities for students who can build abilities and competencies as lifelong learners. LMC's commitment to student learning and success is demonstrated in its robust learning communities, extensive student support services, and various course offerings — all of which are fostered and improved through the College's assessment processes, as described in I.B.2. In total, the College's commitment of resources and design of policies and procedures to support its purpose are indicated in the mission statement. *(I.A.1-1, I.A.1-2, I.A.1-3, I.A.1-4, I.A.1-5, I.A.1-6, I.A.1-7, I.A.1-8, INT-15, I.A.1-9, I.A.1-10, I.A.1-11)*

I.A.1. Analysis and Evaluation

Los Medanos College's mission describes its broad educational purposes, its intended student population, the types of degrees and certificates it offers, and its commitment to student learning and student achievement. *(I.A.1-3, I.A.1-4, I.A.1-11)*

I.A.1. Evidence

I.A.1-1 CCCCD Board Policy 1012
I.A.1-2 GB Approval-LMC Mission 26Jun2013
I.A.1-3 SGC Meeting 23Oct2019-Item 4a
I.A.1-4 LMC Mission Vision Values Webpage
I.A.1-5 LMC Class Schedule SP2020-Pg 1
I.A.1-6 LMC 2019-2020 College Catalog-Pg 8

I.A.1-7	LMC Student Services Directory Webpage
I.A.1-8	LMC Learning Communities Webpage
INT-15	About LMC Webpage
I.A.1-9	SGC Position Paper-May 2015
I.A.1-10	Curriculum Committee Position Paper
I.A.1-11	GE Position Paper
I.A.1-12	LMCF 2018-19 Mini-Grant Application Email-Dec2018
I.A.1-13	LMC Planning Calendar 2014-2020 30Oct2018

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

I.A.2. Evidence of Meeting the Standard

Quantitative and qualitative data are used to assess not only how closely institutional efforts are aligned with the mission, but also how effectively institutional priorities meet the educational needs of students.

The College's program review cycle, outlined in I.B.2, is heavily informed by quantitative data derived from sources such as SQL, Tableau (data dashboard) and Student Success Metrics. The College also utilizes student input from the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) to identify student needs and areas of improvement in student engagement to inform support programs and services. Once completed and analyzed, these assessments then direct the College's priorities. *(I.A.2-1, I.A.2-2, I.A.2-3, I.A.2-4, I.A.2-5, I.A.2-6)*

The College also surveys employees every three years to evaluate its overall effectiveness. Developed by the Planning Committee, the Employee Engagement Survey focuses broadly on topics ranging from the College's mission statement to assessment processes and procedures. *(I.A.2-7, I.A.2-8, I.A.2-9)*

In order to ensure the educational needs of students are met, the College's mission drives the Educational Master Plan, which in turn directs program review for all programs and services. This process ensures that the priorities of the College's programs and services are aligned closely with those of its mission. *(I.A.2-10, I.A.2-11, I.A.2-12, I.A.2-13, I.A.2-14, I.A.2-15)*

I.A.2. Analysis and Evaluation

Los Medanos College has placed great emphasis on aligning its assessment process —including program review, student learning outcomes, and evaluation of College plans and processes — with its stated mission. This has largely been accomplished by constituency groups and programs engaged in program review, student learning outcome assessment, and shared governance. Such engagement occurs not only in the mapping of program goals to those of the institution, but also in the use of data to evaluate the educational needs of students. (*I.A.2-16, I.A.2-17, I.A.2-18, I.A.2-19, I.A.2-20)*

I.A.2. Evidence

I.A.2-1	SQL Report Sample-Speech
I.A.2-2	Tableau-Data Dashboard Instructions
I.A.2-3	LMC Student Success Scorecard
I.A.2-4	CCSSE Survey Executive Summary Spring 2019
I.A.2-5	SENSE Survey Executive Summary Fall 2018
I.A.2-6	Planning Committee Minutes-11Apr2019
I.A.2-7	LMC Employee Satisfaction Survey Results 2014
I.A.2-8	LMC Employee Engagement Survey Results 2018

I.A.2-9	Planning Committee Minutes 01Nov2018-Item 7
I.A.2-10	LMC Educational Master Plan 2006-2016
I.A.2-11	LMC EMP 2006-2016 Evaluation Report
I.A.2-12	LMC Strategic Plan 2014-2019
I.A.2-13	Strategic Plan 2014-2019 Evaluation Report
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.A.2-18	PSLO Assessment 2016-2017 Sharepoint
I.A.2-19	Comprehensive PR 2017-18 College Goal Report
I.A.2-20	Planning Committee Meeting 03May2018-Item 7

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

I.A.3. Evidence of Meeting the Standard

The College's mission statement informs institutional goals and decisions about student learning and achievement, guides planning efforts, and helps determine resource allocation. To ensure that its mission and other strategic directions are well executed, Los Medanos College has aligned its assessment processes, such as its course- and program-level student learning outcomes assessment, with program review and institutional planning.

In addition, as noted in I.B.4-5, the "Comprehensive Program Review 2017-18" prompted departments and units to align program goals with the College's mission, vision and values. During this process, all goals and objectives were aligned with the *Strategic Plan 2014-2019: An Educational Master Plan for LMC* (SPEMP), a document that directly supports the College mission, vision, and values. Similarly, the College's resource allocation process (RAP), which is detailed in III.D.1, is aligned with program review – thus ensuring that the goals and resource requests adhere to those of the College's SPEMP. The "Program Review Year Three Update 2019-2020" required departments and units to establish its action steps for each of its program goals. *(I.A.2-14, I.A.2-15, I.A.2-16, I.A.2-17, I.A.3-1, I.A.3-2, I.A.2-11, I.A.2-12)*

Ultimately, as described in IV.B.3 and IV.B.5, the College President ensures that programs and services are aligned with the mission. To this end, the President chairs the Shared Governance Council (SGC), a constituency-based governance group tasked with developing and approving resource and budgetary processes in collaboration with the Vice President of Business & Administrative Services, as well as with reviewing the mission statement, which is described in I.A.4. *(I.A.3-3, I.A.3-4, I.A.3-5, I.A.3-6)*

I.A.3. Analysis and Evaluation

Los Medanos College has made notable strides to align its programs and services with its mission. The College is committed to further organizing its constituency groups around its collective goals and values. At present, this commitment is shown in these three distinct initiatives:

1. Revision of the mission statement to more accurately reflect these goals and values *(I.A.2-11, I.A.2-12)*
2. Developing and drafting of the *Educational Master Plan 2020-2025,* the chief guiding document for College planning *(I.A.3-7)*
3. Revising and updating program goals as a part of its five-year program review cycle, a process to which resource allocation is connected *(I.A.1-13, I.A.2-14, I.A.2-15)*

I.A.3. Evidence

I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.A.3-1	Journalism Comprehensive PR 2017-18
I.A.3-2	EOPS Comprehensive PR 2017-18
I.A.2-11	LMC EMP 2006-2016 Evaluation Report
I.A.2-12	LMC Strategic Plan 2014-2019
I.A.3-3	Shared Governance Council Website
I.A.3-4	SGC Minutes 09Oct2019-Item 6
I.A.3-5	Planning Committee Website
I.A.3-6	Planning Committee 2019-2020 Meetings One Drive
I.A.3-7	LMC EMP 2020-2025 Website-Draft Plan
I.A.1-13	LMC Planning Calendar 2014-2020 30Oct2018

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

I.A.4. Evidence of Meeting the Standard

LMC's mission statement is published in both print and electronic formats, including in the Catalog, in the schedule of classes, and on the website. It is also published in the College's *Strategic Plan 2014-2019* and *Educational Master Plan 2006-2016,* and will be included in the *Educational Master Plan 2020-2025* currently in development. *(I.A.1-6, I.A.1-4, INT-9, INT-8, I.A.3-7, I.A.2-12, I.A.2-10)*

Los Medanos College ensures that any revisions to the mission statement occur through the shared governance structure, with institutional dialogue and input from all College constituency groups. This last occurred in June 2013, College completed a review and reaffirmation of the existing mission. After local approval from LMC's Shared Governance Council (SGC) and Senates, reaffirmation of the mission statement was approved by the District Governing Board. Since then, SGC has reviewed the College mission annually. In spring and fall 2019, SGC conducted another mission review process: broad input was gathered via a college-wide survey and College Assembly sessions; and through analysis of the feedback, survey responses, and themes, SGC developed draft mission statements for vetting by the constituency groups. It is expected that the review process will conclude in fall 2020, with SGC's final endorsement of the revised mission and subsequent approval by the Governing Board. *(I.A.4-1, I.A.1-2, I.A.4-2, I.A.4-3, I.A.4-4, I.A.4-5, I.A.4-6)*

I.A.4. Analysis and Evaluation

Los Medanos College not only broadly publishes its mission across various publications and formats, but it also broadly reviews and updates its mission via a comprehensive review process that engages all constituency groups on campus. (*I.A.4-1, I.A.1-2, I.A.4-2, I.A.4-3, I.A.4-4, I.A.4-5, I.A.4-6)*

I.A.4. Evidence

I.A.1-6	LMC 2019-2020 College Catalog-Pg. 8
I.A.1-4	LMC Mission, Vision, and Values Webpage
INT-9	LMC College Catalog 2019-2020
INT-8	LMC Schedule of Classes Spring 2020
I.A.3-7	LMC EMP 2020-2025 Website-Draft Plan
I.A.2-12	LMC Strategic Plan 2014-2019
I.A.2-10	LMC Educational Master Plan 2006-2016
I.A.4-1	SGC Minutes 08May2013-Item 3a
I.A.1-2	GB Approval-LMC Mission 26Jun2013
I.A.4-2	LMC Mission EMP Timeline-13Sep2019
I.A.4-3	College Opening Day Spring 2020—Mission Presentation
I.A.4-4	College Assembly 02Mar2020-Mission Presentation
I.A.4-5	SGC Agenda 13May2020-Item 4
I.A.4-6	CCCCD Board Agenda 24Jun2020-ISER Approval

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

I.B.1. Evidence of Meeting the Standard

Los Medanos College has a deeply rooted culture of dialogue that is embedded within its formal structure, which is described in IV.A.5. Whether in its committee structure, program review process, or Educational Master Plan, the College's formal structure is intentionally designed to ensure conversations about of student learning and achievement are both ongoing and substantive.

The Shared Governance Council initiates the College's efforts related to academic quality by charging the Planning Committee to take the lead in establishing short term and long term college-wide goals for the College via deliberate and extensive process, such as those used to develop the *Strategic Plan 2014-2019* and the *Educational Master Plan 2020-2025*. The program review process contributes to collegial dialogue on improving student achievement, equity-focused practices, institutional effectiveness, and student learning. The Teaching and Learning Committee (TLC) and Professional Development Advisory Committee (PDAC) lead campus efforts to ensure that learning opportunities and instructional practices and environments align with the Educational Master Plan and/or Strategic Plan goals. The Student Services Learning Support Outcomes Committee informs efforts in student services to the same end. *(I.B.1-1, I.A.2-12, I.A.2-11, I.B.1-2, I.B.1-3, I.B.1-4, I.B.1-5, I.A.2-15, I.B.1-6, I.B.1-7)*

More specifically, TLC engages in substantive dialogue about learning outcomes and promotes instructional pedagogies. As detailed in II.C.2, the Student Services Learning Support Outcomes Committee engages in similar dialogue and places emphasis on student support services. In all, the formal structure under which these committees operate prioritizes substantive discourse surrounding student learning and achievement. *(I.B.1-8, I.B.1-9, I.B.1-10)*

The work of these committees then guides LMC's larger professional development efforts, as described in III.A.14. In particular, many College Assemblies, "Focused Flex" professional development workshops, and trainings hosted by the Office Equity & Inclusion have been dedicated to discussions of student outcomes, equity, and academic quality. *(I.B.1-5, I.B.1-11, I.B.1-12, I.B.1-7)*

I.B.1. Analysis and Evaluation

Los Medanos College utilizes an intentional approach to ensure that its faculty, classified professionals, and administrators are engaged in sustained and substantive conversations about outcomes, equity, academic quality, and overall institutional effectiveness. The extent of this effort is reflected in the larger organizational structure, especially as it relates to the College's

committees. Ultimately, LMC's emphasis on creating and sustaining a formal structure of dialogue flows through all areas of the institution.

I.B.1. Evidence

I.B.1-1	Planning Process College Assembly 18Oct2017
I.A.2-12	LMC Strategic Plan 2014-2019
I.A.2-11	LMC EMP 2006-2016 Evaluation Report
I.B.1-2	Educational Master Plan 2020-2025 Website
I.B.1-3	Strategic Plan 2014-2019 Website
I.B.1-4	TLC Website
I.B.1-5	PDAC Website
I.A.2-15	Comprehensive PR 2017-2018 Reports Webpage
I.B.1-6	Comprehensive PR 2017-18 Evaluation Report
I.B.1-7	Program Review College Assembly-01Oct2018
I.B.1-8	TLC Final Report 2018
I.B.1-9	Spring 2019 InStep Newsletter Pg. 3 EOPS SLOs
I.B.1-10	Spring 2018 InStep Newsletter Pg. 5 IMPACT SLOs
I.B.1-11	Office of Equity and Inclusion Website
I.B.1-12	EMP Closing the Loop College Assembly

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

I.B.2. Evidence of Meeting the Standard

By way of *District Board Policy 1012* and *Administrative Procedure 1012.01* (both titled "Institutional Effectiveness: Planning, Assessment and Continuous Improvement"), Los Medanos College defines and regularly assesses student learning outcomes for all instructional programs and student and learning support services (including assessment cycle, established process and procedure, and review process). *(I.A.1-1, I.B.2-1)*

The College's assessment model, outlined in *Student Learning Outcomes: A New Model of Assessment*, is a five-year cycle that integrates assessment, course outline revision, program review and planning, professional development, and the Resource Allocation Process (RAP) *(I.B.2-2)*:

- Courses are placed into four cohorts for assessment and course outline revision. *(I.B.2-3, I.B.2-4)*
- All course-level student learning outcomes (CSLOs) in all active courses are assessed once in each five-year assessment cycle. The process and schedules are outlined on the CSLOs tracking document (Assessment Share Point). *(I.B.2-3)*
- Program-level student learning outcomes (PSLOs) in all active instructional programs are assessed in year five of the cycle. *(I.A.2-18)*
- Student Services Learning Support Outcomes (SSLSOs) are assessed on an annual basis. SSLSOs may include student learning outcomes (SLOs), service area outcomes, and/or employee learning outcomes. (See II.C.2 for details). *(I.B.2-5, I.B.2-6, I.B.2-7, I.B.2-8)*
- General Education (GE) SLOs are assessed in one or more years of assessment at the institutional level, as determined by the GE Committee. *(I.B.2-9, I.A.1-11)*
- CSLOs, GE SLOs, PSLOs, assessment results, dialogue, and improvement plans are documented in program review and planning reports, and posted on the College intranet and website. *(I.B.2-3, I.A.2-18, I.B.2-9, I.B.2-10, I.B.2-11, I.B.2-12, INT-9, I.B.2-13, I.B.2-14, I.B.2-15)*
- This assessment process informs the writing of new program objectives through the program review process, including requests for professional development and resources. *(I.B.2-10, I.A.2-16, I.B.2-16, I.B.2-17, I.B.2-18, I.B.2-19, I.B.2-20, I.B.2-21)*
- The Teaching and Learning Committee (TLC) and CSLO/PSLO Coordinators provide support on assessment professional development. *(I.B.2-22, I.A.2-16)*

Program Review and Assessment Cycle						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Dept. Chairs/ Deans	Checking on Courses to be assessed and updated (COORS revised and sent to Curriculum Committee for Approval) each year					
Program Review	Comprehensive		Year 3 Update		Year 5 Update	Comprehensive
Assessment	CSLO	CSLO	CSLO	CSLO	PSLO	CSLO
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1
		COOR Updates for Course Assessed in Previous Year				
	5 Year Cycle					

LMC faculty, academic programs, instructional support services, learning communities, and student support services all participate fully in program review. The process features a comprehensive program review in the first year of the five-year cycle, with updates in the third and fifth years. Comprehensive program review requires the analysis of student achievement data and SLO assessment results, as documented in the program review templates. For instructional programs, the templates also require the department and program to analyze curriculum relevancy and currency, course sequencing and time to completion, and rationale for any programmatic changes. Once the program reviews are submitted, the respective dean engages in dialogue with the program/unit lead(s) and provides feedback. The deans then certify that the program review was completed. Theme reports are then extracted from all program reviews and analyzed by relevant committees, such as the Teaching and Learning Committee (TLC) or Student Services Learning Support Outcomes Committee. The committees then utilize the relevant data to inform future professional learning opportunities to improve student success. The "Program Review Year Three Update 2019-2020" required programs to: a) update their program goals from 2017-2018; b) analyze student achievement data; c) set student achievement goals (program-set standards); and d) establish action steps to meet the goals. *(I.A.2-14, I.A.2-16, I.A.2-17, I.B.2-16, I.B.2-17, I.B.2-18, I.B.2-19, I.B.2-20, I.B.2-21, I.B.2-10, I.B.2-11, I.B.2-12, I.B.2-7, I.B.2-8)*

Administrative service units also fully participate in program review and follow process similar to what is outlined above. Once the program review is submitted, President's Cabinet engages in dialogue with each program/unit lead(s) and provides feedback. *(I.B.1-6, I.B.1-7, I.B.1-1, I.A.2-16, I.A.2-17)*

I.B.2. Analysis and Evaluation

Los Medanos College clearly defines its instructional assessment cycle and provides relevant and regular support via the Teaching and Learning Committee and Student Service Learning Support Outcomes Committee. Many interventions have been established to improve and streamline the process, with instructional deans continually monitoring the CSLOs tracking document and following up with department chairs, who are expected to support faculty in the completion of the missing assessment(s). In addition, TLC and the CSLO/PSLO Assessment Coordinators

monitor completed assessments and offer similar encouragement and support for faculty engaging in assessment. *(I.B.1-1, I.B.2-2, I.B.2-12, I.A.2-16, I.B.2-16, I.B.2-22, I.B.2-8, I.B.1-4, I.B.2-3)*

I.B.2. Evidence

I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
I.B.2-2	Student Learning Outcomes: A New Model of Assessment
I.B.2-3	CSLO Cycle Two Assessment SharePoint
I.B.2-4	Instructional PR Cycle Two Course Cohort Forms
I.A.2-18	PSLO Assessment 2016-2017 Sharepoint
I.B.2-5	Student Services LSO Committee Agenda-22Nov2019
I.B.2-6	Student Services LSO Committee Minutes-22Nov2019
I.B.2-7	Student Services Guiding Principles Final Draft-24Feb2020
I.B.2-8	SS LSO Presentation-Division Meeting-08Nov2019
I.B.2-9	GE Program Assessment_SP2018
I.B.2-10	Comprehensive PR 2017-18 Assessment Theme Report
I.B.2-11	TLC Midway Report
I.B.1-8	TLC Final Report 2018
INT-9	LMC College Catalog 2019-2020
I.B.2-13	LMC 2019-2020 College Catalog Pg.59-General Education SLOs
I.B.2-14	LMC 2019-2020 College Catalog Pg. 69-ADJUS PSLOs
I.B.2-15	LMC Catalog 2019-2020 College Catalog Pg.41-Student Life PSLOs
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.B.2-16	Comprehensive PR Instructional Template
I.B.2-17	Anthropology Comprehensive Program Review
I.B.2-18	Counseling Comprehensive Program Review
I.B.2-19	Transfer Academy Comprehensive Program Review
I.B.2-20	JOURN-115 CSLO Assessment
I.B.2-21	Journalism PSLO Assessment
I.B.1-6	Comprehensive PR 2017-18 Evaluation Report
I.B.1-7	Program Review College Assembly-01Oct2018
I.B.1-1	Planning Process College Assembly 18Oct2017
I.B.2-22	SLO Symposium 2020 Presentation
I.B.1-4	TLC Website

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

I.B.3. Evidence of Meeting the Standard

The College's institution-set standards (ISS) are established as part of its Vision for Success (VfS) goals – degree, certificate, transfer, and career technical education (CTE) – which are required by the California Community College Chancellor's Office (CCCCO) and Assembly Bill 1908. Prior to the VfS mandate, Los Medanos College established mission-appropriate ISS, as outlined by the CCCCO Institutional Effectiveness Partnership Initiative in 2015-2016. These standards are ultimately discussed and approved through the shared governance structure, including the Shared Governance Council, Academic Senate, Classified Senate, and Student Senate. *(I.B.3-1, INT-21, INT-20, I.B.3-2, I.B.3-3, INT-19, I.B.3-4, I.B.3-5, I.B.3-6, I.B.3-7, I.B.3-8, I.B.3-9, I.B.3-10, I.B.3-11, I.B.3-12, I.B.3-13)*

LMC has integrated the ISS into its program review process, which is detailed in I.B.2. The *Program Review "Year Three" Template* was revised to require programs to establish program-set standards (goals) in course success rate, degrees awarded, certificates awarded, and disproportionately impacted subgroups. This process includes a review of trend metrics from the previous five years and the development of action plans to improve student achievement, if the standards are not met. If the goals are achieved, the individual program will recalibrate its standards to further improve student achievement. *(I.A.2-16, INT-22, INT-23, I.B.3-14, I.B.3-15, I.B.3-16, INT-17, INT-16)*

Instructions relevant to reporting ISS in program review are included in the program review trainings and templates. The ISS data for each program, unit, or department are reported in their respective "Program Review Year Three Update Report" and then published on the "Program Review Year Three Update Reports" website. *(I.A.2-17, I.B.3-14, I.B.3-15, I.B.3-16)*

I.B.3. Analysis and Evaluation

In pursuit of continuous improvement, Los Medanos College has not only established the process for establishing its institution-set standards, but has also integrated program-set standards into the program review process. By tying these standards to the program review cycle, the College has made great strides in ensuring that the assessment is both sustainable and substantive. (*I.B.3-17, I.B.3-18, I.B.3-19, I.B.3-20, I.B.3-21, I.B.3-22*)

I.B.3. Evidence

I.B.3-1	LMC IEPI Goals-June 2015
INT-21	Institutional Effectiveness-VfS Webpage
INT-20	VfS Goals Presentation-March 2019
I.B.3-2	Vision for Success-VfS Goal 5 Data
I.B.3-3	NOVA Local Vision Goals-25Apr2019
INT-19	Institution-Set Standard Annual Report 2020 Data_27Feb2020
I.B.3-4	SGC Meeting-24Apr2019 VfS 5 Acceptance

I.B.3-5	SGC Meeting-27Mar2019 VfS 1-4 Endorsement
I.B.3-6	Academic Senate Meeting-25Mar2019 VfS 1-4 Approval
I.B.3-7	Academic Senate Meeting-April 2019 VfS Goal Setting
I.B.3-8	Academic Senate Meeting-29Apr2019 VfS 5 Approval
I.B.3-9	Classified Senate Meeting-25Feb2019 VfS 1-4
I.B.3-10	Classified Senate Meeting-29Apr2019 VfS 5
I.B.3-11	Planning Committee Meeting-03Oct2019 VfS & PR
I.B.3-12	Planning Committee Meeting-07Feb2019 VfS Goal Setting
I.B.3-13	LMCAS Meeting- Equity Plan & VfS 5
I.A.2-16	Program Review Year Three Process Webpage
INT-22	Institution-Set Standard Course Success Goal Setting 2019-2020
INT-23	Institution-Set Standard Degree & Certificate Goal Setting 2019-2020
I.B.3-14	English-PR Year 3 Update_Program Set Goals
I.B.3-15	President's Office-PR Year 3 Update_Program Set Goals
I.B.3-16	Transfer Academy-PR Year 3 Update_Program Set Goals
INT-17	LMC Transfer Volume-Tableau Screenshot
INT-16	LMC Accreditation Internal Achievement Data
I.A.2-17	Program Review Year Three Reports Webpage
I.B.3-17	ACCJC Annual Report 2019
I.B.3-18	ACCJC Annual Report 2020
I.B.3-19	NOVA Student Equity & Achievement Program 2019-2022
I.B.3-20	LMC Student Equity Plan 2014-2019
I.B.3-21	NOVA Integrated Planning 2017-2019
I.B.3-22	IEPI PRT Grant Agreement-July 2018

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

I.B.4. Evidence of Meeting the Standard

Los Medanos College organizes its review of student learning outcomes (SLO) assessment data through embedment in the Program Review Cycle, as outlined in I.B.2. Utilizing SQL reports and – more recently – Tableau data dashboards, the College analyzes achievement data to design actionable improvements in student learning. *(I.B.2-16, I.B.4-1, INT-17, INT-16)*

As indicated in I.B.2, the course-level SLO (CSLO) and program-level SLO (PSLO) assessment process for all instructional and student services areas requires continued analysis and evaluation of student achievement. The reporting templates for these processes include sections for reflection on and application of findings. As a part of this process, course or program teams change their curriculum, their outcomes, or even aspects of assessment methodology based on the results of the assessment. Programs are required to compare the institution-set standards with their programmatic student outcomes and/or student achievement data. To strengthen their request for additional funding, programs must clearly establish an alignment between data results, action plans for improvement, and their resource requests, as well as ensure alignment with the College strategic priorities. *(I.B.4-2, I.A.2-14, I.A.2-15, I.A.2-16, I.B.4-3, I.B.1-4, I.B.2-20, I.B.2-21, I.B.4-4, I.B.4-5)*

The Teaching and Learning Committee offers professional development opportunities for faculty, classified professionals, and administrators to engage in conversations about teaching and learning, including topics related to assessment and learning outcomes. The CSLO/PSLO Coordinator provides feedback to teams planning the assessment process to ensure that they reflect the achievement goals of the given department or program. *(I.B.1-8, I.B.2-22, I.B.4-4, I.B.4-5)*

As noted in II.C.2, the Student Services Learning Support Outcomes Committee supports these assessment processes by engaging with its programs/units in their ongoing assessments and improvement plans, while also assisting with data collection, assessment analysis, and broad communication of assessment results, the latter of which is detailed in I.B.8. *(I.B.2-5, I.B.2-6, I.B.4-6, I.B.4-7, I.B.4-8, I.B.2-8)*

I.B.4. Analysis and Evaluation

Los Medanos College's assessment processes are clearly defined and organized around the program review cycle. This enables and empowers faculty, classified professionals, and administrators to engage in meaningful review of relevant data. As a result, most of them indicate plans for improvement(s) to their respective departments/units based on findings from program review. *(I.B.1-1, I.A.2-16, I.A.2-14, I.A.2-15, I.A.2-17)*

I.B.4. Evidence

I.B.2-16	Comprehensive PR Instructional Template
I.B.4-1	Comprehensive PR Student Services Template
INT-17	LMC Transfer Volume-Tableau Screenshot
INT-16	LMC Accreditation Internal Achievement Data
I.B.4-2	Program Assessment Webpage
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.B.4-3	Program Review Year Three Theme Reports Webpage
I.B.1-7	Program Review College Assembly-01Oct2018
I.B.2-20	JOURN-115 CSLO Assessment
I.B.2-21	Journalism PSLO Assessment
I.B.4-4	CSLO Assessment Template
I.B.4-5	PSLO Assessment 2016-17 Reporting Template
I.B.1-4	TLC Website
I.B.2-22	SLO Symposium 2020 Presentation
I.B.2-5	Student Services LSO Committee Agenda-22Nov2019
I.B.2-6	Student Services LSO Committee Minutes-22Nov2019
I.B.4-6	Student Services LSO Committee Minutes-24Oct2019
I.B.4-7	Student Services LSO Committee Minutes-24Feb2020
I.B.4-8	SS LSO Activity-All SS Division Meeting 11Oct2019
I.B.2-8	SS LSO Presentation-Division Meeting 08Nov2019
I.B.1-1	Planning Process College Assembly 18Oct2017
I.A.2-17	Program Review Year Three Reports Webpage

Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.5. Evidence of Meeting the Standard

All instructional programs, student services programs, and administrative units participate in the College's biennial program review process during the first, third, and fifth years of the five-year cycle. These processes utilize disaggregated quantitative and qualitative data to assess each program's progress relative to the College's strategic directions. *(I.B.1-1, I.A.2-14, I.A.2-16, I.A.2-11, I.B.1-3, I.A.2-13, I.B.5-1)*

As detailed in I.B.2, LMC faculty, academic programs, instructional support services, learning communities, and student support services all participate fully in program review. Comprehensive program review, which occurs during the first year of the cycle, requires the analysis of student achievement data and SLO assessment results, as documented in the program review templates. Once the program reviews are submitted, the respective dean engages in dialogue with the program/unit lead(s), provides feedback, and certifies that the process was completed. Theme reports are then extracted from all program reviews and analyzed by relevant committees, such as the Teaching and Learning Committee (TLC) or Student Services Learning Support Outcomes Committee, which utilize the relevant data to inform future professional learning opportunities to improve student success. The *Program Review "Year Three Update" 2019-2020* required programs to: a) update their program goals from 2017-2018; b) analyze student achievement data; c) set student achievement goals (program-set standards); and d) establish action steps to meet the goals. Administrative service units also fully participate in program review and follow similar process: Once the program review is submitted, President's Cabinet engages in dialogue with each program/unit lead(s) and provides feedback. *(I.B.1-4, I.B.4-2, I.B.2-5, I.B.2-6, I.B.4-4, I.B.4-5, I.B.2-7, I.A.2-16, I.A.2-15, I.B.4-3, I.B.1-6, I.B.5-2)*

The "Year Three Update" also featured a validation process that mirrored the steps for completing program review. For academic programs, instructional support services, learning communities, and student support services: 1) the dean reviews and discusses the program review with the department/unit lead(s), then shares the information with the appropriate Vice President (VP); 2) the VP provides a report to President's Cabinet; and 3) theme reports are generated and disseminated to relevant committees for their review and subsequent recommendations to the Shared Governance Council (SGC). For administrative units: 1) President's Cabinet examines the program reviews; and 2) theme reports are generated and disseminated to relevant committees for their review and subsequent recommendations to SGC. *(I.A.2-14, I.A.2-16, I.B.4-3, I.B.1-3, I.B.5-2, I.B.2-7)*

The Office of Planning & Institutional Effectiveness (PIE) provides disaggregated data on student achievement for instructional and student services programs to utilize in their program

review process, which described in I.B.6. The data are disaggregated by ethnicity, gender, disability, foster youth, veterans, and income level. *(I.B.5-1, I.A.2-14, I.A.2-16)*

In collaboration with the District Research & Planning Office, PIE developed a data dashboard utilizing Tableau's data visualization software. The dashboard bolsters the "data democracy" among LMC's constituency groups and infuses its assessment processes, such as program review, with additional quantitative data. During program review, as an example, departments/units use the dashboard to review achievement data and to help design actionable improvements in student achievement. *(I.B.5-1, I.A.2-14, I.A.2-16)*

Once such review of the disaggregated data is completed, the College engages in the analysis and summarizing of individual program review documents to further evaluate programs and services in the areas of student learning and achievement. For example, the Office of PIE, in conjunction with the Planning Committee, regularly assesses program review – in comprehensive and update years of the cycle – and identifies common themes. In 2017-2018, the Office of PIE extracted information from each section of every comprehensive program review completed that year and compiled themed reports for review by relevant committees, departments, and/or constituency groups. Theme reports were developed in seven categories: goals; curriculum; course schedule; assessment; professional development; CTE advisory; and student course success. Each report was a compilation of what had been identified in that particular category across the 80 comprehensive program reviews. With the goal report, as an example, the Planning Committee reviewed and evaluated it for alignment to LMC's mission and institutional goals. Based on their review, an executive summary of findings was designed and submitted to SGC. This goal-specific summary, along with the other thematic reports, helped guide SGC's review and revision of the College's mission. Once reviewed, summarized, and accepted by the identified committee or group, the comprehensive program review theme reports are posted on the PIE website. A similar validation process has also been in place for the "Program Review Year Three Update." *(I.A.2-15, I.B.4-3, I.B.1-6, I.B.5-2, I.B.5-3, I.B.5-4, I.B.5-5)*

LMC assesses the accomplishment of its mission through evaluation of its goals. The following three major reports outline the accomplishments and any areas that need improvement: the College's *Educational Master Plan 2006-2016 "Closing the Loop" Evaluation Report;* the *Comprehensive Program Review 2017-2018 Evaluation Report*, the *Strategic Plan 2014-2019 Evaluation Report;* and the *Program Review Year Three Update 2019-20 Evaluation Report* (I.A.2-11, I.B.5-6, I.B.1-6, I.A.2-13, I.B.5-2)

I.B.5. Analysis and Evaluation

Los Medanos College places significant emphasis on evaluating its goals and objectives through the program review process and its validation processes, as evidenced by the comprehensive program review theme reports. Such an emphasis has enhanced the culture of continuous improvement, which the College sustains by further developing access to data for faculty, classified professionals, and administrators, as well as tools to analyze and evaluate the information collected. *(I.B.1-1, I.A.2-14, I.A.2-16, I.B.1-6, I.B.4-3, I.B.5-2, I.A.2-13, I.B.5-6, I.B.1-2)*

I.B.5. Evidence

I.B.1-1	Planning Process College Assembly 18Oct2017
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-11	LMC EMP 2006-2016 Evaluation Report
I.B.1-3	Strategic Plan 2014-2019 Website
I.A.2-13	LMC Strategic Plan 2014-2019 Evaluation Report
I.B.5-1	Tableau Disaggregated Data by Programs
I.B.1-4	TLC Website
I.B.4-2	Program Assessment Webpage
I.B.2-5	Student Services LSO Committee Agenda-22Nov2019
I.B.2-6	Student Services LSO Committee Minutes-22Nov2019
I.B.4-4	Student Services LSO Committee Minutes-24Oct2019
I.B.4-5	Student Services LSO Committee Minutes-24Feb2020
I.B.2-7	Student Services Guiding Principles-Final Draft 24Feb2020
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.B.4-3	Program Review Year Three Theme Reports Webpage
I.B.1-6	Comprehensive PR 2017-18 Evaluation Report
I.B.5-2	PR Year Three Update 2019-2020 Evaluation Report 2020
I.B.5-3	Planning Committee Meeting-06Sep2018 CPR Theme Reports
I.B.5-4	SGC Meeting-12Sep2018 CPR Theme Reports
I.B.5-5	Academic Senate Meeting-23Apr2018 CPR Reports
I.B.5-6	Educational Master Plan 2006-2016 Evaluation Website
I.B.1-2	Educational Master Plan 2020-2025 Website

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

I.B.6. Evidence of Meeting the Standard

In collaboration with the District Research & Planning Office, LMC's Office of Planning & Institutional Effectiveness (PIE) collects, analyzes, and reports institutional data. Student success, progression, and completion data are disaggregated, thus enabling the College to evaluate the achievement of students from diverse economic, cultural, and educational backgrounds. In addition to the program review data described in I.B.5, institutional data are disaggregated and analyzed in other institutional documents, including the *Strategic Plan 2014-2019*, *Student Success and Support Program* (SSSP) *Plan, Student Equity Plan* (SEP), *2017-19 Integrated Plan, Student Equity Achievement Program* (SEAP) *Plan*, the *Educational Master Plan 2020-2025*. *(I.B.6-1, I.B.6-2, I.B.5-1, I.B.6-3, I.A.2-12, I.B.6-4, I.B.3-20, I.B.3-21, I.B.3-19, I.B.1-2)*

As described in I.B.5, during the comprehensive program review and program review year three update period, reporting templates and disaggregated data packets are provided to each program in which students complete courses or access support services. Administrative, student services and instructional units can also access guides, data packets, and additional evidence via the program review website. In addition to these materials, the College's "Tableau" data dashboard – a software-based data visualization and management system – is used to enhance the program review process. Trainings are conducted with department chairs, various committees, programs, and individual faculty to assist in the utilization of data and evidence to complete their comprehensive program review. The templates prompt thoughtful reviews and evaluations of programs utilizing data and other evidence. The templates also include a goal section in which programs are required to: reflect and report on their respective goals from the previous comprehensive program review period; and evaluate strategies used in the achievement of those goals. Additionally, each program develops three-year to five-year goals, aligning each goal with a College strategic direction and/or an Integrated Plan goal. While measuring achievement toward previous goals and developing new ones, programs are directed to utilize the data and/or evidence provided, as well as any additional data/evidence they may have collected. (I.A.2-14, I.A.2-16, I.B.3-2, I.B.3-3, I.B.6-5, I.A.2-11, I.B.1-6, I.A.2-15, I.A.2-17, I.B.6-3)

This review process also prompts programs/units to identify and mitigate achievement gaps, by empowering them to implement or revise strategies to improve student success. When these strategies require additional allocations, programs and units utilize the College's resource allocation process (RAP), as described in III.D.1. This process requires programs and units to align funding requests to their individual goals and objectives, as well as to the College's strategic directions. Once approved RAP requests are funded, LMC Business Services surveys individual programs and units, asking each to evaluate the efficacy of the process and their proposals. *(I.A.2-15, I.B.6-5, I.B.6-6, I.B.6-7, I.B.6-8)*

I.B.6. Analysis and Evaluation

Los Medanos College analyzes disaggregated data relevant to achievement metrics. The program review process requires programs and units to identify and implement strategies to close performance gaps. When these strategies require additional resources, programs and units utilize the RAP to request the additional funding. Awarded allocations are then evaluated to determine the efficacy of the funded strategies. *(I.B.6-1, I.B.6-2, I.B.6-3, I.A.2-14, I.A.2-16, I.A.2-15, I.B.6-5, I.B.6-6)*

The College is currently developing a mechanism by which it would enable faculty to review disaggregated student learning outcomes data. To that end, LMC has purchased eLumen, an enterprise tool that can make such data available for faculty to analyze. It is expected that, by 2021, the College will begin utilizing the eLumen assessment module, including the learning outcome disaggregation tool. In fall 2019, the Teaching and Learning Committee initiated conversations that centered on embedding such disaggregation in our current processes until eLumen is available. *(I.B.6-9, I.B.6-10)*

I.B.6. Evidence

I.B.6-1	Tableau Data-Program Review Subject Report
I.B.6-2	Tableau Data-EMP Subject Report
I.B.5-1	Tableau Disaggregated Data by Programs
I.B.6-3	Program Review Training--First Friday Focus 04Oct2019
I.A.2-12	LMC Strategic Plan 2014-2019
I.B.6-4	LMC-SSSP Program Plan 2015-16
I.B.3-20	LMC Student Equity Plan 2014-2019
I.B.3-21	NOVA Integrated Planning 2017-2019
I.B.3-19	NOVA Student Equity & Achievement Program 2019-2022
I.B.1-2	Educational Master Plan 2020-2025 Website
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.B.3-2	Vision for Success-VfS Goal 5 Data
I.B.3-3	NOVA Local Vision Goals-25Apr2019
I.B.6-5	NOVA-Guided Pathway Report
I.A.2-11	LMC EMP 2006-2016 Evaluation Report
I.B.1-6	Comprehensive PR 2017-18 Evaluation Report
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.B.6-6	2018-19 RAP Email_BKratochvil 15Oct2018
I.B.6-7	Budget Update & RAP Memo_BKratochvil 15Oct2018
I.B.6-8	College Plans Webpage
I.B.6-9	TLC Meeting-08Oct2019 Disaggregate SLO Data
I.B.6-10	TLC Meeting-12Nov2019 Disaggregate SLO Data

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.7. Evidence of Meeting the Standard

As stipulated by Contra Costa Community College Board Policy 1012 and Administrative Procedure 1012.01 (both titled "Institutional Effectiveness: Planning, Assessment and Continuous Improvement"), Los Medanos College engages in regular evaluation of its policies and practices. The Shared Governance Council (SGC) is the primary committee responsible for ensuring the College's effectiveness in pursuit of academic quality and of the values highlighted in its mission. Utilizing the shared governance process, SGC adopts charges for and receives periodic self-evaluations from its subcommittees, as noted in IV.A.5. *(I.A.1-1, I.B.2-1, I.B.1-6, I.A.1-9, I.A.3-3)*

In its role as the shared governance body responsible for college-wide planning and program review, the Planning Committee: designs and implements the mechanisms by which the College evaluates its processes and practices; and organizes its assessment around key institutional evaluative processes. To examine current attitudes and practices on campus and to monitor response trends over time, the Planning Committee utilizes recurring surveys administered to the College community. Over the last six years, the Planning Committee engaged students, faculty, classified professionals, and administrators in the Survey of Entering Student Engagement (SENSE), the Community College Student Success & Engagement (CCSSE) Survey, and the LMC Employee Engagement Survey. Once disaggregated and analyzed, the results are then reported out to the relevant College committees. The Employee Engagement Survey 2019 was used to evaluate all areas of the College, including student learning and support services, shared governance structures, professional development, teaching and learning, planning and research, technology, safety, facilities, and the resource allocation process (RAP), which is described in III.D.1. The committees tasked with reviewing the survey results then disseminate information to constituency groups and related programs/units that can use the data to inform their respective decision-making processes. *(I.A.3-6, I.B.1-4, I.A.2-4, I.A.2-5, I.A.2-8, I.A.2-9)*

The Planning Committee also assesses the College's effectiveness as part of the strategic planning process. The conclusion of the *Educational Master Plan (EMP) 2006-2016* exposed a degree of redundancy between the College's Educational Master Plan and Strategic Plan. In fall 2017 – following the evaluation of its previous institutional planning process, and based on input provided via college-wide surveys and activities – the College decided to streamline its process and combine its two major institutional plans going forward. In addition to this consolidation, the review revealed the need for assessment of the *EMP 2006-2016*. As a result, an "EMP Closure Workgroup" was formed later in fall 2017. This group evaluated the objectives and accomplishments achieved in relation to the EMP goals, and generated the *EMP 2006-2016 "Closing the Loop" Evaluation Report.* The report, along with information gathered from this process, was presented to SGC. The Planning Committee established a similar process for the final assessment of the *Strategic Plan 2014-2019: An Educational Master Plan for LMC*.

The *Strategic Plan 2014-2019 Evaluation Report* was also presented to SGC, together with information gathered during the evaluation process. *(I.A.2-12, I.A.2-13, I.A.2-10, I.B.5-5, I.A.2-11, I.B.1-2)*

Finally, comprehensive program review is a critical tool employed by the Planning Committee to monitor the College's effectiveness. Along with President's Cabinet, deans, and department chairs, the Planning Committee developed a validation process for the "Comprehensive Program Review 2017-2018" and the "Program Review Year Three Update 2019-20." In addition, and as described in I.B.5, cross-section theme reports were used to evaluate goal alignment, analyze achievement data, and direct professional development. The Planning Committee subsequently established a similar process for evaluating the effectiveness of comprehensive program review by utilizing a survey to gather feedback from program/unit leads and stakeholders. As a result, the *Comprehensive Program Review 2017-2018 Evaluation Report* was developed and shared with SGC. *(I.B.1-6, I.B.5-2, I.A.2-15, I.A.2-17, I.B.5-2)*

These evaluation processes are among those that inform RAP, which calls for programs/units to align their funding requests with the assessment mechanisms such as program review. SGC regularly reviews these proposals and makes funding recommendations to the President. Once funding requests are approved, the LMC Business Services surveys individual programs/units, asking each to evaluate the efficacy of funded strategies. *(I.A.2.15, I.A.2-17, I.A.3-4, I.B.6-6, I.B.6-7)*

I.B.7. Analysis and Evaluation

Through regular evaluation of its policies and procedures across all areas of the institution, including resource allocation and shared governance processes, Los Medanos College ensures that it supports academic quality and accomplishes its mission. *(I.B.7-1, I.A.1-1, I.B.2-1, I.B.1-6, I.A.2-13, I.A.2-11, I.B.5-2, I.A.2-8)*

I.B.7. Evidence

I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
I.B.1-6	Comprehensive PR 2017-18 Evaluation Report
I.A.1-9	SGC Position Paper-May 2015
I.A.3-3	Shared Governance Council Website
I.A.3-5	Planning Committee Website
I.B.1-4	TLC Website
I.A.2-4	CCSSE Survey Executive Summary Spring 2019
I.A.2-5	SENSE Survey Executive Summary Fall 2018
I.A.2-8	LMC Employee Engagement Survey Results 2018
I.A.2-9	Planning Committee Minutes_01Nov2018-Item 7
I.A.2-12	LMC Strategic Plan 2014-2019
I.A.2-13	LMC Strategic Plan 2014-19 Evaluation Report
I.A.2-10	LMC Educational Master Plan 2006-2016
I.B.5-5	Educational Master Plan 2006-2016 Evaluation Website
I.A.2-11	LMC EMP 2006-2016 Evaluation Report

I.B.1-2	Educational Master Plan 2020-2025 Website
I.B.1-6	Comprehensive PR 2017-18 Evaluation Report
I.B.5-2	PR Year Three Update 2019-2020 Evaluation Report 2020
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.A.3-4	SGC Minutes 19Oct2019-Item 6
I.B.6-6	2018-19 RAP Email_BKratochvil 15Oct2018
I.B.6-7	Budget Update & RAP Memo_BKratochvil 15Oct2018
I.B.7-1	CCCCD Administrative Procedure 1001.01

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.8. Evidence of Meeting the Standard

Los Medanos College regularly communicates assessment and evaluation activities to members of the campus community through a variety of modalities, including its website. Broader evaluation reports – such as the *Educational Master Plan 2006-2016 "Closing the Loop" Evaluation Report*, the *Comprehensive Program Review 2017-2018 Evaluation Report*, the *Strategic Plan 2014-2019 Evaluation Report*, and the *Program Review Year Three Update 2019-2020 Evaluation Report* – are disseminated via the College's shared governance structure and website. More focused reports, like the comprehensive program review theme reports, are disseminated to relevant groups and committees for feedback. Ultimately, these evaluation reports and theme reports are made available to all College constituency groups and feedback is solicited relative to process strengths and weaknesses. Such feedback is used to improve College processes and student achievement, while also informing future planning efforts like the *Educational Master Plan 2020-2025*. *(I.A.2-13, I.B.1-6, I.A.2-11, I.B.5-2, I.A.2-15, I.A.2-17, I.B.5-3, I.B.5-4, I.B.5-5, I.B.2-10, I.B.8-1, I.B.8-2)*

In addition to this process, individual committees provide the College with information related to their respective evaluative processes. The Teaching and Learning Committee and the General Education (GE) Committee, for example, provide intermediary and final reports on assessment and evaluation activities. These reports are disseminated to the College community via the shared governance structure and being published on relevant locations on the LMC website. As noted in I.B.4, the Student Services Student Learning Outcomes Committee broadly communicates the results of its assessments. One such example is the InStep with Student Services Newsletter, which is distributed to all College employees every semester. It highlights student services assessment results and demonstrates how these results are being used to improve the quality of services. *(I.B.2-11, I.B.1-8, I.B.2-22, I.B.2-9, I.B.1-9)*

LMC also broadly communicates the results of the Student Equity Plan, Guided Pathways Plan, Vision for Success Report, and GE Reports via the shared governance process, so that the College community has a shared understanding of its strengths and areas for improvement. *(I.B.6-5, I.B.3-19, I.B.3-3)*

I.B.8. Analysis and Evaluation

Los Medanos College communicates all assessment and evaluation activities internally, through its shared governance structure, and externally via its website. Such broad communication practices ensure a collective understanding of the College's strengths and weaknesses, and facilitates the development of appropriate priorities. *(I.A.2-13, I.B.1-6, I.A.2-11, I.B.5-2, I.B.5-3, I.B.5-4, I.B.5-5, I.B.2-10, I.B.8-1, I.B.8-2)*

I.B.8. Evidence

I.A.2-13	LMC Strategic Plan 2014-19 Evaluation Report
I.B.1-6	Comprehensive PR 2017-18 Evaluation Report
I.A.2-11	LMC EMP 2006-2016 Evaluation Report
I.B.5-2	PR Year Three Update 2019-2020 Evaluation Report 2020
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.B.5-3	Planning Committee Meeting-06Sep2018 CPR Theme Reports
I.B.5-4	SGC Meeting-12Sep2018 CPR Theme Reports
I.B.5-5	Academic Senate Meeting-23Apr2018 CPR Reports
I.B.2-10	Comprehensive PR 2017-18 Assessment Theme Report
I.B.8-1	TLC Meeting-10Apr2018_Assessment Report
I.B.8-2	TLC Meeting-11Sep2018_Assessment Report
I.B.2-11	TLC Midway Report 2012-2017
I.B.1-8	TLC Final Report 2018
I.B.2-22	SLO Symposium 2020 Presentation
I.B.2-9	GE Program Assessment SP2018
I.B.1-9	Spring 2019 InStep Newsletter Pg. 3 EOPS SLOs
I.B.6-5	NOVA-Guided Pathway Report
I.B.3-19	NOVA--Student Equity and Achievement Program 2019-2022
I.B.3-3	NOVA Local Vision Goals-25Apr2019

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

I.B.9. Evidence of Meeting the Standard

Per District Board Policy 1012 and Administrative Procedures 1012.01 (both titled "Institutional Effectiveness: Planning, Assessment and Continuous Improvement"), Los Medanos College integrates program review, planning, and resource allocation into a comprehensive, five-year cycle that focuses not only achievement of its mission, but also on the improvement of institutional effectiveness and academic quality. *(I.A.1-1, I.B.2-1, I.A.1-13, I.B.9-1, I.B.1-1, I.B.9-2)*

As detailed in I.B.2, in the first year of its assessment cycle, the College engages in comprehensive program review; during this process, programs analyze student achievement data and student learning outcomes assessments before setting or revising short-term and long-term goals and directions. Program review also documents department and unit analysis of curriculum relevancy and currency, course sequencing and time to completion, and rationale for program changes. President's Cabinet, instructional deans, and student services deans then provide feedback to programs before certifying the program review report. When relevant to their charge(s), various committees analyze achievement data and assessment results, which inform them of future professional development needs. Program review is then updated in the third and fifth years of the cycle. These updates require programs and units to review and revise their goals. In doing so, programs and units effectively validate their goals for alignment with College strategic directions. *(I.A.1-13, I.B.9-2, I.A.2-14, I.A.2-15, I.A.2-16, I.A.2-17)*

Resource allocation is also embedded within the program review process. The College's resource allocation process (RAP), which is detailed in III.D.1, requires programs and units to align their funding requests with the College's assessment mechanisms – program review and the Strategic Plan in particular. Such alignment prompts programs and units to tie their short-term and long-term needs with larger institutional planning mechanisms. Although RAP proposals may be submitted throughout the year, the Shared Governance Council reviews them biennially and makes funding recommendations to the President. Furthermore, as part of the process, the College evaluates the efficacy of allocated funds. *(I.B.6-6, I.B.6-7, I.B.9-3)*

Just as RAP is an ongoing process, the College's planning efforts undergo continual examination, which is described more fully in I.B.5 - I.B.7. Program review results are aggregated by strategic direction biennially, and are then used to determine the College's progress in fulfilling its institutional goals and priorities. This evaluation is among the mechanisms utilized by LMC in its development of short-term and long-term institutional plans – thus, engaging in a comprehensive planning process. The assessment of effectiveness and quality undertaken by programs/units ultimately informs college-wide directions, as evidenced

by the most recent chief institutional planning documents: *Educational Master Plan 2006-2016* and *Strategic Plan 2014-2019*. *(I.B.5-2, I.B.5-3, I.B.5-4, I.B.5-5, I.A.2-10, I.A.2-12)*

I.B.9. Analysis and Evaluation

Los Medanos College engages in broad, systematic evaluation and planning processes. Through such processes, the College evaluates its effectiveness and academic quality, and it develops strategic directions and priorities. This includes a robust resource allocation process, wherein short-term and long-term needs are established in relation to College goals. LMC has made it a priority to institutionalize a sustainable mechanism for this evaluation. *(I.A.2-10, I.A.2-12, I.A.2-14, I.A.2-15, I.A.2-16, I.A.2-17, I.B.1-1, I.B.9-2, I.A.1-13)*

I.B.9. Evidence

I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
I.A.1-13	LMC Planning Calendar 2014-2020_30Oct2018
I.B.9-1	Planning Timeline and Milestones 2017-2021
I.B.1-1	Planning Processes College Assembly-18Oct2017
I.B.9-2	Key Planning Processes-PR Timeline 2020
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.B.6-6	2018-19 RAP Email_BKratochvil 15Oct2018
I.B.6-7	Budget Update & RAP Memo_BKratochvil 15Oct2018
I.B.9-3	Budget Requests Renewal for RAP-SP2020
I.B.5-2	PR Year Three Update 2019-2020 Evaluation Report 2020
I.B.5-3	Planning Committee Meeting-06Sep2018 CPR Theme Reports
I.B.5-4	SGC Meeting-12Sep2018 CPR Theme Reports
I.B.5-5	Academic Senate Meeting-23Apr2018 CPR Reports
I.A.2-10	LMC Educational Master Plan 2006-2016
I.A.2-12	LMC Strategic Plan 2014-2019

I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

I.C.1. Evidence of Meeting the Standard

Los Medanos College conducts regular review of the information it publishes to ensure its clarity, accuracy, and integrity. This review includes the College's mission statement, learning outcomes, educational programs, student support services, and accreditation status. *(INT-8, INT-9, INT-10, CP1-1, CP1-2, INT-15, I.A.1-4, I.A.1-6, ER1-3, I.C.1-1, I.C.1-2, I.B.2-13, I.B.2-14, I.B.2-15)*

The Office of Marketing & Media Design assists in ensuring that the website is functioning properly, in terms of speed, mobile responsiveness, and accessibility. Standards for style, graphics, and content are posted on the LMC website and communicated to the College community. The institution has stipulated that each committee, program, department and/or unit assume primary responsibility for clarifying information posted on its webpage(s) and ensuring its accuracy. LMC ensures the integrity of information and enhances transparency by recommending that all committees, programs, units and departments include sources and relevant resources for information posted on their public webpage(s) for verification purposes. The Office of Marketing & Media Design works with specific departments and units – including the Office of Instruction, Admissions & Records, and the President's Office – to review the College catalog and course schedules for accuracy and clarity. The Catalog, which is updated and published every academic year, includes: degree and course offerings, including any changes or additions since the prior year; student learning outcomes; information on educational programs and student support services; the College mission statement; and its accreditation status. *(I.C.1-3, I.C.1-4, I.C.1-5, I.A.2-3, I.B.2-3, I.B.4-2, I.A.1-7, INT-9, INT-8, INT-10, INT-15, I.A.1-6, ER1-3, I.C.1-1)*

I.C.1. Analysis and Evaluation

Los Medanos College ensures the integrity of all publications disseminated to current and prospective students, personnel, and the public, including that information which is related to its mission statement, learning outcomes, educational programs, and student support services.

I.C.1. Evidence

INT-8	LMC Schedule of Classes Spring 2020
INT-9	LMC College Catalog 2019-2020
INT-10	LMC 2019-2020 College Catalog Pgs. 61-63_Program & Degree Info
CP1-1	LMC Accreditation 2020 Website
CP1-2	LMC Accreditation Home Webpage
INT-15	About LMC Webpage
I.A.1-4	LMC Mission Vision Values Webpage
I.A.1-6	LMC 2019-2020 College Catalog-Pg 8

ER1-3	LMC 2019-20 College Catalog-Approval Statement
I.C.1-1	LMC Programs of Study Website
I.C.1-2	LMC Student Services Home Website
I.B.2-13	LMC 2019-2020 College Catalog Pg.59-General Education SLOs
I.B.2-14	LMC 2019-2020 College Catalog Pg. 69-ADJUS PSLOs
I.B.2-15	LMC Catalog 2019-2020 College Catalog Pg.41-Student Life PSLOs
I.C.1-3	Online Resources Website-Students Reg Dates
I.C.1-4	Messages to Students Email-10Apr2020
I.C.1-5	Planning and Institutional Effectiveness Website
I.A.2-3	Student Success Scorecard 2018
I.B.2-3	CSLO Cycle Two Assessment Sharepoint
I.B.4-2	Program Assessment Webpage
I.A.1-7	LMC Student Services Directory Webpage

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

I.C.2. Evidence of Meeting the Standard

Los Medanos College provides print and online versions of the Catalog for current and prospective students. The Catalogs contain precise, accurate, and up-to-date information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" defined by the Accrediting Commission for Community and Junior Colleges (ACCJC). *(INT-8, INT-9, I.C.2-1, I.C.2-2)*

As described in I.C.1, all Catalog and class schedule content are reviewed by relevant departments and units. The Office of Marketing & Media Design sends out proofs for departments and units to review and note any necessary changes. The content of these publications is reviewed numerous times by the Office of Instruction, Admissions & Records, and the President's Office to ensure accuracy and consistency. *(INT-8, INT-9, I.C.2-3, I.C.1-1)*

I.C.2. Analysis and Evaluation

The Los Medanos College Catalog, both in print and online, is current, clear, and accurate. The College follows a precise drafting process in order to ensure accuracy and relevancy. As such, the LMC Catalog fulfills the identified ACCJC "Catalog Requirements." *(I.C.2-1, INT-9, I.C.2-2, INT-8)*

I.C.2. Evidence

INT-8	LMC Schedule of Classes Spring 2020
INT-9	LMC College Catalog 2019-2020
I.C.2-1	LMC College Catalog Website
I.C.2-2	LMC Schedule of Classes Website
I.C.2-3	Career Focus Magazine Website
I.C.1-1	LMC Programs of Study Website

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

I.C.3. Evidence of Meeting the Standard

As detailed in I.B.2, LMC has a robust assessment process, wherein student learning and achievement are evaluated across multiple levels of the College "ecosystem." All facets of the institution are assessed, including learning outcomes, instructional and support services, and resource allocation processes. As described in I.B.8, these assessments are documented and made public to current and prospective students, constituency groups, and the public via the shared governance structure and the College website. Furthermore, summative analyses and recommendations related to the program review theme reports, assessment reports, and professional development reports are also made public via the same platforms. Finally, to both democratize and better communicate its achievement data, LMC has developed a data dashboard that is available to employees through the College's secure network. *(I.A.2-14, I.A.2-15, I.C.3-1, I.C.3-2, I.C.3-3, I.A.2-11, I.B.1-3, I.B.1-2, I.C.3-4, I.C.3-5, I.B.1-9, I.C.3-6, I.C.3-7, I.A.2-3, I.C.3-8, I.A.2-2, I.C.3-9, I.A.2-16, I.A.2-17, I.B.2-3, I.B.4-2, I.B.1-8)*

I.C.3. Analysis and Evaluation

Los Medanos College communicates matters of academic quality to all constituencies through the shared governance structure and website. *(I.A.1-9, I.A.3-3, I.A.3-5, I.B.1-4, I.B.1-5)*

I.C.3. Evidence

I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.C.3-1	Comprehensive PR 2017-18 Theme Reports Webpage
I.C.3-2	LMC ACCJC Annual Reports Webpage
I.C.3-3	PIE Data and Surveys Webpage-Transfer Data
I.A.2-11	LMC EMP 2006-2016 Evaluation Report
I.B.1-3	Strategic Plan 2014-2019 Website
I.B.1-2	Educational Master Plan 2020-2025 Website
I.C.3-4	PIE Data and Surveys Webpage-Quick Facts
I.C.3-5	LMC First Friday Focus-06Dec2019
I.B.1-9	Spring 2019 InStep Newsletter Pg. 3 EOPS SLOs
I.C.3-6	LMC Data and Surveys Website
I.C.3-7	PIE Reports Webpage
I.A.2-3	LMC Student Success Scorecard 2018
I.C.3-8	LaunchBoard Website
I.A.2-2	Tableau-Data Dashboard Instructions
I.C.3-9	USDE College Scorecard
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.B.2-3	CSLO Cycle Two Assessment Sharepoint
I.B.4-2	Program Assessment Webpage

I.B.1-8 TLC Final Report 2018
I.A.1-9 SGC Position Paper-May 2015
I.A.3-3 Shared Governance Council Website
I.A.3-5 Planning Committee Website
I.B.1-4 TLC Website
I.B.1-5 PDAC Website

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

I.C.4. Evidence of Meeting the Standard

In its annual Catalog, Los Medanos College describes the purpose, content, course requirements, and expected learning outcomes for all programs of study that offer certificates and/or degrees. Each program description includes:

- The degrees(s) and/or certificate(s) offered
- An overview of the discipline and its prospective career fields
- Required courses
- Total units required for the major, degree, and/or certificate
- Program-level student learning outcomes

The class schedule also contains the course requirements, as well as a list of all programs and degrees. In addition, descriptions of the College's various certificate and degree programs are available on the LMC website. *(INT-9, I.C.4-1, ER3-1, ER3-2, ER3-3, ER3-4, INT-10, CP3-8, CP3-9, CP3-10, INT-8, I.C.2-1, I.C.2-2, I.C.2-3, I.C.1-1)*

I.C.4. Analysis and Evaluation

Through various means of publication, Los Medanos College describes its certificates and degrees in terms of their purpose, content, course requirements and expected student learning outcomes. *(INT-9, I.C.2-1, INT-8, I.C.2-2, I.C.1-1, ER3-4, ER3-1, ER3-2)*

I.C.4. Evidence

INT-9	LMC College Catalog 2019-2020
I.C.4-1	LMC College Catalog 2019-2020-Journalism
ER3-1	LMC 2019-20 College Catalog-Course Descriptions
ER3-2	LMC 2019-20 College Catalog-Degree Pathways & Requirements
ER3-3	LMC 2019-20 College Catalog-GE Courses & Requirements
ER3-4	LMC 2019-20 College Catalog-Programs of Study
INT-10	LMC 2019-2020 College Catalog Pgs. 61-63_Program & Degree Info
CP3-8	LMC 2019-20 College Catalog Pg. 54-CSU Requirements
CP3-9	LMC 2019-20 College Catalog Pg. 55-IGETC Standards
CP3-10	LMC 2019-20 College Catalog Pg. 63-Associates Degree Info
INT-8	LMC Schedule of Classes Spring 2020
I.C.2-1	LMC College Catalog Website
I.C.2-2	LMC Schedule of Classes Website
I.C.2-3	Career Focus Magazine Website
I.C.1-1	LMC Programs of Study Website

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

I.C.5. Evidence of Meeting the Standard

By way of District Board Policy 1012 and Administrative Procedure 1012.1 (both titled "Institutional Effectiveness: Planning, Assessment and Continuous Improvement"), Los Medanos College regularly reviews and evaluates institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs and services. As described in I.A.1 – I.A4, LMC has a robust process for reviewing its mission statement, its chief institutional principle. The College reviews and evaluates its mission approximately every four years, prior to the development of its Educational Master Plan/Strategic Plan. The mission is currently under college-wide review in 2019-20, with adoption of a revised statement expected by June 2020; it was previously reviewed and reaffirmed in spring 2013. *(I.A.1-1, I.B.2-1, I.A.1-2, I.A.1-3, I.A.1-4, I.A.4-2, I.A.4-3, I.A.4-4, I.A.4-5)*

Once new or revised Governing Board policies and procedures approved, the District Office distributes them to relevant constituencies. LMC's Business Services department, Office of Instruction, and Office of Student Services then initiate their own processes by which these policies are updated locally, as necessary. Each division is responsible for reviewing and updating local policies to ensure alignment with those of the District. These divisions are also responsible for ensuring that policy and procedure updates are reflected in College publications, including the Catalog. *(I.C.5-1, I.C.5-2, I.C.1-2)*

Similarly, policies and procedures related to District and College resource management undergo regular review. As described in III.D.5, LMC Business Services engages in an internal review of its processes via the College's program review. Additional independent audits of the District's financial systems, including the College's funds, are conducted annually. Internal audits are also conducted year-round by District Internal Audit Services (IAS), a review process stipulated by Business Procedures 21.01 and 21.02. *(I.C.5-1, ER5-7, ER5-8, I.B.6-6, I.B.9-3, I.C.5-3, I.C.5-4)*

Most College publications are developed with assistance from the Office of Marketing & Media Design, which ensures that all Catalog and class schedule content is reviewed by relevant departments and programs. The process by which content is vetted by relevant areas was revised three years ago. This revision both assigned specific review persons for all content areas and established a timeline for the publication process. As outlined in I.C.2, this review process ultimately concludes with final approval by the Office of Instruction, Admissions & Records, and the President's Office, which review the Catalog for accuracy and integrity. *(I.C.5-5, I.C.5-6, I.C.2-1, I.C.2-2, I.C.2-3)*

The Office of Marketing & Media Design sets standards related to the College's website. Style, graphics, and content guidelines are posted on the LMC website and communicated to the College community. Individual programs/units are responsible for monitoring and updating their respective content areas online. The Web Advisory Group assists in making recommendations for improvements to the College website. *(I.C.5-5, I.C.5-8, I.C.5-9)*

I.C.5. Analysis and Evaluation

Los Medanos College regularly reviews policies and procedures for publication integrity – particularly as it relates to its Catalog and website. A Web Advisory Group was created in spring 2019 to provide a collaborative, cross-constituency approach to proposed improvements to the College website. *(I.C.5-5, I.C.5-6, I.C.2-1, I.C.2-2, I.C.2-3, I.C.5-8, I.C.5-9)*

I.C.5. Evidence

I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.1
I.A.1-2	GB Approval-LMC Mission 26Jun2013
I.A.1-3	SGC Meeting 23Oct2019-Item 4a
I.A.1-4	LMC Mission Vision Values Webpage
I.A.4-2	LMC Mission EMP Timeline-13Sep2019
I.A.4-3	College Opening Day spring 2020—Mission Presentation
I.A.4-4	College Assembly 02Mar2020-Mission Presentation
I.A.4-5	SGC Agenda 13May2020-Item 4
I.C.5-1	LMC Business Services Website
I.C.5-2	Office of Instruction Resources & Links Webpage
I.C.1-2	LMC Student Services Home Website
ER5-7	CCCCD Annual Financial Audit 2018-19
ER5-8	CCCCD Financial Statements 2019
I.B.6-6	2018-19 RAP Email_BKratochvil 15Oct2018
I.B.6-7	Budget Update & RAP Memo_BKratochvil 15Oct2018
I.B.9-3	Budget Requests Renewal for RAP-SP2020
I.C.5-3	CCCCD Business Procedures 21.01
I.C.5-4	CCCCD Business Procedure 21.02
I.C.5-5	LMC Marketing Style Guides Webpage
I.C.5-6	Office of Marketing & Media Design Website
I.C.5-7	LMC Home Website
I.C.2-1	LMC College Catalog Website
I.C.2-2	LMC Schedule of Classes Website
I.C.2-3	Career Focus Magazine Website
I.C.5-8	Web Advisory Group Meeting Agenda-19Sep2019
I.C.5-9	Web Advisory Group Notes-19Sep2019

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

I.C.6. Evidence of Meeting the Standard

Los Medanos College informs current and prospective students and the public of the total cost of education through a variety of online and printed resources. This includes information about tuition, fees, and other required expenses, including textbooks. A breakdown of tuition and fees is available on the Admissions & Records webpage. Textbook costs can be accessed through the Bookstore webpage. Information about the types of financial support available is located on the Financial Aid webpage. This information is also available via the Catalog, as well as the class schedule. To ensure accuracy, program information regarding textbook fees, and other program costs is updated regularly. *(CP3-1, I.C.6-1, I.C.6-2, CP3-5, INT-8, CP3-6, I.C.6-3, I.C.6-4)*

In addition, based on a federal mandate, all of this information is included in Gainful Employment reporting, which requires institutions to provide key information on program costs, student completion numbers, and wage and debt data. The College publishes program-related information on its Career Technical Education and Workforce Development webpages, which also contain labor market statistics and job-related information. *(I.C.2-3, I.C.6-5)*

Information on the total cost of education is also made available to students via the U.S. Department of Education's College Scorecard on the LMC website. *(I.C.3-9)*

I.C.6. Analysis and Evaluation

Los Medanos College informs current and prospective students regarding the costs associated with tuition, fees, textbooks, and other instructional materials.

I.C.6. Evidence

CP3-1	LMC Admissions & Records-Tuition Fees Webpage
I.C.6-1	Bookstore Website
I.C.6-2	Financial Aid Website
CP3-5	LMC College Catalog-Pg. 13 Tuition & Fees
INT-8	LMC Schedule of Classes Spring 2020
CP3-6	LMC 2019-2020 Catalog Pg. 151-EMS Lab Fees
I.C.6-3	Transportation and Parking Webpage Screenshot
I.C.6-4	Student Life-Health & Wellness Information Webpage Screenshot
I.C.2-3	Career Focus Magazine Website
I.C.6-5	Career Technical Education Website
I.C.3-9	USDE College Scorecard

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

I.C.7. Evidence of Meeting the Standard

District Governing Board Policy 2018 ("Academic Freedom") is included in the Los Medanos College Catalog, Faculty Handbook, the Student Code of Conduct, and on relevant institutional webpages. It reflects the College's belief in the academic freedom of faculty, administrators, classified professionals, and students to teach, study, conduct research, write, and challenge viewpoints without undue restriction. *(I.C.7-1, I.C.7-2, I.C.7-3, I.C.7-4)*

I.C.7. Analysis and Evaluation

Los Medanos College uses and broadly publishes policies on academic freedom and responsibility, thereby ensuring the intellectual freedom of its students and employees. *(I.C.7-5, I.C.7-6, CP6-3)*

I.C.7. Evidence

I.C.7-1	CCCCD Governing Board Policies and Administrative Procedures
I.C.7-2	CCCCD Board Policy 2018
I.C.7-3	CCCCD Board Policy 2056
I.C.7-4	LMC College Catalog 2019-20_Student Rights & Responsibilities
I.C.7-5	Faculty Handbook 2019-20
I.C.7-6	Local One Contract 2017-2019
CP6-3	CCCCD Student Services Procedure 3027-Student Code of Conduct

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

I.C.8. Evidence of Meeting the Standard

In keeping with District Board Policy 2001 ("Nondiscrimination Policy"), Los Medanos College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. As noted in I.C.7, the policy on academic freedom and responsibility is outlined in the Catalog, the Faculty Handbook, and the Student Code of Conduct. With regard to statements of academic integrity, the College also disseminates additional guidance by way of the Office of Instruction, which provides all faculty with instructions on developing their syllabi. The Office of Instruction strongly encourages faculty to include statements on classroom conduct and academic dishonesty in their syllabi. *(I.C.8-1, I.C.7-5, CP6-3)*

Further prescribed in District Board Policy 4005 ("Grade Changes"), Curriculum and Instruction Procedure 4005 ("Grade Changes"), and Student Services Procedure 3028 ("Recording Grade Changes and Securing Grade Records"), the College's grading policies and appeal processes are clearly established and published – thus ensuring transparency and integrity in the recording and securing of grades. *(I.C.8-2, CP6-1, I.C.8-3)*

I.C.8. Analysis and Evaluation

Los Medanos College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. *(I.C.7-5, I.C.5-2, INT-9)*

I.C.8. Evidence

I.C.8-1	CCCCD District Board Policy 2001
I.C.7-5	Faculty Handbook 2019-2020
CP6-3	CCCCD Student Services Procedure 3027-Student Code of Conduct
I.C.8-2	CCCCD District Board Policy 4005
CP6-1	CCCCD Curriculum and Instruction Procedure 4005
I.C.8-3	CCCCD Student Services Procedure 3028
I.C.5-2	Office of Instruction Resources & Links Webpage
INT-9	LMC College Catalog 2019-2020

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

I.C.9. Evidence of Meeting the Standard

In alignment with District Human Resources Procedure 1040.08 ("Employee Code of Ethical Behavior"), LMC's Faculty Handbook includes a section on "academic balance." This section specifies the College's expectation that faculty distinguish between personal conviction and professionally accepted views. The College encourages adherence to this standard via its faculty evaluations. Of the 12 classroom observation criteria on which faculty are evaluated, two focus on academic balance. Criterion nine, in particular, evaluates how well faculty present controversial material in a "balanced manner." *(I.C.7-1, I.C.9-1, I.C.7-5, I.C.7-2, I.C.9-2, I.C.7-3)*

I.C.9. Analysis and Evaluation

All Los Medanos College employees – including faculty, classified professionals, and administrators – strive for academic balance. For faculty, this balance means that they distinguish personal conviction from professional views in order to present information fairly and objectively. *(I.C.7-5, I.C.5-2)*

I.C.9. Evidence

I.C.7-1	CCCCD Governing Board Policies & Administrative Procedures
I.C.9-1	CCCCD Human Resource Procedure 1040.08
I.C.7-5	Faculty Handbook 2019-20
I.C.7-2	CCCCD Board Policy 2018
I.C.9-2	CCCCD Board Policy 2019
I.C.7-3	CCCCD Board Policy 2056
I.C.5-2	Office of Instruction: Resources & Links Webpage

I.C.10. 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 and student handbooks.

I.C.10. Evidence of Meeting the Standard

Should Los Medanos College attempt to instill specific beliefs or worldviews, it gives prior notice of specific codes of conduct for classified professionals, faculty, administrators, and students in its Catalog and handbooks. As documented in I.C.7-I.C9, the College Catalog, along with Faculty Handbook and the District Code of Ethics, outline the expected conduct for all constituencies at the College. *(INT-9, I.C.10-1, I.C.7-5, I.C.7-6, I.C.7-3, I.C.10-2)*

I.C.10. Analysis and Evaluation

Los Medanos College clearly communicates its requirements of conformity to codes of conduct of classified professionals, faculty, administrators, and students. *(I.C.10-1, I.C.7-5, I.C.7-6, I.C.7-3)*

I.C.10. Evidence

INT-9	LMC College Catalog 2019-2020
I.C.10-1	Student Handbook
I.C.7-5	Faculty Handbook 2019-20
I.C.7-3	CCCCD Board Policy 2056
I.C.10-2	CCCCD Business Procedure 11.24
I.C.7-6	Local One Contract 2017-2019

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

I.C.11. Evidence of Meeting the Standard

Not applicable to Los Medanos College, as it does not operate in foreign locations.

I.C.11. Analysis and Evaluation

Not applicable.

I.C.11. Evidence

Not applicable.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

I.C.12. Evidence of Meeting the Standard

In accordance with District Board Policy 1017 ("Accreditation"), Los Medanos College complies with policies and procedures of the Accrediting Commission for Community and Junior Colleges (ACCJC), including reporting, evaluation team visits, and substantive changes. The College responds to requirements in the time period set by ACCJC and discloses all requested information. *(I.C.12-1, CP1-2, I.C.12-2, I.C.12-3, I.C.3-2, CP1-1, I.C.12-4)*

- The College has made public on its accreditation webpage all ACCJC required reports and documents pertaining to compliance with ACCJC standards and policies. *(I.C.12-2, I.C.12-3, I.C.3-2, CP1-1, INT-15)*
- The College has demonstrated that it consistently meets all reporting deadlines to the ACCJC. *(I.C.12-2, I.C.12-3, I.C.3-2, CP1-1)*
- The College complies with the ACCJC policy on rights and responsibilities of the Commission and member institutions and has publicly disclosed the dates for the upcoming comprehensive peer review visit. *(I.C.12-2, CP1-1, INT-25, INT-26, INT-27, INT-28, INT-29, INT-30, INT-31, INT-32, INT-33)*

I.C.12. Analysis and Evaluation

Los Medanos College agrees to comply with all of the Standards and requirements, and has met all such Standards and requirements, as enumerated by the Accrediting Commission for Community and Junior Colleges. *(INT-15, I.C.12-4, CP1-2, I.C.12-2, I.C.3-2, CP1-1)*

I.C.12. Evidence

I.C.12-1	CCCCD Board Policy 1017
CP1-2	LMC Accreditation Home Webpage
I.C.12-2	Accreditation ISER 2014 Webpage
I.C.12-3	Accreditation Reports Webpage
I.C.3-2	LMC ACCJC Annual Reports Webpage
CP1-1	Accreditation 2020 Website
I.C.12-4	Accreditation Webpage-Solicited Third Party Comment
INT-25	ISER Editing Team Schedule-21Aug2019
INT-26	ISER-EMP 2020 Schedule
INT-27	Accreditation 2020 Website-Presentations
INT-28	ASC Minutes-13Feb2020
INT-29	PC-ALO Meeting Notes-10Feb2020
INT-30	Academic Senate Agenda-ISER 13Apr2020
INT-31	Classified Senate Agenda-ISER 13Apr2020
INT-32	LMCAS Agenda-04May2020
INT-33	SGC Agenda-13May2020-Item 7
INT-15	About LMC Webpage

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

I.C.13. Evidence of Meeting the Standard

Los Medanos College demonstrates honesty and integrity in both its relationships with external agencies and its communications regarding accreditation. The College communicates any changes to its accreditation status by the Accrediting Commission for Community and Junior Colleges (ACCJC) to its students and the public via its website. *(CP1-2, CP1-1, I.C.12-4)*

The College also demonstrates continuous compliance with the requirements of external regulatory agencies, including those external auditors described in III.D.5 and III.D.7. As stated in I.C.12, LMC complies with all ACCJC Standards and requirements. In addition, the College complies with federal and state mandates, such as U.S. Department of Education publication notifications and the California Community College Chancellor's Office Gainful Employment regulations. *(I.C.13-1, I.C.13-2, I.C.13-3, I.C.13-4, I.C.13-5, I.C.3-9, I.C.13-6)*

I.C.13. Analysis and Evaluation

Los Medanos College's relationships with external agencies, including the ACCJC, are defined by its honesty and integrity. Such integrity is shown not only in its compliance with regulations and statutes, but also in its communication involving matters of accreditation. *(CP1-1, INT-30, INT-31, INT-32, INT-33)*

I.C.13. Evidence

CP1-2	LMC Accreditation Home Webpage
CP1-1	LMC Accreditation 2020 Website
I.C.12-4	Accreditation Webpage-Solicited Third Party Comment
I.C.13-1	California State Fire Marshal Website
I.C.13-2	Commission on Peace Officer Standards and Training Website
I.C.13-3	Contra Costa County Emergency Medical Services Office Website
I.C.13-4	California Board of Registered Nursing Website
I.C.13-5	California Board of Vocational Nursing Website
I.C.3-9	USDE College Scorecard
I.C.13-6	LMC Title IV Compliance Webpage
INT-30	Academic Senate Agenda-ISER 13Apr2020
INT-31	Classified Senate Agenda-ISER 13Apr2020
INT-32	LMCAS Agenda-04May2020
INT-33	SGC Agenda-13May2020-Item 7

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

I.C.14. Evidence of Meeting the Standard

As detailed in the Standard I.A and I.B sub-sections, all Los Medanos College faculty, classified professionals, and administrators relentlessly pursue a singular goal: Ensuring that all students have equal access to a high-quality education, as well as an equal opportunity to achieve success in pursuit of that education. Thus, the College devotes its resources to achieving its goal. *(I.A.1-4, I.A.2-10, I.A.2-12, I.A.3-7)*

I.C.14. Analysis and Evaluation

As evidenced in the previous Standards and sub-sections, Los Medanos College is committed to high-quality education, student achievement, and student learning.

I.C.14. Evidence

I.A.1-4 LMC Mission-Vision-Values Webpage
I.A.2-10 LMC Educational Master Plan 2006-2016
I.A.2-12 LMC Strategic Plan 2014-2019
I.A.3-7 LMC EMP 2020-2025 Website-Draft Plan

Standard II: Student Learning Programs and Support Services

II.A. Instructional Programs

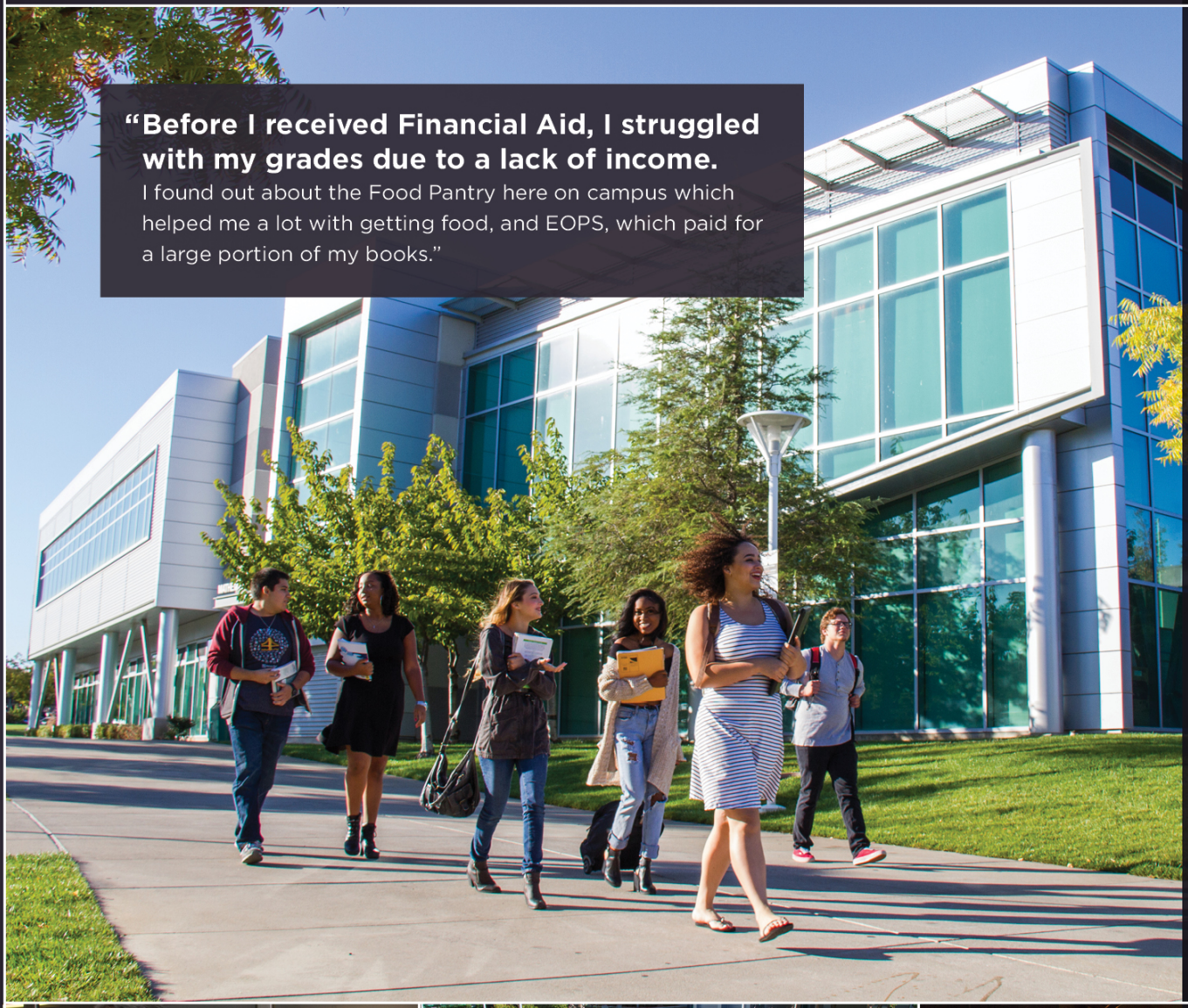
II.B. Library and Learning Support Services

II.C. Student Support Services

★

"Before I received Financial Aid, I struggled with my grades due to a lack of income.

I found out about the Food Pantry here on campus which helped me a lot with getting food, and EOPS, which paid for a large portion of my books."



Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II.A.1. Evidence of Meeting the Standard

The instructional programs at Los Medanos College are consistent with its mission. In order to ensure such consistency, the College utilizes its shared governance structure as a means of monitoring all current and new instructional programs. Under guidance from the Office of Instruction, all newly-adopted programs and revisions to instructional programs undergo a rigorous process by which they are vetted for alignment with the College's mission. This process includes review of program goals and curriculum, as well as analysis of need and feasibility, by the Academic Senate and the Shared Governance Council (SGC). Once reviewed by these constituency groups, a recommendation is made to the President, who either approves or denies the program revision or addition. All new programs and substantial revisions must seek further approval after initial ratification by the President. As such, a complete proposal addressing all curricular elements is vetted through the Curriculum Committee, Academic Senate, SGC, and the President's Office before being submitted to the District Educational Planning Committee and ultimately to the Chancellor's Office or the Regional Occupational Consortium, if necessary. *(II.A.1-1, II,A.1-2, CP5-17, II.A.1-3, II.A.1-4, II.A.1-5, II.A.1-6, II.A.1-7, II.A.1-8, II.A.1-9)*

The Curriculum Committee, a subcommittee of the Academic Senate, engages in year-round curriculum review. Chief among its responsibilities are: assessing new and existing courses to determine consistency and compatibility with College policies, including its mission; and standardizing degree-applicable courses as appropriate for college-level instruction. To fulfill this duty, the Curriculum Committee requires departments to itemize all changes to curricula and to document unique instructional methodologies to rationalize distance education offerings. The

Curriculum Committee engages in a full review of a course outline of record and online supplements when revisions alter the original justification for the course. *(II.A.1-5, ER3-2, IIA.1-10, IIA.1-11, INT-8, II.A.1-12, II.A.1-13, II.A.1-14, II.A.1-15)*

To ensure its instructional programs culminate in student success and achievement, the College engages in a comprehensive evaluation cycle. As detailed in I.B.2, this process is initiated at the course level, as departments and units define and assess all student learning outcomes. This process occurs once every five years. Learning outcomes for all instructional programs are also evaluated once every five years. These assessments then inform the College's program review process, which is further outlined in I.B.1, I.B.5, and I.B.6. In the first year of the program review cycle, departments and programs utilize disaggregated data related to student success and achievement to analyze curriculum relevancy and currency, course sequencing and time to completion, and rationale for any program changes. This analysis is then updated in the third and fifth years of the cycle. *(I.B.2-2, I.B.1-7, I.B.1-4, I.B.1-8, I.B.5-1, I.A.2-16, I.A.2-17, I.B.2-9, I.A.2-18)*

II.A.1. Analysis and Evaluation

Utilizing comprehensive program and curriculum review processes, Los Medanos College aligns all academic programs with its mission. All programs end in the achievement of degrees, certificates, employment and/or transfer. *(I.A.1-10, I.A.1-11, II.A.1-1, II.A.1-3, ER3-2, II.A.1-12, I.B.2-2, I.B.1-7, I.B.1-8, INT-16)*

II.A.1. Evidence

II.A.1-1	Approval Process for New Instructional Programs
II.A.1-2	Online Addendum-26Mar2020
CP5-17	LMC-ACCJC Emergency Distance Education Addendum
II.A.1-3	LMC-ACCJC Emergency Blanket Addendum Email-18Mar2020
II.A.1-4	LMC SP20 Courses-DE Addendum
II.A.1-5	Curriculum Committee Agenda-27Mar2020
II.A.1-6	OoI Faculty Updates Email-13Apr2020
II.A.1-7	Online Resources Website Students-Get Started Online
II.A.1-8	LMC CVC-OEI Grant Application-May2019
II.A.1-9	LMC CVC-OEI Grant Website
ER3-2	LMC 2019-2020 College Catalog-Degree Pathways & Requirements
II.A.1-10	LMC Schedule of Classes Summer 2019
II.A.1-11	LMC Schedule of Classes Fall 2019
INT-8	LMC Schedule of Classes Spring 2020
II.A.1-12	LMC Schedule of Classes Summer 2020
II.A.1-13	SPCH-120 Revised GE Draft COOR
II.A.1-14	SPCH-120 COOR Revisions Cover Sheet
II.A.1-15	SPCH-120 COOR Faculty Meeting Notes-Draft
I.B.2-2	Student Learning Outcomes-A New Model of Assessment
I.B.1-7	Program Review College Assembly-01Oct2018
I.B.1-4	TLC Website
I.B.1-8	TLC Final Report 2018

I.B.5-1	Tableau Disaggregated Data by Programs
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.B.2-9	GE Program Assessment_SP2018
I.A.2-18	PSLO Assessment 2016-2017 Sharepoint
I.A.1-10	Curriculum Committee Position Paper
I.A.1-11	GE Position Paper
INT-16	LMC Accreditation Data Internal Achievement

II.A.2. (*Applicable to institutions with comprehensive reviews scheduled after Fall 2019.*) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

II.A.2. Evidence of Meeting the Standard

Los Medanos College ensures that content and methods of instruction meet academic and professional standards through collective design and revision of course outlines. All faculty – full-time and part-time – participate in curriculum development. Before submission to the Curriculum Committee for the comprehensive review processed described in II.A.1, all new course outlines of record (COORs) are ratified by individual departments. Once approved departmentally, the COOR then undergoes technical review by the Office of Instruction before being reviewed further by the Curriculum Committee. Courses that are submitted to meet General Education (GE) requirements are also reviewed by the GE Committee. Distance education courses require separate approval of an addendum that explains how course outcomes are achieved in an online mode, as well as how instructor-to-student interaction and interaction among students is substantive and integral to the course. Currently, a representative of the Distance Education committee is a member of Curriculum Committee and provides input on those addendums. This multi-tier curriculum process ensures that course content and instruction methods not only meet institutional and state policies, but also fulfill broader academic and professional standards. *(II.A.2-1, II.A.2-2, II.A.1-2, CP5-17, II.A.1-3, II.A.1-4, II.A.1-5, II.A.2-3, II.A.2-4, II.A.2-5, I.A.1-10, I.A.1-11)*

Following approval, courses and programs undergo substantial review as part of the College's program review cycle, as outlined in I.B.2. This cycle is initiated by course-level student learning outcome (CSLO) assessment, which then informs a more comprehensive program review undertaken by all departments and units, a process further detailed in I.B.5 and I.B.6. This process requires departments and units to engage in systematic and comprehensive review of their offerings and support structures through a variety of means, including student completion and success data. To ensure this process is inclusive of all faculty, including full-time and part-time/adjunct, it has become common practice to offer professional development credit, or "flex credit," to faculty engaging in course-level assessment, as detailed in III.A.14. By engaging in this process with representatives from all facets of the College's faculty pool, departments and units improve their courses and programs, as well as their teaching and learning strategies. *(I.B.2-2, I.B.1-7, I.A.2-15, I.A.2-17, I.B.2-9, I.A.2-18, I.B.2-3, I.B.2-4)*

The College also convenes the Teaching and Learning Committee (TLC) to support programs and units in developing assessments that improve the learning experiences of students. Central to the TLC's work, in addition to specific program-level student learning outcome (PSLO) and CSLO assessment support, is providing faculty, classified professionals, and administrators with professional development focused on teaching and learning strategies. Such professional development includes on-demand support from the PSLO/CSLO Coordinator and TLC's "Drop-

Ins," which are short thematic workshops offered throughout the semester. Such themes include implementing universal design for learning and aligning CSLOs with assessment activities. Additionally, TLC supports the Pedagogy Innovation Project (PIP), which is a cohort-based program that provides an institutional support for faculty to innovate their pedagogical practice and instructional design. PIP engages both part-time and full-time faculty in the experimentation of new pedagogies, the extraction of data from these experiments, and the analysis of these data. *(I.B.1-4, II.A.2-6, II.A.2-7, II.A.2-8, II.A.2-9, II.A.2-10, I.B.2-22)*

Supplementing this design and review mechanism is the College's collectively-bargained faculty evaluation process. Summarized in III.A.5, this peer review evaluation process ensures that all faculty utilize instructional methods that meet academic and professional standards and expectations. Should this process reveal that individual faculty are not complying with such standards, plans for improvement are made and guidance is offered to further ensure instructional methods meet prescribed standards. *(II.A.2-11, II.A.2-12, II.A.2-13, II.A.2-14)*

II.A.2. Analysis and Evaluation

Los Medanos College offers a variety of opportunities for all faculty to engage in collective ownership over course design and assessment, while also providing ample opportunities for faculty to stay current within their program of specialty and to improve their teaching and learning strategies and practices. In addition to these offerings and opportunities, the College also requires its departments, and thus its faculty, to engage in a comprehensive review process that covers matters of curriculum and student success. In this way, the College ensures that course content and methods of instruction meet the standards and expectations of higher education. *(I.B.1-4, II.A.2-6, II.A.2-7, II.A.2-10, I.B.2-22, I.A.2-15, I.A.2-17)*

The College is currently in the process of transitioning to eLumen, an electronic curriculum management system. This transition has required LMC to define workflows; one proposed change currently under consideration is the formation of a Technical Review Committee that will review all courses before they go forward to the full Curriculum Committee. The proposed Technical Review Committee would include a representative from both the General Education and Distance Education Committees. These representatives, in consultation with their respective committees, would provide input on newly proposed courses. A new addendum for Distance Education was recently approved by the DE Committee and will be used for new distance education courses proposed beginning in April 2020. *(II.A.1-2, CP5-17, II.A.1-3, II.A.1-4, I.A.1-11)*

II.A.2. Evidence

II.A.2-1	Course Outline of Record Form
II.A.2-2	Curriculum Committee Meeting Agenda-16Oct2019
II.A.1-2	Online Addendum-26Mar2020
CP5-17	LMC-ACCJC Emergency Distance Education Addendum
II.A.1-3	LMC-ACCJC Emergency Blanket Addendum Email-18Mar2020
II.A.1-4	LMC SP20 Courses-DE Addendum
II.A.1-5	Curriculum Committee Agenda-27Mar2020
II.A.2-3	Curriculum Committee Minutes-15Apr2020

II.A.2-4	GE Committee Minutes 23Oct2019
II.A.2-5	GE Criteria for Course Approval
I.A.1-10	Curriculum Committee Position Paper
I.A.1-11	GE Position Paper
I.B.2-2	Student Learning Outcomes: A New Model of Assessment
I.B.1-7	Program Review College Assembly-01Oct2018
I.A.2-15	Comprehensive PR 2017-18 Reports Website
I.A.2-17	Program Review Year Three Reports Webpage
I.B.2-9	GE Program Assessment SP2018
I.A.2-18	PSLO Assessment 2016-2017 Sharepoint
I.B.2-3	CSLO Cycle Two Assessment Sharepoint
I.B.2-4	Instructional PR Cycle Two Course Cohort Forms
I.B.1-4	TLC Website
II.A.2-6	TLC Meeting Agenda-10Sep2019
II.A.2-7	TLC Drop-In Sessions Flyer FA19
II.A.2-8	TLC PIP Proposal 01June2019
II.A.2-9	TLC PIP Welcome Letter
II.A.2-10	TLC PIP Invitation to Faculty
I.B.2-22	SLO Symposium 2020 Presentation
II.A.2-11	UF 4CD-Faculty Evaluations Website
II.A.2-12	Faculty Evaluation-Classroom Observation Form
II.A.2-13	Faculty Evaluation-Improvement Plan
II.A.2-14	GE Committee Minutes 13Nov2019

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.3. Evidence of Meeting the Standard

Los Medanos College systematically assesses its learning outcomes for all courses and programs, as detailed in I.B.2. Course-level and program-level student learning outcomes (CSLO, PSLO) are assessed once every five years. These assessments are supported by the Teaching and Learning Committee (TLC) and the CSLO/PLSO Coordinator. Once finalized, these assessments are reported to the Office of Planning & Institutional Effectiveness. *(I.B.2-2, I.B.1-4, I.B.1-8, I.B.1-7, I.A.2-18, I.B.2-3)*

All course outlines of record (COORs), whether new or existing, include student learning outcomes (SLOs). Distance education courses, including hybrid and fully online, must also file an "Online Supplement to Course Outline of Record" form, which outlines the distance education teaching methodologies used to fulfill the CSLOs. These documents are reviewed as part of the aforementioned five-year review cycle and are vetted by the Curriculum Committee, which ensures all COORs possess learning outcomes and are kept current with College policies and standards. Once vetted, the Office of Instruction makes all COORs available via its College webpage, while also collecting and storing faculty syllabi. The College utilizes a comprehensive faculty evaluation process, detailed further in III.A.5, to ensure that students are not only provided with syllabi, but that these syllabi include SLOs and grading standards. *(II.A.2-1, II.A.3-1, II.A.3-2, II.A.3-3, CP5-19, CP5-20, II.A.3-4, II.A.3-5)*

II.A.3. Analysis and Evaluation

Los Medanos College regularly assesses its program-level and course-level learning outcomes utilizing a five-year program review cycle. As part of this process, the College ensures that all course outlines of record possess student learning outcomes. The College also has checks in place to ensure that students receive course syllabi that include those learning outcomes. The College has recently adopted eLumen, an assessment and curriculum management system that will change the responsibilities and functions of the committee structure described. However, such changes are expected to strengthen the College's ability to monitor its curricular and assessment process, thereby further ensuring that established College procedures are uniformly followed. *(I.B.1-7, I.A.2-18, I.B.2-3, II.A.3-2, II.A.3-3, I.B.1-4, I.B.1-8)*

II.A.3. Evidence

I.B.2-2	Student Learning Outcomes-New Model of Assessment
I.B.1-4	TLC Website
I.B.1-8	TLC Final Report 2018
I.B.1-7	Program Review College Assembly-01Oct2018
I.A.2-18	PSLO Assessment 2016-2017 Sharepoint
I.B.2-3	CSLO Cycle Two Assessment Sharepoint

II.A.2-1	Course Outline of Record Form
II.A.3-1	ESL-085G COOR-SLOs Pages 3-14
II.A.3-2	Memo on First Day Handouts-Inclusion of SLOs
II.A.3-3	BIOSC-045 SP20 Course Syllabus-SLOs
CP5-19	LMC COOR Online Supplement Form
CP5-20	BUS-035B Fully Online Supplement
II.A.3-4	COORs Access Website
II.A.3-5	Faculty Evaluation-Classroom Observation #1-#13-#14

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.4. Evidence of Meeting the Standard

Los Medanos College distinguishes its pre-collegiate curriculum via its curricular development and review process, which has been outlined in II.A.1 and II.A2. Specifically, the Curriculum Committee's prerequisite/co-requisite validation process requires departments to delineate entry skills or knowledge necessary for students to demonstrate readiness in the targeted college-level course using the "Prerequisite/Co-requisite Validation" form. As part of this process, departments must also demonstrate how the pre-collegiate, prerequisite, or co-requisite curriculum develops those entry skills or knowledge. *(II.A.4-1, I.A.1-10, II.A.4-2)*

In order to support pre-collegiate students, the College formerly convened the Basic Skills Initiative (BSI) Committee, which was tasked with allocating apportioned funds to support students in development English, math, and ESL courses. BSI supported students by funding a variety of programs aimed at enhancing student knowledge and skills, such as counseling partnership, embedded graduate student tutors, and NetTutor, an asynchronous chat-based tutoring platform. BSI also supported the pre-collegiate professional development activities. However, given the changes stipulated by the new funding formula and California Assembly Bill 705 (AB 705), this committee has been realigned under the Student Equity and Achievement Program. The activities and programs once funded by BSI are now supported by the Student Equity Plan (SEP), although these funds are no longer categorized for just pre-collegiate curriculum. SEP takes a more integrated, comprehensive approach to providing services and activities needed for student success and achievement. *(II.A.4-3, II.A.4-4)*

Furthering this integrated approach, the College has transformed its pre-collegiate course sequences in math, English, and ESL. Spurred by placement changes stipulated by AB 705, the College has opted to greatly reduce (and in some cases, eliminate) pre-collegiate courses and to instead offer pre-collegiate remediation through co-requisite support courses that are linked to transfer-level courses. In this way, all students get the benefit of pre-collegiate services and activities, while fulfilling transfer-level and degree-applicable requirements. *(II.A.4-5, II.A.4-6, II.A.4-7, II.A.4-8)*

II.A.4. Analysis and Evaluation

As an institution that offers pre-collegiate curriculum and courses, Los Medanos College has systems in place that distinguish such curricula from those at the college level, as well as mechanisms by which pre-collegiate curriculum is integrated in the College's transfer-level and degree-applicable courses. *(II.A.4-5, II.A.4-6, II.A.4-7)*

II.A.4. Evidence

II.A.4-1	Prerequisite-Corequisite Validation Form
I.A.1-10	Curriculum Committee Position Paper
II.A.4-2	Curriculum Forms & Handbook Webpage
II.A.4-3	BSI Activity Plan and Budget 2018-2019

II.A.4-4 Basic Skills Requests for Inclusion in 2019-2022 Equity Plan
II.A.4-5 Mathematics Course Paths Website
II.A.4-6 Social and Health Sciences Math Course Map
II.A.4-7 ESL Program Course Sequencing Map
II.A.4-8 ESL Placement Survey Report SP20-FA20

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

II.A.5. Evidence of Meeting the Standard

To align with California Education Code and Title 5 regulations, the District adopted Board Policy 4011 ("Philosophy and Requirements for Associate Degree and General Education") and Curriculum and Instruction Procedure 4007 ("Philosophy and Criteria for Associate Degree and General Education"). These policies and procedures codify minimum degree requirements, including unit count, general elective breadth, and learning standards. *(II.A.5-1, II.A.5-2, CP3-10)*

In conjunction with these policies and procedures, as well as guiding documents from the California Community Colleges Chancellor's Office and the Academic Senate of California Community Colleges, Los Medanos College utilizes its shared governance structure to validate all associate degrees. These processes are outlined in II.A.1, II.A.2, and II.A.4. In short, the College's Academic Senate, Curriculum Committee, and General Education Committee conduct extensive reviews of degrees, programs, certificates, and courses to ensure alignment with the aforementioned policies and procedures, including minimum unit requirements. *(I.A.1-10, I.A.1-11, II.A.2-5, I.B.2-13)*

To ensure such practices are followed, the College engages in a comprehensive program review process, detailed in I.B.1, I.B.5, and I.B.6, that requires departments to evaluate their programs for adherence to common practices in higher education and to demonstrate how programs culminating in an associate degree may be completed within two years, given departmental scheduling patterns. *(I.A.2-14, I.A.2-15, II.A.5-3, II.A.5-4)*

II.A.5. Analysis and Evaluation

Los Medanos College offers degrees and programs that follow common practices and standards in higher education. These standards include minimum degree requirements, such as unit count, course sequencing, and academic depth and vigor. To ensure such standards are uniformly met, the College engages in a comprehensive review of all its programs as part of its program review cycle. *(II.A.5-3, II.A.5-4, I.A.2-14, I.A.2-15)*

II.A.5. Evidence

II.A.5-1	CCCCD Board Policy 4011
II.A.5-2	CCCCD Curriculum and Instruction Procedure 4007
CP3-10	LMC 2019-2020 College Catalog-Pg. 63-Associate Degree Requirements
I.A.1-10	Curriculum Committee Position Paper
I.A.1-11	GE Position Paper
II.A.2-5	GE Criteria for Course Approval
I.B.2-13	LMC 2019-2020 College Catalog Pg. 59-GE SLOs

I.A.2-14 Comprehensive PR 2017-18 Process Webpage
I.A.2-15 Comprehensive PR 2017-18 Reports Webpage
II.A.5-3 Degree Checklist Webpage
II.A.5-4 Degree Checklist-AA Fine Arts

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

II.A.6. Evidence of Meeting the Standard

Los Medanos College schedules courses in a manner that allows full-time students to complete Associate in Arts for Transfer degrees in two years, and most local degrees in two to three years, depending on the major. This is accomplished first through the program review process described in I.B.2. Program review requires that departments list the sequences of their courses to completion for each of their degrees and certificates, while indicating how frequently and when these courses will be offered. *(I.A.2-16, I.A.2-17, II.A.6-1)*

This course sequencing is used by departments to develop schedules. Together with their deans, departments build schedules that enable program completion and the attainment of outcomes, while maintaining the educational and fiscal integrity of the College. Enrollment data aid departments and deans in the scheduling process. Such data include the prior semesters' enrollment, fill rates, productivity, and trend data. *(II.A.6-2, II.A.6-3, II.A.6-4, II.A.6-5)*

II.A.6. Analysis and Evaluation

The introduction of Tableau in fall 2019 has greatly improved access to data for deans and department chairs. However, this tool is still new and it will take some time to build proficiency in using it. In addition, it does not provide all of the relevant information needed, such as information on waitlists. The College is aware of this gap, and the Strategic Enrollment Management (SEM) Committee – in collaboration with the College's Guided Pathways taskforces – has convened to address such issues, as described in IV.A.5. SEM is charged with developing comprehensive student enrollment goals aligned with the College's mission and Educational Master Plan. Using relevant data that aligns with Guided Pathways principles, SEM aims to ensure enrollment decisions are aligned with the improvement of equitable access, success, engagement, persistence, and completion outcomes for all students. *(II.A.6-2, II.A.6-3, II.A.6-6, II.A.6-7)*

II.A.6. Evidence

I.A.2-16	Program Review Year Three Process Webpage
I.A.2-17	Program Review Year Three Reports Webpage
II.A.6-1	Biological Sciences CPR 2017-18 Instructional Template
II.A.6-2	Email to Department Chairs-PR Tableau Trainings Announcement
II.A.6-3	PR Tableau Trainings Powerpoint
II.A.6-4	Department Chairs Scheduling Data SP20 Sharepoint
II.A.6-5	Department Chairs Scheduling Data SP20-ART HUMAN
II.A.6-6	SEM Guiding Principles Website
II.A.6-7	SEM Schedule Development Guidelines

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.A.7. Evidence of Meeting the Standard

Los Medanos College offers a range of course delivery modes, including fully face-to-face, hybrid, and fully online, as well as short-term and late-start courses. The development of such varied delivery modes is undertaken at the department level. As departments sense the needs of students changing, they have the latitude to adapt their offerings to fulfill those needs. *(INT-8, INT-9, II.A.7-1, CP5-1, CP5-7, CP5-17, CP5-16, II.A.1-9, II.A.1-6, I.C.1-4)*

By incorporating matters of pedagogy into the curriculum development and review processes, the College ensures the teaching methodologies employed by its faculty support equitable success. As described in II.A.2, all courses offered at the College undergo a rigorous vetting process. This process is initiated by the Curriculum Committee, a faculty-led group charged with responsibility for reviewing educational philosophy and pedagogy for each course. In an effort to fulfill this charge, the Curriculum Committee requires that all course outlines of record (COORs) must include instructional methods and assessment instruments, the latter of which is shown through the detailing of sample assignments and activities. For courses in the General Education (GE) program, the GE Committee reviews COORs to ensure alignment with the local GE student-level learning outcomes, while also verifying the academic rigor is appropriate for Intersegmental General Education Transfer Curriculum (IGETC) or California State University (CSU) transferable courses. Basic skills courses undergo additional scrutiny, as highlighted in II.A.4, as do distance education courses, all of which must submit the "Online Course Supplement" form before being allowed on the schedule. *(I.A.1-10, I.A.1-11, CP5-19)*

After this initial review process, course curriculum, including pedagogical methodologies, undergo further evaluation as part of the College's program-level and course-level assessment model, which is detailed in I.B.2. As noted in I.B.5 and I.B.6, the College uses these review processes to disaggregate information relevant to disproportionately impacted student populations and to implement strategies to remediate gaps in achievement. These remediation efforts include those centered around matters of pedagogy, such as the College's robust professional development opportunities discussed in III.A.14. *(I.B.2-2, I.B.4-4, I.B.4-5, I.B.5-1)*

To further enhance the College's online offerings, the Academic Senate charges the Distance Education (DE) Committee with providing regular feedback to the Academic Senate and Curriculum Committee about DE issues, as well as keeping resources on their website. In support of such a charge, the DE Committee studied the College's distance education offerings. The study resulted in the College's enrollment in the Open Education Initiative, which will provide greater professional development and oversight in teaching methodologies relevant to distance education. The DE Committee has also developed and integrated programs for distance education students, including tutoring, academic and mental health counseling, and exam proctoring, as well as Financial Aid and Admissions & Records support. *(II.A.7-2, II.A.7-3, CP5-1, II.A.1-9, I.C.1-4, II.A.1-7,)*

To support its diverse student population, regardless of delivery mode, the College offers a variety of support services, including the Center for Academic Support, the Math Lab, the Library, and others detailed in II.B.1. These services are developed and reviewed with the same rigor as the College's course offerings, the process for which is detailed in II.B.3. *(I.C.1-4, II.A.7-4, II.A.7-5, II.A.7-6, II.A.7-7)*

II.A.7. Analysis and Evaluation

Los Medanos College effectively uses delivery modes, teaching methodologies, and learning support services that support equitable success for all students. The mechanisms by which such modes, methodologies, and services are assessed and revised is outlined in the College's program review process. *(CP5-16, CP5-17, II.A.1-6, I.C.1-4, II.A.1-7, II.A.7-2, I.A.2-14, I.A.2-16, II.A.7-7)*

II.A.7. Evidence

INT-8	LMC Schedule of Classes Spring 2020
INT-9	LMC College Catalog 2019-2020
II.A.7-1	Academic Senate Meeting Agenda 25Feb2019
CP5-1	Academic Senate Resolution to Join OEI 25Feb2019
CP5-7	Assuring the Quality of Distance Education at LMC
CP5-17	LMC-ACCJC Emergency Distance Education Addendum
CP5-16	Final DDEC Guidelines for Remote Delivery of Instruction
II.A.1-9	LMC CVC-OEI Grant Website
II.A.1-6	OoI Faculty Updates Email-13Apr2020
I.C.1-4	Messages to Students Email-10Apr2020
I.A.1-10	Curriculum Committee Position Paper
I.A.1-11	GE Position Paper
II.A.2-5	GE Criteria for Course Approval
CP5-19	LMC COOR Online Supplement Form
II.A.1-7	Online Resources Website Students-Get Started Online
II.A.7-2	Online Resources Website-Student Support Resources
I.B.2-2	Student Learning Outcomes: A New Model of Assessment
I.B.4-4	CSLO Assessment Template
I.B.4-5	PSLO Assessment 2016-17 Reporting Template
I.B.5-1	Tableau Disaggregated Data by Programs
II.A.7-3	Distance Education Committee Website
II.A.7-4	Center for Academic Support Website
II.A.7-5	Math Lab Website
II.A.7-6	LMC Library Website
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-16	Program Review Year Three Process Webpage
II.A.7-7	DSPS Program Review Year Three Update Template

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

II.A.8. Evidence of Meeting the Standard

Los Medanos College validates its direct assessment of prior learning in accordance with District Board Policy 4015 ("Course Prerequisites, Co-requisites and Advisories") and Curriculum and Instruction Procedure 4014 ("Course Prerequisites, Co-requisites and Advisories on Recommended Preparation"). Discussed in II.A.4, the prerequisite validation process requires departments to outline entry skills or knowledge necessary for students to demonstrate readiness in the targeted college-level course using the "Prerequisite/Co-requisite Validation" form. Once approved by the Curriculum Committee, these prerequisites must then be validated regularly. Career Technical Education (CTE) courses engage in a prerequisite review process and certify their prerequisites for relevancy every two years. The process is also reviewed and approved by the Curriculum Committee. *(II.A.4-1, II.A.8-1, II.A.8-2, II.A.8-3, II.A.8-4, CP3-7, II.A.8-5, II.A.8-6, II.A.8-7)*

The prerequisite process aside, the College does not use department-wide course or program examinations, except for in a few instances in CTE programs. Several CTE programs, such as Emergency Medical Technician and Nursing, are subject to licensure certification examinations after program completion. These examinations are administered by third-party testing agencies that are responsible for the validation of effectiveness in measuring student learning and competency and for minimizing test bias. In programs where LMC provides certification examinations, like Fire Technology, the College must submit to evaluation by the given accrediting agency. In the case of Fire Technology, the College is licensed by the Office of the State Fire Marshal and must submit an accreditation self-study before undergoing a site evaluation. Additionally, faculty in Fire Technology must attend specialized trainings and follow prescriptive plans for testing. *(II.A.8-8, II.A.8-9, II.A.8-10)*

II.A.8. Analysis and Evaluation

Where applicable, Los Medanos College uses several institution-wide standards and procedures to ensure that examinations and measures of learning are fair and consistently applied across courses and across the college. This increases reliability and validity while reducing disproportionate impacts. *(II.A.8-11, II.A.8-12, II.A.8-13, II.A.4-8, II.A.2-11)*

II.A.8. Evidence

II.A.4-1	Prerequisite-Corequisite Validation Form
II.A.8-1	CCCCD Board Policy 4015
II.A.8-2	CCCCD Curriculum and Instruction Procedure 4014
II.A.8-3	LMC 2019-20 College Catalog-Pg. 14 Prerequisites
II.A.8-4	Prerequisite Challenge Form
CP3-7	LMC 2019-2020 College Catalog Pg. 21-Credit by Exam
II.A.8-5	LMC 2019-20 College Catalog-Pg. 23 CLEP Info
II.A.8-6	Instructions for Completing COOR

II.A.8-7 Developmental Education & Basic Skills Program Website
II.A.8-8 NREMT Website
II.A.8-9 NCSBN NCLEX and Other Exams Website
II.A.8-10 State Fire Training Course Info & Materials Manual-Jan2019
II.A.8-11 RP Group MMAP Website
II.A.8-12 Multiple Measures Placement Form
II.A.8-13 Multiple Measures Assessment Placement Website
II.A.4-8 ESL Placement Survey Report SP20-FA20
II.A.2-11 UF 4CD Faculty Evaluations Website

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

II.A.9. Evidence of Meeting the Standard

As required by California Code of Regulations Education, Title 5, Section 55002 and 55002.5, student learning outcome (SLO) attainment is the basis on which Los Medanos College awards course credit, degrees, and certificates. Such outcome attainment is measured in accordance with California Code of Regulations Education, Title 5, Section 55023 and has been further stipulated in District Curriculum and Instruction Procedure 4001 ("Standards of Scholarship"). To ensure outcome attainment, the College regularly assesses SLOs and utilizes the results for course and instructional improvements, a process discussed in I.B.2. *(II.A.9-1, I.B.2-2, I.B.1-7, I.B.4-4, I.B.4-5)*

The College similarly calculates credit hours in manner consistent with the aforementioned California Code of Regulations, Title 5 sections and the California Community Colleges Chancellor's *Office Program and Course Approval Handbook*. To this end, LMC applies the Carnegie Unit formula for lecture, lab, and activity components when approving courses while adhering to the "out-of-class" work standard of two hours for each in-class lecture hour. For clock-to-credit conversions, the College adheres to the formula for the clinical components of the Registered Nursing and Vocational Nursing courses as required under provision 34 of the Code of Federal Regulations, part 600.2. *(CP3-3, CP3-4, II.A.9-2)*

To ensure such standards are being met, the College charges the Curriculum Committee with the review of course outlines of record. As detailed in II.A.1, this process includes review for content, student learning outcomes, and assessment instruments. Technical review of units/credit hours is undertaken by the Office of Instruction. *(I.A.1-10, II.A.8-6, I.A.1-11)*

II.A.9. Analysis and Evaluation

Following California regulations, Los Medanos College awards course credit, degrees, and certifications based on student learning outcome attainment. The College also follows California regulation in awarding units in a manner consistent with the norms and equivalencies in higher education. Finally, the College's clock-to-credit-hour conversions are consistent with regulations and recommendations from the Chancellor's office. *(CP3-3, CP3-4)*

II.A.9. Evidence

II.A.9-1	CCCCD Curriculum & Instruction Procedure 4001
I.B.2-2	Student Learning Outcomes: A New Model of Assessment
I.B.1-7	Program Review College Assembly-01Oct2018
I.B.4-4	CSLO Assessment Template
I.B.4-5	PSLO Assessment 2016-17 Reporting Template
CP3-3	CCCCO Hours and Units Calculations-Credit

CP3-4	LMC Class Hours Calculations
II.A.9-2	Compressed Calendar CH Patterns
I.A.1-10	Curriculum Committee Position Paper
II.A.8-6	Instructions for Completing COOR
I.A.1-11	GE Position Paper

II.A.10. 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. (ER 10)

II.A.10. Evidence of Meeting the Standard

Transfer-of-credit policies and procedures are clearly stated and widely available to students, as such policies are included in the Los Medanos College Catalog, on the Admission & Records webpage(s), and elsewhere on the LMC website. Transfer advising and application support are also available online and in person. *(II.A.10-1, II.A.10-2, II.A.10-3, II.A.10-4, II.A.10-5)*

In order to certify that the learning outcomes from transferred courses are comparable to its own, the College follows its internal transcript evaluation process. Once a "Request for Transcript Evaluation" form is submitted, Senior Admissions & Records Assistants scrutinize individual transcripts using tools such as the Assist.org, C-ID.net, and Transfer Evaluation System from CollegeSource. To facilitate this process, the College only accepts credit from institutions accredited by one of the seven regional accrediting organizations or follows the recommendation of the American Association of Collegiate Registrars and Admissions Officers. Likewise, the College utilizes the Course Identification Numbering System (C-ID), which catalogs comparable courses offered in the California Community Colleges system. Finally, where necessary, course outlines of record and often syllabi are reviewed to make decisions regarding student learning outcomes and program learning outcomes for mapping and alignment. *(II.A.10-1, II.A.10-3, II.A.10-4, II.A.10-5)*

The College evaluates transfer trends to inform articulation agreement development. To this end, LMC has also developed a robust articulation program with local high schools and adult education centers, as well as with various colleges and universities. Currently, the College partners with 14 school sites and has 40 agreements in place representing 20 different college courses. LMC implements articulation agreements created through Senate Bill 1440's Associate Degree for Transfer (ADT) partnership with California State Universities (CSU), and presently offers 20 such ADTs. The College also has developed articulation agreements with Historically Black Colleges and Universities and the Association of Independent California Colleges and Universities, as well as local colleges and universities, such as Saint Mary's College and Golden Gate University. *(II.A.10-6, II.A.10-7, II.A.10-8, II.A.10-9, II.A.10-4, ER1-4, INT-10)*

II.A.10. Analysis and Evaluation

Los Medanos College publishes clearly stated transfer-of-credit policies. The College follows a robust process by which transferred courses are certified as comparable to its own courses. Transfer patterns and trends are also monitored by the College in order to facilitate the development of articulation agreements. *(II.A.10-1, II.A.10-3, II.A.10-4, II.A.10-6, ER1-4)*

II.A.10. Evidence

II.A.10-1	LMC 2019-2020 College Catalog Pg. 21-Transfer of Credit
II.A.10-2	LMC 2019-2020 College Catalog Pg. 42-Transfer & Career Services
II.A.10-3	Admissions & Records Policies Webpage
II.A.10-4	Transfer Admissions Guarantees Webpage
II.A.10-5	Transfer Evaluation System (TES)-College Source Website
II.A.10-6	High School Articulation Guidelines
II.A.10-7	LMC HS Articulation Program Faculty Handbook
II.A.10-8	2019-20 Articulations with Faculty Contacts
II.A.10-9	HS Articulation Agreements Website
ER1-4	Los Medanos ADT Certification Form
INT-10	LMC 2019-2020 College Catalog Pgs. 61-63 Program & Degree Info

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.11. Evidence of Meeting the Standard

All programs at Los Medanos College have developed program-level student learning outcomes (PSLOs). These PSLOs vary, touching primarily on program-specific outcomes. The College does not have institutional-level student learning outcomes (ISLOs) with which all PSLOs could align. The College has instead opted to integrate its ISLOs with its General Education (GE) student learning outcomes (SLOs). The College's GE SLOs align with the Standard as follows *(I.B.2-13)*:

GE SLO	COMMUNICATION COMPETENCY	INFORMATION COMPETENCY	ANALYTIC INQUIRY SKILLS	ETHICAL REASONING	DIVERSE PERSPECTIVE
Read critically and communicate effectively as a writer and speaker.	■	■			
Understand connections among disciplines and apply interdisciplinary approaches to problem solving.		■			■
Think critically and creatively.		■	■		
Consider the ethical implications inherent in knowledge, decision-making and action.		■		■	
Possess a worldview informed by diverse social, multicultural and global perspectives.		■			■

This integrated model requires that GE courses align with the College's GE SLOs. The Academic Senate charges the GE committee with reviewing LMC's new and revised course outlines of record to ensure alignment with the GE SLOs. The GE Committee also engages in programmatic assessment, looking specifically at how broadly and effectively instruction relevant to the GE SLOs is being conducted by the various programs and courses offered by the College. In addition to the assessment conducted by the GE Committee, individual programs evaluate their alignment with the GE SLOs, while engaging in the College's comprehensive program review cycle, which is outlined in I.B.2. *(I.B.2-13, II.A.2-5, II.A.2-4)*

Because all local associate degree programs require a minimum of 18 units of General Education courses in the areas required by Title 5, and students who receive Associate Degrees for Transfer must complete California State University (CSU) GE requirements, all students who graduate with an associate degree meet the above competencies. *(II.A.11-1, CP3-10)*

II.A.11. Analysis and Evaluation

All programs at Los Medanos College have student learning outcomes. The General Education program at LMC has a model that currently integrates five SLOs into all courses listed in the areas of Natural Sciences, Social and Behavioral Sciences, Arts and Humanities, and Ethnic/Multicultural Studies. Please note that – while courses that fulfill requirements in Language and Rationality: English Composition/Communication and Analytical Thinking transfer as general education courses – they have not been required to integrate the five GE SLOs because they were historically considered "competencies" for the College's local

associate degree, rather than courses with integrated GE outcomes. This is a discrepancy that LMC is addressing in the revision of its GE model now underway. With this exception, courses approved as General Education for the College's local associate degree in the above disciplinary groupings (Boxes A, B, C, and E) integrate the five SLOs listed in the table above, which broadly align with the competencies in this Standard. Since students must take a minimum of 18 units of general education to earn a local associate degree – of which 12 must include LMC's integrated GE SLOs, and must complete CSU transfer requirements for an Associate Degree for Transfer – graduates who have earned an associate degree have demonstrated proficiency in the competencies identified in this standard this Standard. The College is currently investigating the degree to which students who graduate with Certificates of Achievement in career technical education programs also demonstrate these competencies. To make that determination, programs are mapping their competencies to those in this Standard. At the time of this writing, 12 out of 26 of these programs have completed the mapping, and most indicate that their program-level outcomes align with these competencies. *(I.B.2-13, II.A.2-4, CP3-10, II.A.11-1, II.A.11-2, II.A.11-3)*

II.A.11. Evidence

I.B.2-13	LMC 2019-2020 College Catalog Pg. 59-GE SLOs
II.A.2-5	GE Criteria for Course Approval
II.A.2-4	GE Committee Minutes-23Oct2019
CP3-10	LMC 2019-2020 College Catalog Pg. 63-Associates Degree Info
II.A.11-1	LMC 2019-2020 College Catalog Pg. 58-Math & Reading Requirements
II.A.11-2	CTE Committee Minutes-12Nov2019
II.A.11-3	CTE Committee Minutes-10Dec2019

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

II.A.12. Evidence of Meeting the Standard

As stipulated by District Board Policy 4011 ("Philosophy and Requirements for Associate Degree and General Education") and further codified in Curriculum and Instruction Procedure 4007 ("Philosophy and Criteria for Associate Degree and General Education"), Los Medanos College requires that its degree programs include a component of General Education (GE) coursework from the Natural Sciences, Social and Behavioral Sciences, Arts & Humanities, and Language and Rationality. To this end, the College adopted a General Education philosophy that focuses on the academic, civic, personal, and moral components of GE curriculum. *(II.A.5-1, II.A.5-2, I.B.2-13, II.A.2-5)*

The College also developed five GE student learning outcomes (SLOs), which have been outlined in II.A.11. These outcomes ensure that LMC's degree applicable courses encompass skills for lifelong learning and the application of knowledge, as well as preparation for membership in civil society. Relying on the expertise of its members, the College's GE Committee reviews all new and revised course outlines of record for the appropriateness of the course for inclusion in the General Education program. *(I.B.2-13, I.B.2-9)*

II.A.12. Analysis and Evaluation

LMC's philosophy of General Education was reviewed by the GE Committee in 2013 and is published in the Catalog. The philosophy is once again being reviewed by the GE Committee, and any changes will be sent to Academic Senate in spring 2020. General Education SLOs are listed in the College catalog, and all courses proposed as GE are carefully reviewed by the Committee to ensure that they teach and assess students' abilities to: communicate effectively; think critically and creatively; reason ethically; and understand diverse and multicultural perspectives. *(I.B.2-13, I.B.2-9, I.A.1-11)*

II.A.12. Evidence

II.A.5-1	CCCCD Board Policy 4011
II.A.5-2	CCCCD Curriculum & Instruction Procedure 4007
I.B.2-13	LMC 2019-2020 College Catalog Pg. 59
II.A.2-5	GE Criteria for Course Approval
I.B.2-9	GE Program Assessment SP2018
I.A.1-11	GE Position Paper

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.A.13. Evidence of Meeting the Standard

In alignment with District Board Policy 4011 ("Philosophy and Requirements for Associate Degree and General Education") and Curriculum and Instruction Procedure 4007 ("Philosophy and Criteria for Associate Degree and General Education"), Los Medanos College requires that all degrees lead students through learning experiences focused on at least one area of inquiry or an established interdisciplinary core. All of LMC's Associate Degrees for Transfer (ADT) and career technical education (CTE) degrees identify at least 18 units of specialized courses within an area of inquiry, and its local Liberal Arts degrees require 18 units in an interdisciplinary core. The College's ADT and CTE degrees have clearly aligned program-level student learning outcomes (PSLOs) and course-level student-learning outcomes (CSLOs). Liberal Arts degrees, on the other hand, do not possess unique PSLOs. Instead, the College uses its General Education (GE) student learning outcomes as the PSLOs for its Liberal Arts degree programs. Such interdisciplinary cores are grouped around Arts and Humanities, Behavioral Science and Social Sciences, or Math and Science. In addition to the core coursework, all associate degrees must fulfill the College's GE requirement, which is described in II.A.11 and II.A.12. As with PSLOs, all CSLOs in General Education courses must align with GE student learning outcomes. *(II.A.5-1, II.A.5-2, CP3-10, I.B.2-13, CP3-8, CP3-9, II.A.13-1)*

As outlined in II.A.1 and II.A2, the College relies on its robust program and curriculum development processes to ensure that its programs and courses are focused on SLOs and mastery of key theories and practices. In short, the program and course approval processes require departments and programs to delineate relevant SLOs and define appropriate mastery of those outcomes. *(II.A.1-1)*

II.A.13. Analysis and Evaluation

In spring 2019, the Academic Senate formed a task force to study LMC's Liberal Arts degrees and to make recommendations as to whether or not any changes might be needed. Data were gathered on the number of degrees students were earning, as well as the number of units students were taking to earn those degrees. Students with more than one degree – for example, an Associate Degree for Transfer and a local Liberal Arts degree – did indeed have more units. However, the College has not yet analyzed the course-taking patterns that resulted in those extra units. This is a finding that can be taken up by the Strategic Enrollment Management Committee and Guided Pathways Advisory Committee, which are working together to clarify pathways and foster completion and student success. *(II.A.13-1, II.A.13-2, II.A.6-6, II.A.13-3)*

II.A.13. Evidence

II.A.5-1	CCCCD Board Policy 4011
II.A.5-2	CCCCD Curriculum & Instruction Procedure 4007
CP3-10	LMC 2019-2020 College Catalog Pg. 63-Associate Degree Requirements
I.B.2-13	LMC 2019-2020 College Catalog Pg. 59-GE
CP3-8	LMC 2019-2020 College Catalog Pg. 54-CSU Requirements
CP3-9	LMC 2019-2020 College Catalog Pg. 55-IGETC Standards
II.A.13-1	LMC 2019-2020 College Catalog Pgs. 201-202-Liberal Arts Degrees
II.A.1-1	Approval Process for New Instructional Programs
II.A.13-2	Academic Senate Minutes-23Sep2019
II.A.6-6	SEM Guiding Principles Website
II.A.13-3	Guided Pathways Advisory Committee Website

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

II.A.14. Evidence of Meeting the Standard

Los Medanos College ensures that its career technical education (CTE) graduates meet employment and other relevant standards. As noted in in II.A.11, all CTE programs must align with the program-level student learning outcomes. To ensure such outcomes meet employment standards, every CTE program has an advisory committee that includes business and industry experts. These committees meet biannually, at minimum, to review curriculum and entry-level competencies and to ensure relevance of the program content to industry practice and standards. *(I.C.6-5, II.A.14-1, I.B.2-13, II.A.2-4, CP3-10, II.A.11-1, II.A.11-2, II.A.14-2, II.A.14-3, II.A.14-4, II.A.14-5, II.A.14-6, II.A.14-7, II.A.1-9, II.A.14-8)*

Additional support for CTE programs is provided by the College's Workforce & Economic Development unit, which collects, distributes, and assists with interpreting labor market and similar program data. Workforce & Economic Development also provides recruitment for advisory committees by engaging in industry outreach, while seeking membership in industry organizations, such as the East Bay Industrial Association. *(II.A.14-9, II.A.14-10, II.A.14-11, II.A.14-12, II.A.14-13, II.A.14-14, II.A.14-15)*

The College also reviews its CTE programs every two years to ensure currency and compliance with industry needs and external licensure and certification requirements, such as those from the Local Workforce Investment Board, the Bay Area Regional Consortium, and Deputy and State Sector Navigators. CTE is engaged in additional review as part of the College's program review process, which is outlined in I.B.2. This process requires CTE programs to validate competencies for employment, technical skills, labor market demand, and program viability. *(II.A.14-16, II.A.14-17, II.A.14-18, II.A.14-19, II.A.14-20, I.A.2-16, II.A.14-21, II.A.14-22, II.A.14-23, II.A.14-24, I.C.3-8)*

To further ensure that its graduates meet employment and other standards, the College has partnered with a number of local community-based organizations, including Opportunity Junction and Earn & Learn East Bay, the latter of which provides CTE students with work-based college credits through the Cooperative Work Experience Education initiative. *(II.A.14-25, II.A.14-26, II.A.14-27)*

II.A.14. Analysis and Evaluation

Through robust review processes and community partnerships, Los Medanos College ensures that students completing career-technical certificates and degrees possess the requisite technical and professional competencies. *(II.A.14-28, II.A.14-29, II.A.14-30, II.A.14-31, II.A.14-32, II.A.14-33, I.B.3-3)*

Career technical education programs review core indicator data provided by the California Community Colleges Chancellor's Office (CCCCO). 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 CCCCO. 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.14-34, II.A.14-35, II.A.14-36, I.C.3-8, II.A.14-15, II.A.14-17)*

Los Medanos College 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 the 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. Survey results indicated that: 78% of respondents reported being employed for pay; of those currently employed, 59% indicated they were working in the same field as their studies and training; an additional 13% indicated they work in a field that is "close" to their studies and training; and 23% of respondents had transferred to pursue a bachelor's degree within their field of study. The College participated in the survey again during 2012-2013, with results showing that: respondents who were employed for pay rose 3% to 81%; 38% were working in their field of study; and 15% were working in fields closely related. Students indicating transfer to a four-year institution rose to 27%. *(II.A.14-15, II.A.14-37)*

II.A.14. Evidence

I.C.6-5	Career Technical Education Website
II.A.14-1	CTE Committee Webpage
I.B.2-13	LMC 2019-2020 College Catalog Pg.59-GE
II.A.2-4	GE Committee Minutes 23Oct2019
CP3-10	LMC 2019-2020 College Catalog Pg. 63-Associate Degree Requirements
II.A.11-1	LMC 2019-2020 College Catalog Pg. 58-Math & Reading Requirements
II.A.11-2	CTE Committee Minutes-12Nov2019
II.A.14-2	About Career Pathways Webpage
II.A.14-3	CTE-Career Pathways Webpage
II.A.14-4	Program Advisory Committee Toolkit 2020
II.A.14-5	2019 Nursing Advisory Meeting Minutes
II.A.14-6	2019 Nursing Advisory Meeting Presentation
II.A.14-7	CTE Committee Minutes-10Mar2020
II.A.1-9	LMC CVC-OEI Grant Website
II.A.14-8	CCCCD News-August 2019_Online CE Grant
II.A.14-9	Workforce & Economic Development Website
II.A.14-10	ELENA Webpage-LMC Connections
II.A.14-11	Transfer & Career Services-Employment Center Webpage
II.A.14-12	Workforce Stars Webpage
II.A.14-13	Centers of Excellence Website-Homepage
II.A.14-14	Industrial Association of CCC Website
II.A.14-15	CTEOS Employment Status-LMC Results
II.A.14-16	BACCC Website-Homepage
II.A.14-17	CCCCO-RFA Doing What Matters Sector Navigator Webpage

II.A.14-18	CCCCO RJV-K12 SWP Pathway Coordinator Timeline & SOW
II.A.14-19	CA Community College Assn for Occupational Education Website
II.A.14-20	Comprehensive PR Report-Welding Technology
I.A.2-16	Program Review Year Three Process Webpage
II.A.14-21	PR Year 3 Update Report-Journalism
II.A.14-22	BUS-027 Course Outline of Record
II.A.14-23	JOURN-110 Course Outline of Record
II.A.14-24	CTEOS Santa Rosa Junior College Website
I.C.3-8	LaunchBoard Website
II.A.14-25	LMC Internships for Students Webpage
II.A.14-26	MOU CCCCD LMC-Opportunity Junction
II.A.14-27	MOU CCCCD-CCEP Earn and Learn East Bay
II.A.14-28	LMC Communications Dept Guidelines-Rev May 2019
II.A.14-29	LMC Nursing Dept Bylaws-Rev April 2019
II.A.14-30	ACCJC Annual Report 2020-Licensure Exam & Employment Rates
II.A.14-31	EDD Website-Homepage
II.A.14-32	America's Job Center Finder Webpage
II.A.14-33	BRN NCLEX Pass Rates
I.B.3-3	NOVA-Local Vision Goals-25Apr2019
II.A.14-34	CCCCO MIS College Aggregate Core Indicator Webpage
II.A.14-35	US Bureau of Labor Statistics-SOC Webpage
II.A.14-36	LMC Registered Nursing Webpage
II.A.14-37	PIE Data & Surveys Webpage-WDCE Data

II.A.15. 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.

II.A.15. Evidence of Meeting the Standard

District Board Policy 4008 ("Review, Establishment, Modification and Discontinuance of Courses and Programs") provides Los Medanos College with authority to outline its own course modification and discontinuance procedures. The Instructional Program Discontinuance Process describes the mechanism by which programs are discontinued, including the methods by which students may complete their education in a timely manner. Specifically, the Instructional Program Discontinuance Process charges the relevant instructional dean with developing a plan for program phase-out that would enable currently enrolled students to complete program requirements. *(CP5-15, II.A.15-1)*

Likewise, for students with Catalog rights, the College's Catalog stipulates currently enrolled students must be allowed to complete their program of study. To uphold catalog rights, the College allows students to substitute courses within a degree program in cases where courses from that program are no longer offered. Students must contact the faculty chair of the appropriate department to complete the course substitution paperwork and get approval from the relevant instructional dean, thus continuing students with Catalog rights to a program that is being eliminated can complete their education with minimal disruption. *(II.A.15-2)*

II.A.15. Analysis and Evaluation

Los Medanos College follows the Contra Costa Community College District's established procedures when eliminating or changing programs. In doing so, the College ensures that appropriate arrangements are made so that students may complete their education with minimal disruptions. *(CP5-15, II.A.15-1, II.A.15-2)*

II.A.15. Evidence

II.A.15-1 CCCCD Board Policy 4008
CP5-15 CCCCD Curriculum & Instruction Procedure 4008
II.A.15-2 LMC Instructional Program Discontinuance Process
II.A.15-3 LMC 2019-2020 College Catalog Pg. 58-Catalog Rights

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

II.A.16. Evidence of Meeting the Standard

Los Medanos College regularly evaluates and improves its instructional programs. As detailed in I.B.2, all courses, programs, departments and units at the College engage in a comprehensive review of their offerings. A continuous five-year cycle, the College's assessment model integrates course outline assessment and revision with program review and resources allocation, as well as with professional development and strategic planning. As indicated in I.B.3, I.B.4, and I.B.9, LMC uses this process to direct its larger strategic planning efforts. The process directs the College's resource allocation process (RAP), as detailed in III.D.1. All of these processes, including RAP, focus on the improvement and enhancement of student learning and achievement. *(I.B.2-2, I.B.1-7, I.B.1-1, I.B.6-6, I.B.6-7, I.B.1-8)*

As noted in II.A.7, LMC has engaged in additional evaluations of its delivery modes. The Distance Education (DE) Committee's study of DE course offerings, for example, provided guidance relevant to online course planning that resulted in the College's participation in the Open Education Initiative. *(CP5-7, CP5-1, CP5-2, CP5-3, CP5-4, II.A.1-9)*

In pursuit of course-level improvement, the College engages in a broad curriculum development and revision process. Prompted by the aforementioned assessment model, departments make improvements to courses via revision of official course outlines of record (COORs). As detailed in II.A.2 and II.A.3, all courses must engage in a student learning outcome assessment every four years. This assessment is facilitated by the Office of Instruction and supported by the Teaching and Learning Committee. This process culminates in COOR revision and re-approval by the Curriculum Committee. *(I.B.2-2, I.B.1-7, I.B.1-8, II.A.1-13, II.A.1-14, II.A.1-15)*

II.A.16. Analysis and Evaluation

Through its comprehensive review process, Los Medanos College regularly evaluates and improves its instructional programs and offerings, regardless of means of delivery. *(I.A.2-14, I.A.2-16, I.B.1-8)*

II.A.16. Evidence

I.B.2-2	Student Learning Outcomes: A New Model of Assessment
I.B.1-7	Program Review College Assembly-01Oct2018
I.B.1-1	Planning Process College Assembly 18Oct2017
I.B.6-6	2018-19 RAP Email_BKratochvil 15Oct2018
I.B.6-7	Budget Update & RAP Memo_BKratochvil 15Oct2018
I.B.1-8	TLC Final Report 2018
CP5-7	Assuring the Quality of Distance Education at LMC

CP5-1	Academic Senate Resolution to Join OEI-25Feb2019
CP5-2	Academic Senate-DE Position Paper-21Apr2020
CP5-3	CVC-OEI Course Design Rubric-14Feb2019
CP5-4	@ONE Principles for Quality Online Teaching
II.A.1-9	LMC CVC-OEI Grant Website
II.A.1-13	SPCH-120 Revised GE Draft COOR
II.A.1-14	SPCH-120 COOR Revisions Cover Sheet
II.A.1-15	SPCH-120 COOR Faculty Meeting Notes-Draft
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-16	Program Review Year Three Process Webpage
II.A.16-1	What did we learn from Comprehensive Program Review

II.B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services, to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

II.B.1. Evidence of Meeting the Standard

Library

The Los Medanos College Library provides appropriate materials, services, and instruction to all students and faculty on the Pittsburg Campus, at the Brentwood Center, at other off-site locations, and online. *(II.A.7-2, II.A.7-6)*

At present, the Library holds 25,782 print titles and provides access to more than 220,876 e-book titles. In addition, the Library offers 1,924 reserve items in the collection, offering students more equitable access to their textbooks. The Library also subscribes to 75 print journals and 53 electronic databases, which include access to thousands of full-text journals and newspapers. Finally, the Library holds 1,653 DVDs and CDs, along with the equipment needed to utilize these items. All resources, including both print and electronic, have been curated to reflect the breadth, depth, and variety necessary to support student learning and achievement. Furthermore, all electronic resources can be accessed 24 hours a day, seven days a week through the Library webpage. *(II.B.1-1, II.B.1-2, II.B.1-3)*

The College's 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, video conferencing, and phone reference. They also provide custom library instruction workshops at the request of faculty members, as well as online research guides in support of programs and disciplines using the LibGuide platform. *(II.B.1-4, II.B.1-5, II.B.1-6, II.B.1-7, II.B.1-8, II.B.1-9, II.B.1-10, II.B.1-11)*

Learning Centers

The College offers two primary learning centers: The Center for Academic Support and the Math Lab. These services are available at the Pittsburg Campus, at the Brentwood Center, and online through the College's website and learning management system. *(II.A.7-4, II.A.7-5)*

The Center for Academic Support provides academic support to all LMC students through reading and writing consultations, peer-tutoring, and workshops, as well as by housing "The Professor Is In" instructor office hours, and eight open-access computers. Reading and writing

consultants offer students individualized support with English department faculty on reading and writing assignments from any discipline. The Center for Academic Support offers additional support to students, providing subject-specific peer tutoring, "The Professor Is In" program, and a variety of workshops on reading and writing topics. In order to ensure that the services are current and supportive, all peer tutors engage in training throughout their tenure at the Center for Academic Support, while faculty consultants are offered monthly professional development opportunities. *(II.B.1-12, II.B.1-13, II.B.1-14, II.B.1-15, II.B.1-16, II.B.1-17, II.B.1-18, II.B.1-19)*

Available at both the Pittsburg Campus and the Brentwood Center, the Math Lab is staffed by instructors, student tutors, and Math Lab coordinators. The Math Lab offers help with math assignments, course concepts, computer software, and other assignments. It also includes a computer lab, thereby giving students access to important course software, including Mathematica, TinkerPlots, Microsoft Office, Excel, and Online Homework Systems (MyMathLab, MathXL, Carnegie, WebAssign, ALEKS, et al.) *(II.A.7-5)*

In addition to these larger labs, the College offers additional learning support service locations, including the English as a Second Language (ESL) Lab, the MESA Center, the Honors Center, and various Music department labs. The ESL Lab contains 16 student computer stations, each equipped with digital headphone/microphones and software designed to enhance speaking and listening skills. The MESA Center offers a variety of resources to its students, including Science and Math tutoring, computers, calculators, molecular models, specialty STEM software, faculty office hours, and STEM supportive activities. The Honors Center offers computers and other technology, along with the support of a program coordinator. Finally, the Music labs include practice rooms and the Midi Lab, where students work with tutors on concepts addressed in their courses. *(II.B.1-20)*

To supplement these robust learning centers, the College provides access to NetTutor, an online subject-specific tutoring service available to students 24 hours a day, seven days a week. Through the Canvas portal, students in math and English courses can access live tutors via NetTutor's video/audio/text chat platform. *(II.A.7-2, II.A.7-4, II.B.1-21)*

Computer Laboratories

Between the Pittsburg Campus and Brentwood Center, the College has 41 computer labs for defined student support and learning purposes. The Pittsburg Campus has 39 labs, including the Drop-In Lab, which is an open lab that offers 59 computers, and the Financial Aid lab, which offers dedicated computers for students applying for financial aid. At both the Pittsburg Campus and Brentwood Center, lab equipment includes a standard set of software packages, such as the Microsoft Office suite, web browsers, and various accessory programs and plug-ins, all of which are updated annually. Specialized discipline-specific software packages are installed as appropriate on computers in all discipline-specific computer labs. *(II.B.1-22, II.B.1-23, II.B.1-24)*

LMC has also invested in mobile technology carts at the Pittsburg Campus and the Brentwood Center, thereby broadening computer and technology access to its College community. In total,

the College has over 330 laptops available to students taking courses in math, English, Nursing, various sciences, and the Law Enforcement Academy. *(II.B.1-23, II.B.1-25)*

Alternate Media

Disabled Students Programs & Services (DSPS) provides appropriate and individualized accommodations for students, regardless of location. Accommodations may include alternate media, testing accommodations, note-taking services, priority registration, and adaptive software and hardware for computer access. Alternate Media Services provides conversion of instructional materials to appropriate alternate formats for student use, including Braille, large print, and audio formats. Test accommodations provide a distraction-reduced environment and extended time, alternate formatting for tests, and scribes for mobility issues. Computer access and training in the use of California Community College standardized adaptive software and hardware is available for eligible students. The College also offers an adaptive computer technology course. *(II.B.1-26, II.B.1-27, II.B.1-28, II.B.1-29)*

Learning Technology

The College further supports student learning through its investment in learning technologies. Of note, between fall 2014 and fall 2017, 42 classrooms at the Pittsburg Campus were upgraded with the new instructional classroom technology that includes new Brightlink Pro projectors and upgraded audio equipment. During that time, the Brentwood Center was upgraded with new mobile "smart carts," which offer similar functionality as the Pittsburg Campus upgrades. In fall 2016, the College adopted Canvas as its learning management tool. Canvas allows faculty and staff to create online learning environments that are easily adaptable to both the course and the given student population, including both in-person and online students. To support the use of these technologies, the Technology Training and Development Coordinator provides ongoing drop-in technology support and professional development workshops. *(II.B.1-23, II.B.1-24, II.B.1-20, II.B.1-25, II.B.1-29, II.B.1-30, II.B.1-31)*

II.B.1. Analysis and Evaluation

Los Medanos College offers a large variety of learning support services. As a whole, these services are meaningful and timely. While the learning support services and resources are not completely uniform, the College strives to create symmetry between resources offered at the Pittsburg Campus, at the Brentwood Center, and for distance education students. In the past, some of the disparities were the result of limitations either in physical space, as was the case with the Brentwood Center, or in financial and human resources. Space limitations will be remedied, to a degree, with the opening of the new Brentwood Center in fall 2020. Still, the College continues to strive for greater equity in service offerings between its two locations and its online space. *(II.A.7-2, II.A.7-6, II.A.7-4, II.A.7-5, II.B.1-20, II.B.1-21, II.B.1-22, II.B.1-29)*

II.B.1. Evidence

II.A.7-2 Online Resources Website-Student Support Resources
II.A.7-6 LMC Library Website
II.B.1-1 Annual Library Data Survey 2018-19

II.B.1-2 Annual Library Data Survey 2017-18
II.B.1-3 Library Electronic Databases
II.B.1-4 Library Reference Desk Appointment Report 2018-2019
II.B.1-5 Library Website – Contact A Librarian Screenshots
II.B.1-6 LMC Library Chat Reference Transcript Example
II.B.1-7 Library Instruction 2017
II.B.1-8 Library Instruction 2018
II.B.1-9 Library Instruction 2019
II.B.1-10 LMC Library Guides-Research Databases Website
II.B.1-11 Library Comprehensive Program Review 2017
II.A.7-4 Center for Academic Support Website
II.A.7-5 Math Lab Website
II.B.1-12 CAS Booklet Spring 2020
II.B.1-13 CAS Study Slam Flyer with Schedule
II.B.1-14 BFP & EASe Presentation-2019 Orientation
II.B.1-15 Tutor Training Powerpoint FA19 Orientation
II.B.1-16 Tutor Year-End Report 2017-18
II.B.1-17 Tutor Year-End Report 2018-19
II.B.1-18 CAS Program Review Fall 2019-20
II.B.1-19 CAS Comprehensive Program Review 2017
II.B.1-20 MESA Website
II.B.1-21 CAS Website-Online Tutoring Services
II.B.1-22 LMC Computer Drop-in Labs Website
II.B.1-23 Computer Lab List Oct 2019
II.B.1-24 ESL Lab Website
II.B.1-25 Classroom and Lab Description Fall 2018
II.B.1-26 DSPS Faculty Handbook
II.B.1-27 Software and Assistive Technology
II.B.1-28 Alternate Media Procedures Website
II.B.1-29 DSPS Comprehensive Program Review 2017
II.B.1-30 ITS Comprehensive Program Review 2017
II.B.1-31 Instructional Technology Training & Development Website

II.B.2. 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.

II.B.2. Evidence of Meeting the Standard

All resources offered to students at Los Medanos College are driven by faculty, classified professionals, and administrators. This is largely enabled by the College's shared governance structure, which consists of committees composed of personnel from diverse areas of the institution. As detailed in IV.A.5, such a committee structure ensures that the selection and maintenance of all educational resources, including physical equipment and technologies, is heavily reliant upon the expertise of College faculty, classified professionals, and administrators. *(I.A.1-9, II.B.2-1, II.B.2-2)*

The Library actively seeks input from instructional faculty and classified professionals in the selection of materials. Not only does the Library offer information about requesting new materials on its website, but Library representatives also participate on College committees, such as the Career Technical Education Committee, soliciting feedback on materials needed to enhance its collection. Furthermore, the Collection Development Policy ensures that the Library collection is relevant, high quality, and sufficient in depth and variety to allow students to achieve their learning objectives. As part of this policy, librarians regularly: evaluate collection materials; identify areas of the collection that need development; weed and discard outdated materials; and purchase new materials based on need. *(II.B.2-3, II.B.2-4, II.B.2-5, II.B.2-6, II.B.2-7, II.B.2-8, II.B.2-9, II.B.2-10)*

The learning centers also rely heavily on faculty and other employees to enhance their offerings. The Center for Academic Support works with a faculty lead, faculty consultants, and student tutors, and receives support by way of the Student Equity and Achievement Program (the merging of the Basic Skills Initiative, Student Success and Support Program, and Student Equity) to strengthen its support materials and equipment. This includes updates to its equipment, such as the skeletal system model and piano keyboard, and instructional materials, like its Administration of Justice texts and assignment samples. The Center for Academic Support also works with program leads and other faculty, classified professionals, and administrators to curate handouts on a broad array of topics available in the Center and online. LMC's other learning centers follow similar patterns of collaboration to ensure their educational materials and equipment advance the achievement of student learning. *(II.B.1-18, II.B.1-19)*

The College's computer laboratories are maintained by its local network specialists, Information Technology and Services (IT&S). In concert with IT&S, departments and programs select hardware and software, including specialized software packages, to support instruction. These materials are then maintained by IT&S. *(II.B.2-11, II.B.1-30)*

In addition, Disabled Students Programs & Services (DSPS) works with various departments to enhance learning support services by participating on committees and providing professional development training. While the College continually investigates new technologies, DSPS relies

on recommendations by the High Tech Center Training Unit for California Community Colleges to select adaptive software. *(II.B.2-12, II.B.1-29)*

II.B.2. Analysis and Evaluation

By utilizing its committee structure, Los Medanos College relies heavily on the expertise of faculty, classified professionals, and administrators not just to select learning materials and technologies, but to maintain such materials. All selected materials and technologies are intended to advance the quality of instruction and the College's learning environments. *(I.A.1-9, I.B.2-1, I.B.2-2, I.B.2-3, II.B.2-11, II.B.2-12)*

II.B.2 Evidence

I.A.1-9	SGC Position Paper-May 2015
II.B.2-1	SGC Webpage-List of Subcommittees
II.B.2-2	SGC Guidelines for Subcommittees-Spring 2017
II.B.2-3	Library Mission and Policies Webpage
II.B.2-4	Library Policies
II.B.2-5	LMC Database Selection Fall 2018
II.B.2-6	Library Reference Desk Gimlet 2018-2019 Example
II.B.2-7	Library Reference Desk Gimlet 2018-2019
II.B.2-8	Library Reference Desk Gimlet Screenshots
II.B.2-9	Library Resources Update Email-18Mar2020
II.B.2-10	LMC Database Selection Fall 2019
II.B.1-18	CAS Program Review Fall 2019-20
II.B.1-19	CAS Comprehensive Program Review Fall 2017
II.B.2-11	ITS Program Review 2019-20
II.B.1-30	ITS Comprehensive Program Review 2017
II.B.2-12	DSPS Program Review 2019-20
I.B.1-29	DSPS Comprehensive Program Review 2017

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.B.3. Evidence of Meeting the Standard

The regular evaluation of library and learning support services is embedded within relevant program/unit reviews at Los Medanos College. As explained in I.B.2, I.B.5, and I.B.6, the College's program review process requires departments and units to evaluate their programs, assess local student learning outcomes, and implement strategies to mitigate achievement and success gaps. This review process occurs every five years, with biennial updates. *(I.B.1-7, I.A.2-14, I.A.2-16, II.B.3-1, II.B.1-11, II.B.3-2, II.B.1-18, II.B.1-19, II.B.2-12, II.B.1-29, II.B.2-11, II.B.1-30)*

In addition to program review, library and learning support services track and evaluate the use of and demand for their informational and instructional services using statistical data, student surveys, and annual reports. These statistics inform decisions related to staffing needs, scheduling, and resource management. Additional tracking by the Library archives the topics being asked about at the Reference Desk, and the types of resources needed for the collection. Print and electronic collections are also reviewed annually by the librarians. *(II.B.2-6, II.B.2-7, II.B.2-8, II.B.3-3, II.B.3-4, II.B.3-5, II.B.3-6, II.B.3-7, II.B.3-8, II.B.3-9, II.B.3-10, II.B.3-11, II.B.3-12, II.B.3-13, II.B.3-14, II.B.3-15, II.B.3-16, II.B.3-17, II.B.3-18, II.B.3-19, II.B.3-20, II.B.3-21, II.B.3-22)*

II.B.3. Analysis and Evaluation

Los Medanos College evaluates its services as part of the College's program review process. Some services, such as the library and peer tutoring services, conduct additional learning outcomes assessment, and other learning support services or the department charged with managing the service use statistics, surveys, and usage data to evaluate their services. *(II.B.3-23, II.B.3-24, II.B.3-25, II.B.3-26, II.B.3-27, II.B.3-12, II.B.3-16, II.B.3-18, II.B.3-6, II.B.3-8)*

II.B.3 Evidence

I.B.1-7	Program Review College Assembly-01Oct2018
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-16	Program Review Year Three Process Webpage
II.B.3-1	Library Program Review 2019-20
II.B.1-11	Library Comprehensive Program Review 2017
II.B.3-2	LMC Student Surveys Summary-19May2020
II.B.1-18	CAS Program Review Fall 2019-20
II.B.1-19	CAS Comprehensive Program Review Fall 2017
II.B.2-12	DSPS Program Review 2019-20
II.B.1-29	DSPS Comprehensive Program Review 2017
II.B.2-11	ITS Program Review 2019-20
II.B.1-30	ITS Comprehensive Program Review 2017

II.B.2-6 Library Reference Desk Gimlet 2018-2019 Example
II.B.2-7 Library Reference Desk Gimlet 2018-2019
II.B.2-8 Library Reference Desk Gimlet Screenshots
II.B.3-3 Alternate Media Usage FA17-SU19
II.B.3-4 Assessment Project Tutoring fall 2019
II.B.3-5 Assessment Report CAS Consultations Sp 2018
II.B.3-6 CAS Consultant 5 years Numbers Report
II.B.3-7 CAS Consultant Contact Report 2015 fall
II.B.3-8 CAS Fall 2019 Year End Evaluations
II.B.3-9 CAS Study Slam Numbers 2015-2019
II.B.3-10 CCSSE Student Use Data
II.B.3-11 Cycle 1 Math Transfer PSLO Final Report
II.B.3-12 Drop in Lab Assessment Data 2020
II.B.3-13 Library Book Circulation Total FY17-18
II.B.3-14 Library Book Circulation Total FY18-19
II.B.3-15 Library Group Study Room Usage
II.B.3-16 LMC Circ Desk REF 2007-2020 Stats
II.B.3-17 Math Lab Usage Information
II.B.3-18 Library Reserve Statistics by semester FA07-SU19
II.B.3-19 Reserve Textbook Program report to LMCAS 2018
II.B.3-20 Spring 2020 Tutor Training Pre-Semester Evals
II.B.3-21 Tutor Support Team Meeting Minutes 21Mar2019
II.B.3-22 Tutor Support Team Meeting Notes 15Nov2018
II.B.3-23 ENGL 100 Course Outline of Record 2016
II.B.3-24 Library ENGL 100 Assignments and Handouts
II.B.3-25 Library SPCH 110 Assessment FA17
II.B.3-26 Library SPCH 110 Assignment SP20
II.B.3-27 Library Workshop Assignments and Handouts

II.B.4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

II.B.4. Evidence of Meeting the Standard

District Board Policy 5014 ("Contracts") and Business Procedure 11.01 ("Bids and Contracts") outline the oversight of formal agreements between Los Medanos College and other institutions or services. These specific policies and procedures establish that agreements must be formalized, secure, maintained, and reliable. As detailed in III.C.5, various policies and procedures have been formalized to govern and guide the security and reliability of these services. Such policies and procedures stipulate compliance with federal regulations relating to the appropriate use of technology, including Family Educational Rights and Privacy Act of 1974 and Health Insurance Portability and Accountability Act. *(II.B.4-1, II.B.4-2, II.B.4-3, II.B.4-4)*

As indicated in II.B.2, the College relies on the expertise of faculty, classified professionals, and administrators to ensure that resources and services are adequate, accessible, and utilized, including those resources that are purchased from outside institutions and vendors. The purchase of programs, such as NetTutor, StatCrunch, EBSCO Information services, are driven by faculty, departments, programs, or other constituency groups. Purchases are made in collaboration with Information Technology & Services, the Technology Training and Development Coordinator, Alternative Media Specialist and other relevant units to ensure that resources are accessible to all students regardless of location or means of delivery. *(II.B.4-5, II.B.1-31, II.B.4-6)*

The evaluation process for resources, whether they be campus-based or provided by an outside institution, is embedded within relevant unit's program review. This process is noted in II.B.3, and detailed in I.B.5 I.B.6. Furthermore, the College employs additional methods of evaluation to ensure the efficacy and of such resources. These evaluation methods include both those required by given contractual agreements, such as those common in grant-funded collaborations, and those initiated by the outside organization, such as the validation completed by the Alternate Text Production Center of the California Community Colleges. *(II.B.3-1, II.B.1-18, II.B.2-12, II.B.2-11, II.B.1-7, II.B.1-8, II.B.1-9, II.B.3-18, II.B.3-19)*

II.B.4. Analysis and Evaluation

Los Medanos College utilizes its departmental structure to select and initiate collaborative agreements with outside organizations. The College then follows clearly defined policies and procedures when entering into contractual agreements with outside organizations or other sources for library and learning support services. Furthermore, the College evaluates its services as part of the College's program review process. *(II.B.3-20, II.B.3-21, II.B.3-22, II.B.1-15, II.B.1-16, II.B.1-17, II.B.1-14, II.B.3-1, II.B.1-18, II.B.2-12, II.B.2-11, II.B.4-5)*

II.B.4 Evidence

II.B.4-1	CCCCD Board Policy 5014
II.B.4-2	CCCCD Business Procedure 11.01
II.B.4-3	CCCCD Board Policy 4006
II.B.4-4	CCCCD Curriculum & Instruction Procedure 4003
II.B.4-5	CCCCD Business Procedure 10.54
II.B.1-31	Instructional Technology Training & Development Website
II.B.4-6	Information Technology & Services Website
II.B.3-1	Library Program Review 2019-20
II.B.1-18	CAS Program Review 2019-20
II.B.2-12	DSPS Program Review 2019-20
II.B.2-11	ITS Program Review 2019-20
II.B.1-7	Library Instruction Fall 2017
II.B.1-8	Library Instruction Fall 2018
II.B.1-9	Library Instruction Fall 2019
II.B.3-18	Library Reserve Statistics by Semester FA07-SU19
II.B.3-19	Reserve Textbook Program report to LMCAS 2018
II.B.3-20	Spring 2020 Tutor Training Pre-semester Evaluations
II.B.3-21	Tutor Support Team Meeting Minutes 21Mar2019
II.B.3-22	Tutor Support Team Meeting Notes 15Nov2018
II.B.1-15	Tutor Training Powerpoint Fall 2019 Orientation
II.B.1-16	Tutor Year-end Report 2017-2018
II.B.1-17	Tutor Year-end Report 2018-2019
II.B.1-14	BFP and EASe Presentation for 2019 Orientation

II.C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

II.C.1. Evidence of Meeting the Standard

Los Medanos College supports students' learning and success in attaining their academic goals by providing an array of academic and student development support services. Taken together, these services provide comprehensive support for students across multiple locations/methods of attendance, and are regularly evaluated to ensure that they support student success and the furthering of the College mission. *(II.C.1-1, II.C.1-2, CP5-10, II.A.7-2, I.C.1-4)*

The assessment cycle used by the College to regularly evaluate its programs and services is detailed in I.B.2. However, LMC uses a variety of additional assessment methods to further evaluate the quality of student support services and to identify the need for service improvement. As indicated in I.B.7, these methods of assessment include the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), LMC campus-specific surveys (Pittsburg and Brentwood locations), and Student Equity Plan data analysis. Each method of evaluation allows the College to capture the perspectives of different student populations, and each provides the institution with data related to the quality of the LMC's student support services. *(I.A.2-4, I.A.2-5, I.B.3-20, I.B.3-19)*

In an effort to advance the College's mission, constituency groups, programs and services, and committees use these evaluation tools. The manner in which the institution utilizes such tools is reflected in I.A.2. Student Services employs a variety of surveys to evaluate the efficacy of its programs and services. In 2018-19, Student Services utilized the results from the CCSSE and SENSE surveys to better understand and evaluate: how students spend their time on campus; how students interact with faculty members, classified professionals, and peers; and what students have gained from their classes and other aspects of their College experience. Through these surveys and the Student Equity Plan data analysis, Student Services enhanced its offerings to include services for foster youth, veterans, and food insecure students. *(II.C.1-3, II.C.1-4, II.C.1-5, II.C.1-6, II.C.1-7, II.C.1-8, II.C.1-9, II.C.1-10, II.C.1-11, II.C.1-12)*

The College also surveys students at its satellite location, at the Brentwood Center, and in its distance education program. More specifically, the LMC Brentwood Center Student Support Services Survey was conducted in fall 2018. The survey has essentially been conducted every two years, beginning in 2013. The results of the most recent survey demonstrated that a high percentage of students were aware of the student support services available and found them to be satisfactory when available. The Distance Education (DE) Committee also conducted a survey of the College's DE offerings and population, as mentioned in II.A.7. The study highlighted several recommendations that need to be addressed, as they pertain to technology, online design, and delivery of services. In total, these surveys revealed student attitudes toward and awareness of

support services and their delivery. *(II.C.1-13, CP5-7, II.C.1-14, II.C.1-5, II.C.1-15, II.C.1-16, II.C.1-17, II.C.1-18, II.C.1-19, II.C.1-20)*

In addition to student surveys, Student Services engages in the program review process to enhance its efforts to achieve the College mission. As explained in I.B.5 and I.B.6, program review prompts departments and units to evaluate their programs, assess local student learning outcomes, and implement strategies to mitigate achievement and success gaps. *(I.B.1-7, I.A.2-14, I.A.2-16)*

II.C.1. Analysis and Evaluation

Los Medanos College regularly engages in evaluation processes to ensure the quality of student support services and to continuously enhance services to better meet student needs and support student success. By engaging in the program review process, services provide reports on progress related to department goals and the improvements that have occurred from programmatic changes. *(I.A.2-14, I.A.2-16, I.A.2-15, I.A.2-17)*

However, while there are college-wide evaluation tools that include relevant data for Student Services, there is a need to improve regular evaluation at a department level. This has been difficult in the past due to limited accessibility of student data. As a means of democratizing this data, the Office of Planning & Institutional Effectiveness developed user-friendly data dashboards to empower department and units, such as Student Services, to view and analyze data relevant to their student populations. Student Services managers have specifically engaged with the Senior Dean of Planning & Institutional Effectiveness to integrate data from these new dashboards in evaluation of activities and outcomes. *(INT-16, INT-17, I.C.3-6, I.C.3-7, I.A.2-2)*

Additionally, limited evaluation of services offered for online/distance education students has occurred. To improve in this area, a Student Services Distance Education Task Force met in fall 2018, with a specific focus on improving services for distance education students. Some of the initial areas explored included identification of a single platform to provide students services for distance education, improvement of digital forms, and ensuring accessibility in online formats. *(II.C.1-21, II.C.1-22, II.C.1-23, II.C.1-24)*

II.C.1 Evidence

II.C.1-1	LMC College Catalog 2019-20 p.37-46
II.C.1-2	CCCCO CVC-OEI Expanded Ecosystem Sample
CP5-10	Online Resources Website-Faculty
II.A.7-2	Online Resources Website-Student Support Resources
I.C.1-4	Messages to Students Email-10Apr2020
I.A.2-4	CCSSE Executive Summary Spring 2019
I.A.2-5	SENSE Survey Executive Summary Fall 2018
I.B.3-20	LMC Student Equity Plan 2014-2019
I.B.3-19	NOVA-Student Equity & Achievement Program 2019-2022
II.C.1-3	Transfer Day - Student Survey Fall 2018
II.C.1-4	Transfer Workshop Post-Survey 2019
II.C.1-5	Transfer and Career Services Campus Tour Evaluation

II.C.1-6	Food Pantry Utilization Report Fall 2018
II.C.1-7	Food Pantry Utilization Report Spring 2019
II.C.1-8	Food Pantry April 2020 Flyer
II.C.1-9	Veterans Resource Center Executive Summary
II.C.1-10	BRAVO Foster Youth 3-year Implementation Guide
II.C.1-11	Resume Workshop Post-Survey 2019
II.C.1-12	Internship Workshop Survey 2019
II.C.1-13	LMC Brentwood Center Student Support Services Survey Fall 2018
CP5-7	Assuring the Quality of Distance Education at LMC
II.C.1-14	OEI CCMS Frequently Asked Questions
II.C.1-15	Online Counseling Cranium Café Implement-Evaluation
II.C.1-16	Canvas Guides Website
II.C.1-17	Online Resources Website-SAP
II.C.1-18	CAS Website-Online Tutoring Services
II.C.1-19	CCCCO CVC-OEI Wellness Central Webpage
II.C.1-20	ConEx Role Types & Access-Presentation Handout
I.B.1-7	Program Review College Assembly-01Oct2018
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-17	Program Review Year Three Reports Webpage
INT-16	LMC Accreditation Data Internal Achievement
INT-17	LMC Transfer Volume-Tableau Screenshot
I.C.3-6	LMC Data and Surveys Website
I.C.3-7	PIE Reports Webpage
I.A.2-2	Tableau-Data Dashboard Instructions
II.C.1-21	Student Services DE Task Force Meeting Agenda 10-19-18
II.C.1-22	Student Services DE Task Force Meeting Notes 10-19-18
II.C.1-23	Student Services DE Task Force Meeting Agenda 11-2-18
II.C.1-24	Student Services DE Task Force Meeting Notes 11-2-18

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

II.C.2. Evidence of Meeting the Standard

Los Medanos College regularly assesses learning support outcomes (LSOs) for student support services and uses assessment results to continuously improve student support services. As detailed in I.B.2, all departments, including those associated with Student Services and learning support programs, have historically been required to identify and assess student learning outcomes on a five-year cycle. *(I.B.1-7, I.A.2-14, I.A.2-16, I.A.2-5, I.A.2-17, II.C.2-1, II.C.2-2)*

In fall 2019, Student Services enhanced its assessment framework to more comprehensively assess student support services at the College. This framework now requires each Student Services department/program to identify LSOs, which are to be assessed on an annual basis. LSOs may include student learning outcomes (SLOs), service area outcomes, and/or employee learning outcomes. Each program is required to have at least one SLO, but may also have additional student learning, service area, or employee learning outcomes. Assessment will take place on a three-year cycle, with all outcomes for each program being assessed annually. Based on the recent implementation of the new framework, 2019-2020 was designated as a planning year for revising program outcomes and creating assessment methodologies. Assessment for all identified LSOs will take place in 2020-2021 and again in 2021-2022. *(I.B.4-6, I.B.2-8)*

As shown in I.B.5 and I.B.6, these LSO assessments are used to inform the program review process, which provides the opportunity for regular holistic evaluation of student support services. The program review process requires departments to identify areas of improvement, provide updates on the implementation of improvement plans, describe the impact of the changes made, and identify resources needed to sufficiently meet program objectives. Finally, Student Services programs engage in comprehensive program review wherein each department summarizes the results of their LSO assessment and develops future goals and objectives based on assessment results. *(I.A.2-14, I.A.2-16, I.A.2-15, I.A.2-17, II.C.2-1, II.C.2-2, I.B.1-9)*

To support these assessment processes, the Student Services LSO Committee meets twice per semester. Chaired by the Vice President of Student Services and involving representatives from each student services program, the Committee ensures the continuous assessment of Student Services programs and services by: engaging with its members and their respective departments in ongoing assessments and improvement plans; and ensuring the broad communication of assessment results, as detailed in I.B.8 *(II.C.2-3, II.C.2-4, I.B.2-5, I.B.2-6, I.B.4-5, I.B.4-4)*

II.C.2. Analysis and Evaluation

Los Medanos College has developed a comprehensive approach to assessing learning support outcomes, which includes the assessment of student learning, service area, and employee learning outcomes for all student support programs and services. Assessment results are utilized to enhance student learning and to improve program effectiveness. Through alignment of LSO

assessment with program review goal setting, Student Services Guiding Principles, and the CCCCO Vision for Success, the College ensures meaningful assessment of student support programs that is connected to fulfilling its mission. *(I.B.2-6, I.B.4-4, I.B.4-6, I.B.2-7, I.B.2-8, I.B.1-9)*

II.C.2. Evidence

I.B.1-7	Program Review College Assembly-01Oct2018
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-17	Program Review Year Three Reports Webpage
II.C.2-1	Student Services Comprehensive PR 2017-18 Reports
II.C.2-2	Student Services Program Review Year Three 2019-20 Reports
II.C.2-3	Student Services LSO Committee Agenda 26Sep2019
II.C.2-4	Student Services LSO Committee Agenda 24Oct2019
I.B.2-5	Student Services LSO Committee Agenda 22Nov2019
I.B.4-4	Student Services LSO Committee Minutes 24Oct2019
I.B.4-5	Student Services LSO Committee Minutes 24Feb2020
I.B.2-6	Student Services LSO Committee Minutes 22Nov2019
I.B.4-6	SS LSO Activity-All Student Services Division Meeting 11Oct2019
I.B.2-7	Student Services Guiding Principles Final Draft-24Feb2020
I.B.2-8	SS LSO Presentation-Division Meeting 08Nov2019
I.B.1-9	Spring 2019 InStep Newsletter-Pg. 3 EOPS

II.C.3. 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.

II.C.3. Evidence of Meeting the Standard

Los Medanos College is committed to promoting comprehensive and reliable access and success for all students regardless of service location or method of delivery. Student Services managers and program coordinators track student data related to access and demand of services (in-person, by location, or online/remotely). *(II.A.7-2, I.C.1-3, II.C.3-1, II.A.1-9, I.C.1-4, II.A.1-6)*

At present, students have the option to use in-person services available at the Pittsburg Campus and the Brentwood Center. High school students in east Contra Costa County may take advantage of in-person contacts at their high school campus. In 2018-2019, LMC's Outreach, Counseling, and Early College Credit programs provided in-person contacts at 17 area high schools. *(II.C.3-2, II.C.3-3, II.C.3-4, II.A.10-9, II.C.3-5, II.C.3-6, II.C.3-7)*

Many of these services are also available via video chat, email, or phone. LMC's Transfer & Career Services unit offers students coaching with College personnel and university admissions representatives through video chat and email. General counseling appointments may also be accessed through video chat or phone consultations. *(II.C.3-8, II.C.3-9, II.C.3-10, II.C.3-11, II.C.3-12)*

In addition to the College's person-to-person services, the LMC website provides information related to all student support services, including: program descriptions, business hours, steps to enrollment, the College application (via CCCApply), orientation and workshop information, and forms for various programs. The website also provides access to InSite, the College's student portal, through which students can log in to: view course information; register for classes; look up personal information related to their account balance; view unofficial transcripts; review their program information; and access their College email. InSite is accessible to students via a web browser and through a mobile app. *(II.C.3-1, II.A.7-2, I.C.1-3, I.C.1-4, II.C.3-13, II.A.1-7)*

To fully support students engaged across all locations and in distance education, Student Services continues to explore new options for the delivery of services through a variety of software enhancements and other creative means of extending services. For example, Disabled Student Programs & Services (DSPS) implemented *Clockworks*, a software aimed at improving access to student records at both LMC locations. This has improved the quality of DSPS counseling services at the Brentwood Center, where there had previously been limited access to information with which the counselors could work. In fall 2018, the Counseling Department piloted another approach to provide dedicated counseling appointments to students enrolled exclusively in online courses. These appointments were made available by video chat using *BlueJeans* software and through phone appointments, thus better serving students who find making in-person appointments difficult. *(II.C.3-14, II.C.3-15, II.C.3-16, II.C.3-17, II.C.3-18, II.C.3-19, II.C.3-20)*

Furthermore, to provide more timely support for all students regardless of location or delivery method, the College supported the implementation of Hobson's Starfish, referred to locally as "LMC Connect." This retention tool offers a variety of equity-focused support for students, including early wraparound interventions. This tool has supported further collaboration and coordination between instructional faculty and student services support resources. Results from the first All-College Progress Survey (fall 2018) indicated that the College connected with 2,972 students via "LMC Connect." *(II.C.3-21, II.C.3-22)*

II.C.3. Analysis and Evaluation

Los Medanos College ensures that students are provided equitable access to appropriate, comprehensive and reliable support services at all physical sites where programs are offered, including the Pittsburg and Brentwood locations. Given the facility constraints of the Brentwood Center, the College has found offering equitable services to be challenging – although considerable strides in offerings have been made since the previous accreditation cycle. With the opening of the new Brentwood Center, however, the College will be able to offer more robust student services and programs, equitable to what is offered at the Pittsburg Campus. *(II.C.3-2, II.C.3-3, II.C.3-12, II.A.1-7, II.C.3-15, II.C.3-18, II.C.3-17, II.C.3-22)*

The College has made similar improvements in the services offered to distance education students. Still, there is a need to create a fuller range of online support that is delivered in a more comprehensive and intentional manner. *(II.A.7-2, I.C.1-3, II.A.1-9, I.C.1-4, II.A.1-6, II.C.3-20)*

II.C.3. Evidence

II.A.7-2	Online Resources Website-Student Support Resources
I.C.1-3	Online Resources Website-Student Reg Dates
II.C.3-1	InSite Website
II.A.1-9	LMC CVC-OEI Grant Website
I.C.1-4	Messages to Students Email-10Apr2020
II.A.1-6	OoI Faculty Updates Email-13Apr2020
II.C.3-2	Fall 2018 Schedule Off Campus Courses
II.C.3-3	Spring 2019 Schedule Off Campus Courses
II.C.3-4	2018-19 CCAP Dual Enrollment Data
II.A.10-9	HS Articulation Agreements Website
II.C.3-5	Dual Enrollment High School Partners Webpage
II.C.3-6	LMC-HS Dual Enrollment Webpage-Current Classes
II.C.3-7	Student Outreach High School Visits
II.C.3-8	Online Meetings- Upcoming University Representative Visits Webpage
II.C.3-9	Online Coaching- Career Exploration Webpage
II.C.3-10	Online Counseling Appointment Attendance 2016-2019
II.C.3-11	Counseling Services - Video and Phone Appointments Webpage
II.C.3-12	Distance Counseling Webpage
II.C.3-13	CCCApply Website
II.A.1-7	Online Resources Website Students-Get Started Online
II.C.3-14	BlueJeans Email Appointment Invitation
II.C.3-15	Online Counseling Resource Sheet Fall 2018

II.C.3-16 Counseling Email to Online Student
II.C.3-17 Clockwork Memorandum (2015)
II.C.3-18 First Letter to Fall 2018 Online Pilot Students
II.C.3-19 Distance Counseling Services Parameters Pilot Fall 2018
II.C.3-20 Distance Learning Website
II.C.3-21 LMC Connect Webpage
II.C.3-22 All College Progress Survey Report FA2018

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

II.C.4. Evidence of Meeting the Standard

Drawing from a diverse student population that reflects the communities it serves, Los Medanos College offers a wide array of co-curricular and athletics programs. Each contributes to a rich and rewarding educational experience at the College through various social, cultural, and educational activities. *(II.C.4-1, II.C.4-2)*

Many co-curricular activities are offered through the Office of Student Life, which supports over 30 clubs on campus. These clubs reflect the rich diversity of the College's student population and help to promote social and cultural range of its community. The Office of Student Life also provides support and coordination through the Inter-Club Council (ICC), the coordinating body for many student clubs. Council members collaborate on club events, and provide recommendations for the allocation of funds to support club activities. Similarly, the Office of Student Life provides leadership training through the Los Medanos College Associated Students (LMCAS). Under the guidance of the Office of Student Life, LMCAS advocates for students by participating in the College's shared governance structure. The Office of Student Life enhances the educational experiences of its students, involving all in the planning, organizing, marketing, and production of College events and activities throughout the year. *(II.C.4-1, II.C.4-2, II.C.4-3, II.C.4-4)*

Awarded the inaugural Bay Valley Conference Commissioner's Cup for 2018-19, the College's athletics program contributes to the enrichment of the student experience, while also adhering to standards of the California Community College Athletic Association. To uphold educational policy and standards of integrity, all student athletes are brought together once a year to review eligibility and academic planning requirements and to discuss standards for behavior based on the District/College Student Code of Conduct. This annual event is mandatory for all student athletes, coaches and staff, including the Athletic Director and athletics counselors. In addition to this orientation, athletes regularly meet with academic counselors to monitor their eligibility and enroll in Academic and Career Success classes to enhance their requisite skills needed to succeed in the College environment. *(II.C.4-5, II.C.4-6, II.C.4-7, II.C.4-8)*

The College provides funding for many activities and events coordinated by academic co-curricular programs and its athletics programs. Funding is provided through College operating funds and categorical/grant support. Additionally, student organizations and athletic teams often engage in fundraising activities. Program administrators track and manage the respective budgets, with support of LMC Business Services, and ensure that these programs appropriately follow District policies related to fiscal accountability/processes and student participation. *(II.C.4-9, II.C.4-10, II.C.4-11, II.C.4-12, II.C.4-13, II.C.4-14, II.C.4-15, II.C.4-16, II.C.4-17)*

II.C.4. Analysis and Evaluation

Los Medanos College provides a robust variety of enriching opportunities for student engagement in cultural, leadership and social events, and activities that support the College mission. Co-curricular and athletics programs are administered with a high level of integrity and follow Contra Costa Community College District procedures regarding their operation. *(II.C.4-1, II.C.4-2, II.C.4-3, II.C.4-4, II.C.4-7, II.C.4-10, II.C.4-11, II.C.4-17)*

II.C.4. Evidence

II.C.4-1 Samples of LMCAS and Student Life Flyers 2019
II.C.4-2 LMC Clubs & Activities Webpage
II.C.4-3 LMCAS Committees 2019
II.C.4-4 ICC Community Week Flyer 2019
II.C.4-5 LMC Wins the BVC Cup - LMC Experience Article
II.C.4-6 Coaches Compliance Meeting (2019)
II.C.4-7 Fall 2019 Schedule - ACS Athletics Sections - Page 70
II.C.4-8 LMC Eligibility Meeting Power Point 2019-20
II.C.4-9 Interclub Council Orientation Fall 2019
II.C.4-10 The Guide 2019-2020 (Handbook for Student Clubs & Organizations)
II.C.4-11 Halloween Fundraising Event
II.C.4-12 CCCCD Business Procedure 3.14
II.C.4-13 CCCCD Business Procedure 3.15
II.C.4-14 CCCCD Business Procedure 3.41
II.C.4-15 CCCCD Business Procedure 9.24
II.C.4-16 CCCCD Business Procedure 3.38
II.C.4-17 Food Drive

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

II.C.5. Evidence of Meeting the Standard

Los Medanos College offers a variety of counseling and advising services that support student academic development and success. As illustrated in the chart below, these services include academic, personal, and career counseling. Counseling faculty meet with students individually to: advise on course selection and educational plan development; instruct student development courses; and facilitate a variety of workshops focused on career, degree, and/or transfer requirements, as well as associated pathways. In an effort to reduce the disparity in achievement among the populations served, LMC has embedded counseling faculty in programs built on a cohort model and tied to instructional departments, such as English as a Second Language (ESL) and career education. These counselors offer workshops as a cost-effective way to introduce a large number of students to multi-phase processes – such as career, educational, and transfer planning – and to schedule follow-up appointments to offer students one-to-one assistance. *(II.C.5-1, II.C.3-11, II.C.5-2, II.C.5-3, II.C.5-4, II.C.5-5, II.C.5-6)*

TYPES OF COUNSELING SERVICES	OFFERINGS
Academic Counseling Appointments	30-minute and one-hour sessions, 15-minute drop-ins, and phone and online services
Eight Instructional Courses (e.g. Orientation to College, College Success, Introduction to Career Exploration, etc.)	Provided at Pittsburg Campus, Brentwood Center, online, and at nine high school dual enrollment sites
Learning Communities	Honors, MESA, Puente, Transfer Academy, and Umoja
Population-Focused Counseling	Athletics, Career Education, CalWORKs, DSPS, EOPS, ESL, Foster Youth, K-12 Dual Enrollment, Veterans
Student Success and Retention Program	Probation/Reinstatement Support, Financial Aid Appeals, and LMC Connect Follow-up
Workshops	Topics include New Student, Educational Planning, Student Success, Transfer & Career, and presentations developed in partnership with various Instructional departments.
Summer Bridge	Instruction and counseling for recent high school graduates
Orientations	New Student Workshops and Instructional Courses (COUNS-030, COUNS-031)
Wellness and Personal Support	Student Wellness Program, Crisis Intervention Team, Student Assistance Program

To fulfill such robust modalities, the College recruits and hires counselors to ensure each possesses relevant knowledge and requisite skills necessary to perform the given service quality and integrity, as detailed in III.A.1 and III.A2. In support of new hires (full-time and adjunct), a two-day initial training is offered, and counselors are paired up with a mentor to ensure that they are informing students with accurate information. For students in dual enrollment counseling courses, the College provides an annual New Faculty Dual Enrollment training, along with content-specific training on course curriculum with the K-12 Pathways Counselor. *(II.C.5-7, II.C.5-8, II.C.5-9)*

To prepare and continually support counselors in their roles, they – and other relevant personnel – are encouraged to participate in monthly two-hour departmental training and are required to attend departmental meetings. The Counseling department offers professional trainings, geared to the specific needs of part-time counselors, that both full-time counselors and classified professionals have the option to attend. When a training focuses on changes in the department's policy and/or service delivery process, the manager and classified professionals also attend. These trainings orient new counselors to: administrative processes (e.g., submitting a financial aid appeal form); academic requirements; and other useful information that must be acquired and accurately communicated to students, as well as to other members of the internal and external College community. Additionally, all full-time counselors adhere to mandatory professional development flex obligations, attend new hire trainings, and participate in conferences on topics relevant to their specific counseling function of each. *(II.C.5-8, II.C.5-10, II.C.5-11, II.C.5-12)*

The College regularly evaluates its counseling and academic advising programs to ensure students receive timely, useful, and accurate information. As described in I.B.2, the Counseling Department participates in the College's comprehensive program review process. This process requires the analysis of student achievement data and student learning outcome assessment results, as documented in the program review templates. Likewise, as detailed in III.A.5, all counselors participate in a rigorous evaluation process that includes student evaluations, peer review, and management input. *(I.B.2-18)*

II.C.5. Analysis and Evaluation

Los Medanos College provides significant counseling and advising programs that support student development and success through multiple modalities. The programs are tailored to meet the specific needs of different student populations. To ensure information is timely, useful, and accurate, the College provides in-depth training to its counseling personnel. *(II.C.3-10, II.C.3-12)*

II.C.5. Evidence

II.C.5-1	Counseling Services - Counseling Appointment Guidelines Webpage
II.C.3-11	Counseling Services - Video and Phone Appointments Webpage
II.C.5-2	JFK Wellness - 4CD 17-18 & 18-19 Contract Final Signed
II.C.5-3	Assessment & Early Registration Workshop Webpage
II.C.5-4	LMC College Catalog 2019-2020 Pgs. 136-137
II.C.5-5	Student Success & Retention Program – Workshops Webpage
II.C.5-6	Summer Bridge Program 2019
II.C.5-7	Counseling Intern Training

II.C.5-8	Day 2 New Hire Training Handouts
II.C.5-9	Dual Enrollment Orientation Agenda – July 2019
II.C.5-10	LMC Counseling Department Meetings 2017
II.C.5-11	LMC Counseling Department Meetings 2018
II.C.5-12	LMC Counseling Department Meetings 2019
I.B.2-18	Counseling Comprehensive PR 2017-18
II.C.3-10	Online Counseling Appointment Attendance 2016-2019
II.C.3-12	Distance Counseling Webpage

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

II.C.6. Evidence of Meeting the Standard

Los Medanos College adheres to District Board Policy 3022 ("Admissions and Enrollment"), which guarantees open and equitable access to its courses. The institution also defines its pathways relevant to degree, certificate, and transfer goals. These policies and pathways are enumerated in the College Catalog and on the institution's website. *(II.C.6-1, INT-9, II.C.6-2, II.A.10-3)*

In addition to informing students online and in print, the College advises students on information relevant to academic pathways, a process which is outlined in II.C.5. All prospective and current students may meet with a counselor to develop an educational plan that maps a clear pathway for completing program requirements. Counselors meet with students individually to both explore major and career options and to clarify the academic pathway necessary to fulfill their individual goals. *(I.C.1-1, II.C.6-3, II.C.6-4)*

To ensure academic pathways are communicated with accuracy and precision, counselors utilize web-based advising tools and a degree audit system, wherein students can view progress toward the completion of degrees, certificates, and Intersegmental General Education Transfer Curriculum (IGETC)/California State University (CSU) General Education (GE) requirements. Degree checklists have been developed and are available on the College website for students to utilize. Such planning tools assist students, counselors, and faculty in clearly understanding and mapping program requirements. Furthermore, in collaboration with the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) website, the College maintains the publicly available Transfer Major Explorer, which aids students in identifying fields of study, majors, and relevant coursework at California's public four-year universities. *(II.C.6-5, II.C.6-6, II.C.6-7, II.C.6-8, II.A.5-3)*

The Counseling department works in close collaboration with Transfer & Career Services to clarify and highlight the variety of transfer pathways and preparation requirements for UC, CSU, private universities, and out-of-state universities. Transfer & Career Services offers a wide variety of workshops focused on transfer and career goals, such as: transfer basics; application review and assistance; transfer admission guarantee programs; and financial planning for transfer. The department also provides numerous opportunities for students to meet and engage with university admissions representatives in order to gain direct information and advising from university specialists. Programs offered include Transfer Days each semester, monthly university tours, and weekly university representative visits. *(II.C.6-9, II.C.6-10, II.C.6-11, II.C.6-12, II.C.6-13, II.C.6-14)*

II.C.6. Analysis and Evaluation

Los Medanos College adheres to adopted admissions policies that are consistent with its mission. These policies are clearly defined in Board Policy 3022. Pathways to complete degrees, certificates, and transfer goals are communicated to students through multiple methods, including in the College Catalog and on the website, and are covered extensively in counseling appointments and through matriculation services. Furthermore, through partnerships with four-year universities and written and web-based tools (such as assist.org), students are provided detailed information on specific university transfer requirements. *(II.C.6-1, INT-9, I.C.1-1, II.A.5-3, II.C.6-11)*

II.C.6. Evidence

II.C.6-1	CCCCD Board Policy 3022
INT-9	LMC College Catalog 2019-2020
II.C.6-2	LMC College Catalog 2018-19
II.A.10-3	Admissions & Records Policies Webpage
I.C.1-1	LMC Programs of Study Website
II.C.6-3	Comprehensive Educational Plan-AAT Sample
II.C.6-4	Comprehensive Educational Plan-Transfer Only Sample
II.C.6-5	Theater Arts AA-T Degree Checklist 2019-2020
II.C.6-6	Degree Audit Process Expert Team Minutes October 23, 2018
II.C.6-7	Degree Audit PET Strategic Planning Goals 2019
II.A.5-3	Degree Checklist Webpage
II.C.6-8	UC & CSU Degree Explorer Webpage
II.C.6-9	Education Transfer Fair Flyer
II.C.6-10	STEM Transfer Fair Flyer
II.C.6-11	Transfer & Career Services Calendar Fall 2019
II.C.6-12	Fall 2019 University Representative Visits Webpage
II.C.6-13	Free University Tours Flyer
II.C.6-14	Transfer Week Schedule-22Oct-25Oct2019

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II.C.7. Evidence of Meeting the Standard

Los Medanos College utilizes standard admissions instruments for admitting students to the institution and its programs. Students applying to LMC must complete the CCCApply online application used throughout the California Community Colleges system. The College also utilizes program specific admissions practices as appropriate, including the completion of required prerequisite courses and the ATI Test of Essential Academic Skills for the Registered Nursing program. Additionally, international students are required to complete the International Student Application, which includes demonstration of English proficiency and financial sufficiency requirements set forth by the District. *(II.C.3-13, II.C.7-1, II.C.7-2, II.C.7-3, II.C.7-4)*

Since spring 2019, the College has been in compliance with California state legislation AB 705 and AB 1805, which direct placement processes in these areas. Students utilize the Multiple Measures Assessment Project (MMAP) to determine their initial placement. Based on their MMAP results, students who do not have a placement or feel their placement result does not accurately reflect their skill level may view assessment alternatives or make an appointment to meet with assessment staff for further guidance, including the ability to complete the prerequisite/course challenge process. Support for students engaging in the placement process is provided by the LMC Assessment Center and Welcome Center, as well as in workshops conducted at area high schools. *(II.C.7-5, II.C.7-6, II.C.7-7, II.A.4-8)*

In determining MMAP questions, rules, and placement recommendations, the English and Math departments utilized state guidance related to the implementation of AB 705. In fall 2019, following the implementation of placement and curricular changes, classified professionals, faculty, and administrators from the Assessment Center, the Office of Planning & Institutional Effectiveness (PIE), the English department, the English as a Second Language (ESL) department, and the Math department collaboratively developed a process for ongoing validation and evaluation of the College's placement practices. In English and Math, this included the development of research protocols that will provide data correlating student placement data with first course enrollment and first-year transfer-level course completion. In ESL, this included a consequential validity study and examination of placement recommendations and course enrollment. Data will be disaggregated by race/ethnicity to identify any disproportionate impact, and will be used by departments to inform potential changes to placement processes and curriculum. The Assessment Center and Office of PIE will work with the District Research & Planning Office to provide this data annually to English, ESL, and Math departments. *(II.C.7-8, II.C.7-9, II.C.7-10)*

II.C.7. Analysis and Evaluation

In addition to complying with state guidelines, Los Medanos College has mechanisms in place to regularly evaluate and validate admissions and placement instruments and practices. *(II.A.4-8, II.C.7-7, II.C.7-10)*

II.C.7 Evidence

II.C.3-13	CCCApply Webpage
II.C.7-1	District Admission Policies English Language Proficiency
II.C.7-2	International Student Application
II.C.7-3	International Students English Proficiency Webpage
II.C.7-4	Registered Nursing Applicant Handbook 2020-2021
II.C.7-5	Alternatives to Taking the Placement Tests Webpage
II.C.7-6	Assessment Center Placement Tests Webpage
II.C.7-7	English Dept Meeting-10Feb2019
II.A.4-8	ESL Placement Survey Report SP20-FA20
II.C.7-8	AB 705 Presentation for Board
II.C.7-9	AA 18-40 AB 705 Implementation Memorandum
II.C.7-10	Validating Placement Systems (RP Group)

II.C.8. 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.

II.C.8. Evidence of Meeting the Standard

Los Medanos College has published policies in place that ensure the permanent, secure, and confidential maintenance of student records. These policies ensure the security of both physical and digital records, and clearly communicate appropriate processes for the release of student information. Specifically, District Board Policy 3013 ("Student Information") and Student Services Procedure 3026 ("Student Records and Directory Information") govern and guide the release of student records. Additionally, Administrative Procedure 1900.01 ("Destruction of District Records") governs and guides the retention requirements (including length of retention period) and destruction procedures for student records. *(II.C.8-1, II.C.8-2, II.C.8-3)*

Student records are kept securely and confidentially per the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, and California Code of Regulations, Title 5, with access only granted in compliance with federal guidelines. The policy for confidentiality of student records, along with explanation of FERPA regulations, is distributed to all faculty at the beginning of each semester. This information is also discussed in trainings of new LMC classified professionals and administrators, and in new faculty orientations. The policy for release of student information is published in the College Catalog and is available on the LMC website. *(II.C.8-4, II.C.8-5, II.C.8-6, II.C.8-7)*

Digital student records related to admissions, enrollment, financial aid, and transcript data are securely maintained in two systems: Ellucian (the student information software system) and OnBase (District's document imaging system). The District's Information Technology department backs up this system weekly. This backup is securely transferred to a storage facility.

The following list highlights additional specific methods used to ensure the accuracy and security of student records *(II.C.8-8, II.C.8-9, II.C.8-10, II.C.8-11, II.C.8-12, II.C.8-13, II.C.8-14, II.C.8-15, II.C.8-16, II.C.8-17, II.C.8-18, II.C.8-19, II.C.8-20, II.C.8-21, II.C.8-22, II.C.8-23)*

- Access to student records is based on an employee's job description, including defined responsibilities for that position.
- Any hard copy student records that must be maintained are kept in locked file or storage cabinets, accessible only to appropriate personnel.
- College computers that can access digital student records require employee credentials (passwords) for access.
- Training regarding confidentiality of student records is provided to all personnel – including temporary employees, permanent employees, and student workers – who regularly work with student records (i.e. Admissions & Records, Counseling, DSPS, EOPS, and Financial Aid).
- A photo ID must be provided to receive and transact business involving student records and student information (including Admissions & Records, Assessment, Counseling,

EOPS, Financial Aid, and Transfer & Career Services).

- Students must complete a District Financial Aid FERPA Release Form for the given academic year to grant a third-party individual access to their financial aid account.
- District-wide Process Expert Teams meet regularly to ensure policies are applied uniformly and accurately at the colleges.
- Students who request an advisor's attendance in Student Conduct meetings must sign a Student Conduct Meeting FERPA Waiver Form and authorization agreement.

II.C.8. Analysis and Evaluation

Los Medanos College permanently, securely, and confidentially maintains student records. The College also follows clearly defined policies and procedures for the release, storage, and destruction of appropriate records. Student records are appropriately maintained in physical and digital formats, and significant training and communication occurs to ensure ongoing compliance. *(II.C.8-1, II.C.8-2, II.C.8-3, II.C.8-7, II.C.8-8, II.C.8-11, II.C.8-13, II.C.8-21)*

II.C.8 Evidence

II.C.8-1	CCCCD Board Policy 3013
II.C.8-2	CCCCD Student Services Procedure 3026
II.C.8-3	CCCCD Administrative Procedure 1900.01
II.C.8-4	FERPA Regulations Handout (front)
II.C.8-5	FERPA Regulations Handout (back)
II.C.8-6	FERPA College Website Snapshot
II.C.8-7	New Faculty Orientation Agenda Fall 2019
II.C.8-8	FERPA Training Certificates for Counseling 2019
II.C.8-9	CCCCD Financial Aid FERPA Release Form
II.C.8-10	Financial Aid Staff Meeting Agenda 13Dec2019
II.C.8-11	Proof of Identity Required Transfer & Career Center
II.C.8-12	ID Requirement Policy
II.C.8-13	Student Employee Confidentiality Contract
II.C.8-14	Student Conduct FERPA Waiver
II.C.8-15	Datatel Colleague Training Plan Proposal-April 2008
II.C.8-16	District-wide A&R PET Meeting-01Apr2020
II.C.8-17	District-wide A&R PET Meeting-12Feb2020
II.C.8-18	Degree Audit PET Meeting-26Nov2019
II.C.8-19	Degree Audit PET Meeting-24Mar2020
II.C.8-20	A&R Annual Reminder Memo for Hourly Workers
II.C.8-21	DSPS Student Worker Guidelines
II.C.8-22	Spring 2016 DSPS Student Worker Presentation
II.C.8-23	EOP&S Suite Confidentiality Agreement

Standard III: Resources

III.A. Human Resources

III.B. Physical Resources

III.C. Technology Resources

III.D. Financial Resources
- Planning
- Fiscal Responsibility and Stability
- Liabilities
- Contractual Agreements

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"Working alongside great LMC instructors, who are professionals in their fields, motivated me to continue on with my career."

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.A.1. Evidence of Meeting the Standard

In keeping with Education Code sections 87100, 87400, and 88003, Los Medanos College ensures the integrity and quality of its programs and services by employing qualified administrators, faculty, and classified professionals. For the hiring of all personnel, the District has developed and adheres to criteria outlined in the following:

- Contra Costa Community College District *Uniform Employment Selection Guide*
- Human Resources Procedures 1010 ("Recruitment and Selection")
- Board Policy 2004 ("Selection, Retention and Termination of District Employees")

Minimum qualifications required for each job meet the requirements of California Community Colleges Chancellor's Office, Title 5 California Code of Regulations, and California Education Code. *(III.A.1-1, III.A.1-2, III.A.1-3)*

Hiring procedures are clearly stated in the United Faculty Contract and the Local 1 Contract. Below are the hiring policies and procedures specific to each employee group *(III.A.1-4, III.A.1-5, I.C.7-6)*:

Employee Group	Hiring Procedures
Faculty	• Contra Costa Community College District *Uniform Employment Selection Guide,* Appendix A ("Policy for Hiring Full-Time and Part-Time Faculty") *(III.A.1-1)* • Human Resources Procedure 2030 (Sections 2030.01 - 2030.13) *(III.A.1-3)* • 2017- 2020 United Faculty Contract, Article 6.4.3 ("Hiring") *(III.A.1-4, III.A.1-5)*

Managers, Supervisors and Confidential	• *Management, Supervisory, and Confidential Employees Personnel Manual*, Section 3.0 ("Employment, Salary and Salary Placement Guidelines") *(III.A.1-6)* • Human Resources Procedure 3030.02 ("Classified Staff on Selection Committees") *(III.A.1-7)*
Classified	• 2017-19 Local 1 Contract, Article 7.11 & 7.12 ("Paper Screening Process and Use of Other Unit Members," "Screening Interview Committees") *(I.C.7-6)* • 2017-19 Local 1 Contract, Article 11 ("Job Openings") *(I.C.7-6)* • Human Resources Procedure 3030.02 ("Classified Staff on Selection Committees") *(III.A.1-7)* • Human Resources Procedure 3050.05 ("Equivalency for Classified Positions Requiring an Associate's or a Bachelor's Degree") *(III.A.1-8)*
Contract Administrators	• Board Policy 2057 ("Hiring of Contract Administrators") *(III.A.1-9)* • Human Resources Procedure 1010.06 ("Hiring of Contract Administrators") *(III.A.1-10)* • Human Resources Procedure 3030.02 ("Classified Staff on Selection Committees") *(III.A.1-7)*

As outlined in the District's *Uniform Employment Selection Guide* and codified in Human Resources Procedure 1010.02 ("Uniform Employment Selection Guide"), the College engages in a multi-step employee selection system. For all vacancies, there is a review of each critical job duty and/or task and the relative importance of the knowledge, skills, abilities, and personal characteristics associated with successful performance. It is also essential that these characteristics are: identified and verified by individuals who thoroughly understand the work performed; clearly linked to the work performed; and stated in as specific and measurable terms as possible. All job descriptions are reviewed by College administration and the District Human Resources (HR) department to ensure that job descriptions contain accurate minimum qualifications and clearly reflect the duties and responsibilities. Classified positions are also reviewed by Local 1. All job descriptions are forwarded for approval by the District Governing Board. *(III.A.1-1, III.A.1-11)*

The District advertises all job openings on job boards and publications that target diverse populations. These advertising sources were utilized for all faculty recruitment initiatives and are also used regularly for management and classified opportunities. The District uses an advertising agency to post to a variety of advertising sites. The hiring manager may request additional advertising to broaden and strengthen the candidate pool. Applicants apply through the District's careers website (www.4cdcareers.edu) and are required to list all relevant employment history, as well as any unofficial transcripts that indicate they have met degree requirements. *(III.A.1-12, III.A.1-13, III.A.1-14, III.A.1-15, III.A.1-16)*

Applicants are then screened by the District Office to ensure fulfillment of the minimum qualifications, including equivalencies from non-U.S. institutions. The College further screens applicants systematically, rating applicants relative to the minimum and desired qualifications.

Following an initial screening interview, successful applicants undergo in-depth evaluative interviews with relevant managers. Called the "hiring interview," this interview identifies the final candidate for employment. The hiring manager makes the final decision about which candidates will be offered the position. Prior to an official job offer, the College checks candidates' references. Following HR Procedure 1010.04 ("Telephone Pre-employment Reference Check"), these reference checks validate given answers and the perceptions of the interview committees. *(III.A.1-17)*

District HR ensures hiring procedures are followed by administering a formalized process outlined in the *Uniform Employment Selection Guide*. For each recruitment, District HR assigns a Recruiter/District Equal Employment Opportunity (EEO) Officer who verifies that each step of the hiring process adheres to written policies and procedures. Finally, in compliance with Education Code 53003 and the District's *Equal Employment Opportunity Plan 2016-2019*, the College requires all employees involved in this process to undergo biennial training that covers: the requirements of federal and state nondiscrimination laws; the requirements of the District's EEO Plan and other policies on nondiscrimination, recruitment, and hiring; and principles of diversity and cultural humility. *(III.A.1-1, III.A.1-2, III.A.1-18)*

III.A.1. Analysis and Evaluation

Under the leadership of the Contra Costa Community College District, Los Medanos College utilizes an exhaustive recruitment and screening process for new employees. Such a process ensures that the College hires qualified faculty, classified professionals, and administrators, thus securing the integrity and quality of programs and services offered. *(III.A.1-1, III.A.1-2, III.A.1-12)*

III.A.1. Evidence

III.A.1-1 Uniform Employee Selection Guide
III.A.1-2 Equal Employment Opportunity Plan
III.A.1-3 Human Resources Procedures Manual – Table Of Contents
III.A.1-4 United Faculty Contract - Final 2017-2020
III.A.1-5 United Faculty Contract - 2019-2022 Tentative Agreement
I.C.7-6 Local One Contract 2017-2019
III.A.1-6 Management, Supervisory, and Confidential Employees Personnel Manual
III.A.1-7 CCCCD Human Resources Procedure 3030.02
III.A.1-8 CCCCD Human Resources Procedure 3050.05
III.A.1-9 CCCCD Board Policy 2057
III.A.1-10 CCCCD Human Resources Procedure 1010.06
III.A.1-11 CCCCD Human Resource Procedure 1010.02
III.A.1-12 CCCCD Employment Site-Search Jobs
III.A.1-13 Job announcement for Faculty position - Assistant Professor
III.A.1-14 Job announcement for Classified position - Administrative Assistant, Senior
III.A.1-15 Job announcement for Manager position - Director of College Advancement
III.A.1-16 CCCCD Human Resources Procedure 1010.04
III.A.1-17 LMC_Prioritization-NewFTFacultyPositions_11-6-19
III.A.1-18 EEO Survey NAlmassey-Email_11Oct2019

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

III.A.2. Evidence of Meeting the Standard

As noted in III.A.1, the process by which Los Medanos College recruits and hires new personnel is comprehensive, ensuring that faculty possess relevant knowledge and requisite skills necessary to perform the given service with quality and integrity. As outlined in the Contra Costa Community College District's *Uniform Employment Selection Guide* and codified in Human Resource Procedure 1010.02 ("Uniform Employment Selection Guide"), all job descriptions must include minimum qualifications. In accordance with the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* provided by the California Community Colleges Chancellor's Office, minimum qualifications for faculty positions at the College must specify the required experience, education, training knowledge, skill, ability, or personal characteristics necessary for performing the tasks and duties of a job. *(III.A.1-1, III.A.1-11, III.A.2-1)*

In addition to minimum qualifications, the College also outlines its desired qualifications in faculty job descriptions. All desirable qualifications further define the knowledge, skills, abilities, and personal characteristics needed to perform the tasks, duties, and responsibilities stated in the official position description. Faculty job descriptions include a sampling of duties and responsibilities. Among these is the assessment of student learning. Curricular development and assessment are also included in faculty job descriptions. The *United Faculty Contract 2017-2020* details areas of participation for departments and their respective faculty members, including fulfillment of College reports and recommendations for new courses or curriculum changes. The contract further stipulates that department chairs must oversee and facilitate the development and assessment of course-level and program-level student learning outcomes. *(III.A.2-2, III.A.1-13)*

Prior to more comprehensive evaluative methods, applicants are screened to ensure that they have met minimum qualifications by the District Human Resources department. 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 and the United Faculty Contract, 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. *(III.A.1-4, III.A.1-5, III.A.2-1, III.A.1-1)*

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. The committee develops its questions, the teaching demonstration topic and rating sheet, and the evaluation criteria. Final interviews are conducted by the College President, Vice President, and Dean of Equity & Inclusion. At the end of the interview process,

the College President reaches consensus with the screening and final interview committees on the candidate to be recommended for hire to the Governing Board. Once an applicant is selected as the final candidate, reference checks are conducted as outlined Human Resources Procedure 1010.04 ("Telephone Pre-employment Reference Check") and the *Uniform Employment Selection Guide*, Section III.L. A minimum of three references are consulted for each candidate and must include at least one supervisor. Reference checks are conducted before the candidate is officially offered the position. *(III.A.1-16, III.A.1-1)*

III.A.2. Analysis and Evaluation

Under the leadership of the Contra Costa Community College District, Los Medanos College utilizes an exhaustive recruitment and screening process outlined in District policies and procedures. Additionally, trained faculty follow a multi-step process documented in the *Uniform Employment Selection Guide* and the United Faculty contract to ensure the successful candidate has the appropriate knowledge of their field and their experience and skills match the needs of the department and students. During the screening processes, these qualifications are vetted by both District and College stakeholders. Faculty participation in curricular development and assessment is included in official job descriptions. *(III.A.2-1, III.A.1-16, III.A.1-4, III.A.1-1)*

III.A.2 Evidence

III.A.1-11	CCCCD Human Resource Procedure 1010.02
III.A.2-1	Minimum Qualifications for Faculty & Administrators-CA Community Colleges
III.A.2-2	UF Contract 2017-2020_Article 6
III.A.1-13	Job announcement for Faculty Position - Assistant Professor
III.A.1-16	CCCCD Human Resources Procedure 1010.04
III.A.1-4	United Faculty Contract-Final 2017-2020
III.A.1-5	United Faculty Contract 2019-2022 Tentative Agreement
III.A.1-1	Uniform Employee Selection Guide

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

III.A.3. Evidence of Meeting the Standard

As outlined in III.A.1, the process by which Los Medanos College recruits and hires new personnel is comprehensive, ensuring that administrators possess relevant qualifications and requisite skills necessary. In addition to the robust hiring process, the College follows the qualifications and responsibilities for its administrators and managers cataloged in the Contra Costa Community College District's hiring practices manual and classifications specifications, the latter of which outline distinguishing characteristics and examples of essential functions for all managers and administrators. More specifically, Section 3.0 of the *Management, Supervisory and Confidential Employees Personnel Manual* section instructs that the recruitment and selection of these employee groups shall be conducted in accordance with the *Uniform Employment Selection Guide. (III.A.1-1, III.A.1-6)*

Once hired, all administrators and managers are given probationary status and undergo extensive review, including a final comprehensive evaluation. Following the probationary period, administrators and managers are evaluated on a four-year cycle to ensure that the performance of its administrators and managers are sustaining its institutional effectiveness and academic quality, as detailed in III.A.5.

III.A.3. Analysis and Evaluation

Utilizing robust hiring and evaluation processes, Los Medanos College ensures its administrators and other managers possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. *(III.A.1-1, III.A.1-6)*

III.A.3. Evidence

III.A.1-1 Uniform Employee Selection Guide
III.A.1-6 Management, Supervisory, and Confidential Employees Personnel Manual

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.4. Evidence of Meeting the Standard

As mandated by the Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in Community Colleges* and codified locally in Human Resources Procedure 1010.02 ("Uniform Employment Selection Guide") and the *Uniform Employment Selection Guide*, Los Medanos College requires all candidates show conclusive evidence of fulfilling minimum degree qualifications. This mandate calls for candidates to submit an official transcript showing that appropriate courses and degrees were successfully completed at institutions accredited by any of the six regional accrediting agencies recognized by the Council on Post-Secondary Accreditation and the U.S. Secretary of Education. Official transcripts must be produced prior to hire. *(III.A.2-1, III.A.1-11, III.A.1-1)*

The *Uniform Employment Selection Guide* likewise mandates that all degrees not accredited by one of the six regional accrediting agencies are subject to verification through the equivalency process. 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 District only accepts degrees from non-U.S. institutions that are evaluated by an approved National Association of Credential Evaluation Services (NACES) agency, as mandated by the *2017-20 United Faculty Contract* (Section 20.3.1.3.2) and Human Resources Procedure 3050.05 ("Equivalency for Classified Positions Requiring an Associate's or Bachelor's Degree"). The process of verifying transcripts from outside of the U.S. requirements is clearly stated on all job announcements. *(III.A.1-4, III.A.1-8)*

III.A.4. Analysis and Evaluation

Under guidance from the Contra Costa Community College District, and by way of Human Resources Procedure 1010.02 and relevant hiring guides, Los Medanos College only recognizes degrees held by faculty, classified professionals, and administrators if those degrees have been awarded from institutions approved by accrediting agencies. Personnel who possess degrees from non-accredited or foreign institutions must establish equivalence by providing the College with conclusive evidence, which could include transcript evaluations conducted by approved agencies, such as the National Associations of Credential Evaluation Services. *(III.A.1-11, III.A.1-4)*

III.A.4. Evidence

III.A.2-1	Minimum Qualifications for Faculty & Administrators-CA Community Colleges
III.A.1-11	CCCCD Human Resource Procedure 1010.02
III.A.1-1	Uniform Employee Selection Guide
III.A.1-4	United Faculty Contract - Final 2017-2020
III.A.1-8	CCCCD Human Resources Procedure 3050.05

III.A.5. 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.

III.A.5. Evidence of Meeting the Standard

For continuous improvement and effectiveness, Los Medanos College adheres to all District policies and procedures regarding the systematic evaluation of its personnel. Each employee type has a performance review cycle that is clearly defined in orientation materials provided, employment contracts issued, relevant Human Resources (HR) procedures, applicable union contracts, and various personnel handbooks. *(III.A.1-3, III.A.1-4, I.C.7-6, III.A.1-6)*

Faculty

Probationary full-time faculty are evaluated during their first, second, third, fifth, and seventh semesters. Once tenure is achieved, full-time faculty are evaluated every three years thereafter. Part-time faculty, on the other hand, are evaluated during the first, fourth, and seventh semesters, and every six semesters thereafter. Faculty, regardless of part-time or full-time status, are evaluated per Appendix X of the *2017-20 United Faculty Contract*. Appendix X contains 15 separate guidelines for specific faculty groups, including part-time, probationary, full-time, counselors, and librarians. While each guideline contains evaluation criteria specific to the given faculty group, all evaluations focus on assessing the effectiveness of the evaluatee and encouraging improvement where necessary. These evaluations are conducted by tenured faculty members, as well as academic managers when necessary, and involve observation of the faculty members performing their assigned duties. In addition, this process includes student evaluations wherein students assess the evaluatee's effectiveness and expertise. The evaluatee also engages in a self-evaluation, which assesses the evaluatee's job performance and plans for professional growth and development. The evaluator aggregates the three assessment methods in the Summary Report and delivers it to the evaluatee, along with an improvement plan if needed. Once signed by the evaluating and evaluated faculty, the Summary Report, along with a portfolio of all evaluation documents, is then forwarded to the appropriate Dean, the President, and the Chancellor for signature and then placed in the personnel file of the evaluatee. *(III.A.5-1, III.A.1-4)*

Classified Professionals

The bargaining agreement between the District and the Local 1 union clearly describes the criteria for evaluating classified employees, establishes timelines for evaluations, and describes all processes involved. The evaluation process is monitored at the campus level by the human resources office. One-year probationary employees are evaluated at the end of the third, sixth, ninth, and eleventh months. Article 14.3 of the Local 1 bargaining agreement makes provisions for more frequent evaluation if necessary. Permanent employees having less than five years of service are evaluated once annually, no later than their increment anniversary date. Permanent

classified professionals with more than five years of service may be formally evaluated upon proper notice, which is defined as written notification from the District. When a classified employee receives a promotion, the employee is placed on six-month promotional probation and is evaluated in the second, fourth, and fifth months of the new position. As stipulated by the bargaining agreement, these evaluations are a means of evaluating each employee's performance in the specific context of his/her job and determine individual needs for improvement and development. To achieve these means, classified professionals are evaluated on nine criteria ranging from expertise and quality of work to teamwork and leadership. If any criteria are scored negatively, the evaluator must include specific recommendations for improvements and provisions for assisting the employee in implementing any recommendations made. Once completed, the evaluation is reviewed by the supervisor, the evaluator, and the evaluatee prior to being signed and placed in the personnel file. *(III.A.5-2, I.C.7-6, III.A.5-3)*

Managers and Supervisors

Administrators and managers are evaluated in a four-year evaluation cycle. Codified in Board Policy 2026 ("Evaluation Programs for Managers, Supervisors and Confidential Employees") and outlined in the *Management, Supervisory and Confidential Employees Personnel Manual*, the evaluation cycle involves a comprehensive evaluation upon completion of the first ten months of service. Utilizing responses from faculty, staff, managers/supervisors, and students, the comprehensive evaluation focuses its assessment around specific performance criteria, including communication skills, leadership, professional expertise, teamwork, and administrative skills. Following the initial comprehensive evaluation, administrators and managers complete a goal review in the first and third year of the cycle, a regular evaluation in the second year, and another comprehensive evaluation in the fourth year. *(III.A.1-6, III.A.5-2)*

Confidential Employees

Section 6.10-18 of the District's *Management, Supervisory, and Confidential Employees Personnel Manual* clearly describes the criteria for evaluating confidential permanent and probationary employees, establishes timelines for evaluations, and describes all processes involved. The performance of confidential employees is evaluated by their immediate supervisor annually in twelve different categories, including work organization and planning, work quality, volume of work, organizational and team relationships, administration, innovation/creativity, analytical and problem-solving skills, communication skills, reliability and punctuality, technical application and knowledge, and customer service. Employees have the option of setting up a career development plan. *(III.A.5-2, III.A.1-6)*

III.A.5. Analysis and Evaluation

Under guidance from the Contra Costa Community College District, Los Medanos College ensures the effectiveness of its human resources by following clearly articulated evaluation procedures where all personnel are evaluated systematically and at stated intervals. These evaluations are comprehensive, timely, and well-documented. When conducted, these evaluations not only assess effectiveness in fulfilling given job duties, but also encourage improvement, particularly via improvement plans, which are developed when necessary. While

the College is in compliance with this standard, there is recognition that turnover in key HR positions have created a disparity between established evaluation procedures and recent practice for our classified professionals and there is a plan to reestablish best practices. *(III.A.5-1, III.A.5-2, III.A.5-3, III.A.1-6)*

III.A.5. Evidence

III.A.1-3	Human Resources Procedures Manual-Table of Contents
III.A.5-1	New Evaluation Guidebooks (Revised Appendix X) - All Documents
III.A.1-4	United Faculty Contract - Final 2017-2020
III.A.5-2	CCCCD Board Policy 2026
I.C.7-6	Local 1 Contract - 2017-2019
III.A.5-3	Classified Evaluations Email
III.A.1-6	Management, Supervisory, and Confidential Employees Personnel Manual

~~III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

III.A.7. Evidence of Meeting the Standard

Los Medanos College follows California Education Code section 84362(d), known as the "50% law," which requires districts to have at least 50% of their expenses be toward the direct instruction of students. The College's 50% law calculation has consistently been maintained at significantly higher rates than the minimum compliance standard, as shown in III.D.1. The College also adheres to California Code of Regulations Title 5 section 51025, requiring districts to adjust the number of full-time faculty from the prior year's number in proportion to the amount of growth in funded credit full-time equivalent students (FTES). Likewise, the College allocates funds in pursuit of greater compliance with Education Code section 87482.6 and the District's faculty obligation number. *(III.A.7-1)*

Los Medanos College Faculty, Fall Term								
	2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
LMC Net Full-Time Faculty	105.2	99.21	107.21	110.6	115.6	118.6	118.6	129.6
LMC Net Part-Time Faculty	90.1	105.34	114.23	122.26	115.94	109.47	120.78	111.66
Total	195.3	204.55	221.44	232.86	231.54	228.07	239.38	241.26

In addition to apportioning a significant share of its budget to the maintenance of its faculty pool, the College also ensures that it hires qualified faculty members by engaging in a comprehensive recruiting and hiring process, as detailed in III.A.1 and III.A.2. Faculty are then provided relevant orientations and professional development focused on expanding the quality of given programs and services. Such professional development opportunities are summarized in III.A.8 and III.A.14. Faculty are also subjected to a robust peer review process that both assesses the effectiveness of all faculty members and provides guidance for improvement. Described in III.A.5, this evaluation process ensures that faculty fulfill those responsibilities that are essential to the quality of the College's educational programs and services. *(III.A.5-1, III.A.1-4)*

III.A.7. Analysis and Evaluation

In order to ensure the quality of educational programs and services, Los Medanos College maintains a number of qualified faculty higher than required by California Education Code section 84362(d). In addition to such compliance, LMC also utilizes robust hiring, training, and evaluating process to ensure its faculty fulfill responsibilities essential to the achieving the College's mission.

III.A.7. Evidence

III.A.7-1 Fall 2019 Faculty Analysis for State Reporting
III.A.5-1 New Evaluation Guidebooks (Revised Appendix X) - All Documents
III.A.1-4 United Faculty Contract - Final 2017-2020

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

III.A.8. Evidence of Meeting the Standard

As described in III.A.14 and codified in District Board Policy 2020 ("Professional Development"), as well as Human Resources Policy 1030.02 ("Staff Development Funds"), Los Medanos College offers multiple opportunities for all faculty, including part-time/adjunct, to support engagement within the institution. These opportunities include professional development workshops, including all-college meetings and events, and orientations, such as those provided by Admissions & Records and their individual departments and units. Many departments and programs offer professional development credit to part-time/adjunct faculty members for participating in Flex week department meetings. *(III.A.8-1, III.A.8-2)*

The College also engages part-time/adjunct faculty in a comprehensive evaluation process, which is outlined in III.A.5. This process includes classroom observations by fellow faculty members, student feedback and assessment, and guidance for improvement where necessary. *(II.A.2-11, II.A.2-12, II.A.2-13)*

In addition, LMC offers part-time faculty opportunities for greater integration into campus life. Part-time/adjunct faculty are encouraged to participate in the College's shared governance structure via membership in any number of committees or task forces. LMC also invites part-time/adjunct faculty to participate in the Faculty Advising and Mentoring (FAM) program, which provides additional paid office hours, as well as professional development aimed at bridging the academic achievement gap. Finally, the College engages part-time and adjunct faculty in its Pedagogy Innovation Project (PIP), which is a cohort-based program that provides an encouraging, safe space for faculty to innovate their pedagogical practice and instructional design. *(I.A.1-9, III.A.8-3, III.A.8-4, II.A.2-8, II.A.2-9, II.A.2-10)*

III.A.8. Analysis and Evaluation

Los Medanos College policies and practices support its part-time/adjunct faculty through various processes, including professional development, evaluation, and shared governance. While the College is in compliance with this Standard, it recognizes a disparity between opportunities and trainings offered to full-time and part-time faculty members, specifically in those trainings that orient faculty members to the institution and its resources. As a result of this gap, stakeholders at the College, including the Office of Equity & Inclusion and Student Success and Retention Programs, have been working to create greater equity in trainings and orientations offered. Such work has been grounded in developing more robust orientation suites, both in-person and online, for part-time faculty that rivals what is offered to full-time faculty members. *(II.A.2-1, I.A.1-9, III.A.8-4, II.A.2-8)*

III.A.8. Evidence

III.A.8-1 CCCCD Board Policy 2020
III.A.8-2 CCCCD Human Resources Procedure 1030.02
II.A.2-11 UF 4CD Faculty Evaluations Website
II.A.2-12 Faculty Evaluation-Classroom Observation Form
II.A.2-13 Faculty Evaluation-Improvement Plan
I.A.1-9 SGC Position Paper-May 2015
III.A.8-3 SGC Minutes-28Nov2018
III.A.8-4 Faculty Advising and Mentoring-FAM
II.A.2-8 TLC PIP Proposal 01June2019
II.A.2-9 TLC PIP Welcome Letter
II.A.2-10 TLC PIP Invitation to Faculty

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

III.A.9. Evidence of Meeting the Standard

Due to changes in the state's budget allocation model, the District eliminated Business Procedure 18.03 ("Guidelines for College Classified Staffing"), the process by which staffing allocations are formulated for each college. Instead, individual colleges are now responsible for ensuring that the number of classified staff employed is sufficient to support the services offered. In turn, Los Medanos College has tasked individual programs and units with determining the sufficient number of staff needed to support the effectiveness of the program or service. *(III.A.9-1, III.A.9-2, I.A.1-9)*

As explained in I.B.5, the College accomplishes this by utilizing its program review process to evaluate the staffing needs of its programs and services. Program review culminates in the College's Resource Allocation Process (RAP), which is part of the budget preparation process described in III.D.1. RAP is tied to the College's evaluative mechanisms, including program review, and requires departments and units to calibrate local goals and objectives with those of the institution. Once budgetary needs have been identified, programs and units submit their RAP proposals to be entered into the Budget Request Database, which enables the College, and particularly the Shared Governance Council (SGC), to aggregate resource requests, produce ad-hoc reports on budgetary needs, and explore ways to fund such needs based on program requirements and institutional objectives. RAP connects program review to budgetary decisions related to staff fulfillment, as programs and units request additional hires in support of their operational effectiveness. Although RAP proposals are submitted throughout the year, SGC reviews them biannually and makes funding recommendations to the President, who then measures these recommendations against other institutional needs, such as maintaining a minimum 1% site reserve and funding liabilities. Once such considerations are made, the President will either approve or deny the resource allocation request. Ultimately, this alignment of assessment, objectives, and apportionment has ensured the College's financial resources are supporting and enhancing its programs and services. *(I.A.1-9, I.A.2-14, I.A.2-15, I.A.2-16, I.A.2-17, III.A.9-1, I.B.9-3)*

In addition, President's Cabinet assesses and prioritizes staffing vacancies that occur throughout the year. This assessment focuses on whether to fill current vacancies or to reallocate the vacancy to cover staffing needs elsewhere. Currently, the College has 304 non-faculty employees: 117 monthly classified professionals; 156 hourly classified professionals; and 31 managers, supervisors, or confidential staff. *(III.A.9-3)*

The College also ensures that it hires qualified staff members by engaging in a comprehensive recruiting and hiring process, as detailed in III.A.1-2. Classified professionals are then provided relevant orientations and professional development focused on expanding the quality of given programs and services. Such professional development opportunities are summarized in III.A.8 and III.A.14. The College then evaluates its staff members via a robust review process that both

assesses the effectiveness of all staff members and provides guidance for improvement. This evaluative process is described in III.A.5. *(I.C.7-6, III.A.5-3)*

III.A.9. Analysis and Evaluation

Los Medanos College engages in a multi-tier process to ensure it employs the staff necessary to support the effective educational, technological, physical, and administrative operations. This process is initiated via the College's program review process and culminates in vetting through the shared governance structure. Connected to this process are the comprehensive hiring, training, and evaluation mechanism employed by the College to ensure its classified professionals possess the qualifications necessary to perform their specific job duties.

III.A.9. Evidence

III.A.9-1	Budget Requests for 2019-20 RAP-Cmontoya_Email 04Oct2019
III.A.9-2	Information on 2019-20 RAP-Bkratochvil_Email 04Oct2019
I.A.2-14	Comprehensive PR 2017-18 Process Webpage
I.A.2-15	Comprehensive PR 2017-18 Reports Webpage
I.A.2-16	Program Review Year Three Process Webpage
I.A.2-17	Program Review Year Three Reports Webpage
I.A.1-9	SGC Position Paper
I.B.9-3	Budget Requests Renewal for RAP-SP2020
III.A.9-3	February 2020 LMC Staff Analysis
I.C.7-6	Local One Contract 2017-2019
III.A.5-3	Classified Evaluations Email

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

III.A.10. Evidence of Meeting the Standard

Los Medanos College ensures that it employs a sufficient number of administrators by utilizing the processes outlined III.A.7 and III.A.10. The filling of vacant administrative positions is assessed by the President's Cabinet, which recommends to the President whether to fill vacancies or to reallocate the vacancy to cover staffing needs elsewhere.

The College also ensures it hires qualified administrators by engaging in a comprehensive recruiting and hiring process, as detailed in III.A.1 and III.A.2. Administrators are then provided relevant orientations and professional development. Such professional development opportunities are summarized in III.A.8 and III.A.14. The College then evaluates its administrators via a robust review process that both assesses their effectiveness and provides guidance for improvement. This evaluative process is described in III.A.5. *(III.A.1-6)*

Organizational structures are evaluated by the President, as detailed in IV.B.2. In determining the appropriate number of administrators, the President follows Human Resources Procedure 4000.16 ("Organizational Structure"), which codifies the evaluation of the administrative framework to ensure it effectively supports the College's size, complexity, and purpose. Such evaluation prompted changes in the College's administrative structure, including: filling the vacant Senior Dean of Planning & Institutional Effectiveness position; reallocating the Senior Foundation Director position to create a new Dean of Equity & Inclusion position; redistributing key duties from the vacant Director of Marketing & Media Design position to yield budget savings; and changing the work location of an existing management position to the Brentwood Center, in order to address operational needs. *(INT-12, III.A.10-1)*

III.A.10. Analysis and Evaluation

Los Medanos College adheres to Contra Costa Community College District policies and procedures relevant to the administrative framework of the institution. In doing so, the College ensures that it possess a sufficient number of administrators. Furthermore, utilizing robust hiring and evaluative processes, the College ensures administrators are well prepared and possess the requisite expertise to execute administrative duties.

III.A.10. Evidence

III.A.1-6 Management, Supervisory, and Confidential Employees Personnel Manual
INT-12 LMC Organizational Chart-July 2020
III.A.10-1 CCCCD Human Resources Procedure 4000.16

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

III.A.11. Evidence of Meeting the Standard

Policies and procedures are maintained and updated in both hard copy and online formats, which are available for information and review by the public on the District website. Employees are provided this information during the New Employee Orientation. The District has established and published over 500 policies and procedures, in addition to a catalog of collective bargaining agreements, cooperative agreements, and personnel manuals. Among these policies and procedures, the District has established and published over 180 human resources procedures and 140 Board Policies and Administrative Procedures that guide and regulate employees at Los Medanos College. Further policies and procedures are codified in Business Procedures, Curriculum and Instruction Procedures, Payroll Procedures, and Student Services Procedures, *Management/Supervisory/Confidential Employee Personnel Manual*, the Local 1 Bargaining Agreement, and the United Faculty Contract. *(III.A.11-1, III.A.1-4, I.C.7-6, III.A.1-6)*

Institutional policies, including personnel policies, are regularly reviewed and revised when necessary. Per Board Policy 1001 ("Policies of the Governing Board") and Administrative Procedure 1001.01 ("Process to Introduce New or Revise Existing Governing Board Policies"), these policies and procedures are vetted through the District shared governance structure. This includes review by Classified and Academic Senates, United Faculty and Local 1 bargaining units, and the District Governance Council, the latter of which is specifically required by Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making") and 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"). These vetted policies and procedures are then formally approved by the Governing Board. After formal approval, all policies and procedures are published on the District website. Per Administrative Policy 1012.01 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement"), the Board's policies and procedures are reviewed on a three-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 utilizing such a robust shared governance structure, the District ensures that is policies and procedures are fair and equitable. *(III.A.11-2, I.B.7-1, III.A.11-3, III.A.11-4, III.A.1-2, I.B.2-1)*

To further ensure the fairness and equity of its policies and procedures, the District adopted Board Policies 2001 ("Nondiscrimination Policy") and 2052 ("Equal Employment Opportunity"), both of which have been proceduralized in Human Resources Procedure 1010.01 ("Equal Employment Opportunity Plan"). Board Policy 2001 stipulates that no student, vendor, or person employed or seeking employment with the District shall be unlawfully subjected to harassment, discrimination or denied full and equal access to the District's programs and services. It further establishes the District's inclusion of all regardless of race, color, ancestry, religion, marital status, sex, national origin, gender, gender identification, gender expression, age, sexual orientation, physical or mental disability, medical condition, genetic information,

military or veteran status, parental status, and citizenship. Board Policy 2052 underscores the District's commitment to inclusivity, particularly in its hiring processes, as the policy commits the District to promoting the total realization of equal employment through a continuing equal employment opportunity program. *(III.A.1-2, I.C.8-1, III.A.11-5, III.A.11-6)*

To guarantee these policies are administered consistently and fairly, the District adopted Board Policy 2059 ("Diversity") which also has been established in Human Resources Procedures 1010.01 and 1010.02 ("Uniform Employment Selection Guide"). Board Policy 2059 requires the College train all employees on the value of diversity, educational equity, equal opportunity, and how to infuse the principles of diversity in their daily work in accordance with state law and collective bargaining agreements. It further establishes annual reporting to the Governing Board on these training programs, as well as on student, employee, and service area demographics. *(III.A.11-6, III.A.1-11, III.A.11-7)*

III.A.11. Analysis and Evaluation

The Contra Costa Community College District and Los Medanos College establish, publish, and adhere to written policies and procedures. All policies and procedures are available for review on the District website. *(III.A.11-1)*

III.A.11. Evidence

III.A.11-1	CCCCD Policies, Departmental Procedures & Collective Bargaining Agreements
III.A.1-4	United Faculty Contract - Final 2017-2020
I.C.7-6	Local One Contract - 2017-2019
III.A.1-6	Management, Supervisory, and Confidential Employees Personnel Manual
III.A.11-2	CCCCD Board Policy 1001
I.B.7-1	CCCCD Administrative Procedure 1001.01
III.A.11-3	CCCCD Board Policy 1009
III.A.11-4	CCCCD Administrative Procedure 1009.2
III.A.1-2	Equal Employment Opportunity Plan
I.B.2-1	CCCCD Administrative Policy 1012.01
I.C.8-1	CCCCD Board Policy 2001
III.A.11-5	CCCCD Board Policy 2052
III.A.11-6	CCCCD Human Resources Procedure 1010.01
III.A.11-7	CCCCD Board Policy 2059
III.A.1-11	CCCCD Human Resources Procedures 1010.02

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.12. Evidence of Meeting the Standard

As evidence of the District's commitment to diversity and inclusion, the following policies and procedures institutionalize organizational values, and ensure fair treatment and legal compliance:

Board Policy 1023	Equity in Student Achievement
Board Policy 2001	Non-Discrimination Policy
Board Policy 2004	Selection, Retention and Termination of District Employees
Board Policy 2052	Equal Employment Opportunity
Board Policy 2059	Diversity
Human Resources Procedure 1010.01	Equal Employment Opportunity Plan
Human Resources Procedure 1010.02	Uniform Employment Selection Guide
Human Resources Procedure 1040.07	Unlawful Discrimination and Unlawful Harassment
Management, Supervisory, and Confidential Employees Personnel Manual, Section 2.0	Equal Opportunity

Detailed in III.A.11, the District adopted Board Policies 2001, 2052, and 2059, as well as Human Resources Procedures 1010.01 and 1010.02, to support its diverse personnel. These policies and procedures are echoed in the District's plans and manuals, including its *Uniform Employment Selection Guide, Equal Employment Opportunity Plan*, and *Management, Supervisory, and Confidential Employees Personnel Manual. (III.A.1-6, III.A.1-2, III.A.12-1, III.A.12-2, I.C.8-1 III.A.11-5, III.A.11-7, III.A.11-6, III.A.1-11, III.A.1-1)*

The District also convenes a District Equal Employment Opportunity Advisory Council (DEEOAC), which advises District administration on the development and implementation of effective district-wide equal employment, staff diversity, and disability access programs. DEEOAC is comprised of faculty, classified professionals, and management from all colleges in the district, as well as District administrators. Chief among DEEOAC's duties is the compilation of the annual District diversity report, which informs district-wide employment guides, the Equal Employment Opportunity Plan in particular. Each fiscal year, the Governing Board receives a complete report on DEEOAC's work, which includes demographic comparisons and employment trends. *(III.A.12-3, III.A.1-2)*

In line with the work of DEEOAC, District Human Resources requires diversity training for all employees who participate in any phase of the selection hiring process for administrative, classified, confidential, management, or supervisory recruitments. This training covers roles, responsibilities, and requirements of selection committees, while also providing information regarding relevant laws and regulations, including Federal and State Anti-Discrimination Laws, such as Title V, Title VII, Fair Employment and Housing Act, Title IX, American with

Disabilities Act, Age Discrimination in Employment Act, and Proposition 209. *(III.A.12-4, III.A.1-11, III.A.1-1)*

The College established an Office of Equity & Inclusion to further demonstrate its commitment to equitable and inclusive practices, such as supporting its diverse personnel. In order to enhance existing efforts and develop new support systems, the Office of Equity & Inclusion provides diverse and equitable resources, both academic and cultural, for all members of the College community. These activities are measured and revised as part of the College Student Equity Plan (SEP), which reviews infrastructure, staffing, special student populations, professional resources and the development of guidelines, goals and milestones to facilitate the College's full implementation of equity standards. SEP is reviewed annually, in accordance with Title V regulations. *(I.B.3-19, I.B.3-20)*

The College also charges various committees with assessing its employment equity and diversity. Made up of faculty, classified professionals, administrators, and students, the Equal Employment Opportunity Committee monitors campus diversity data, facilitates professional development, and examines cultural representations on campus. Another shared governance group, the Institutional Development for Equity & Access (IDEA) Committee is charged with reviewing institutional practices through an equity lens. Among IDEA's significant contributions is the *Toolkit for Recruiting a Diverse Workforce*, a widely disseminated document used to advance greater diversity among the College's personnel. *(III.A.12-5)*

III.A.12. Analysis and Evaluation

Under guidance from the Contra Costa Community College District, Los Medanos College creates, assesses, and maintains appropriate programs, procedures, policies, and services that support its diverse personnel and encourage practices to create greater diversity in its workforce.

III.A.12. Evidence

III.A.1-6	Management, Supervisory & Confidential Employees Personnel Manual-Sect 2.0
III.A.1-2	Equal Employment Opportunity Plan
III.A.12-1	CCCCD Board Policy 1023
III.A.12-2	CCCCD Board Policy 2004
I.C.8-1	CCCCD Board Policy 2001
III.A.11-5	CCCCD Board Policy 2052
III.A.11-7	CCCCD Board Policy 2059
III.A.11-6	CCCCD Human Resources Procedure 1010.01
III.A.1-11	CCCCD Human Resources Procedures 1010.02
III.A.1-1	Uniform Employee Selection Guide
III.A.12-3	2017-18 Diversity Report and 2017-18 Diversity Report (Tables)
III.A.12-4	CCCCD Human Resources Procedure 1040.07
I.B.3-19	NOVA Student Equity & Achievement Program 2019-2022
I.B.3-20	LMC Student Equity Plan 2014-2019
III.A.12-5	Toolkit for Recruiting a Diverse Workforce

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District's "Employee Code of Ethical Behavior" (Human Resources Procedure 1040.08) 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 include *(I.C.9-1, III.A.1-10)*:

Board Policy 2018	Academic Freedom
Board Policy 2019	Freedom of Expression
Board Policy 2002 and Human Resources Procedure 1040.07	Unlawful Discrimination and Unlawful Harassment
Board Policy 2052	Equal Employment Opportunity
Board Policy 1020 and Administrative Procedure 1020.01	Conflict of Interest Code
Human Resources Procedure 1010.03	Employee Participation in Applicant Selection Process of Relatives and Household Members
Board Policy 2046, Human Resources Procedure 1080.11	Drug-free Environment and Drug Prevention Program

Written policies are provided to new employees in their new hire orientation meeting with College or District Human Resources, as evidenced by their signature on the New Employee Orientation Checklist. 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. Policies that are distributed to all new employees include *(III.A.13-1, III.A.13-2, III.A.13-3)*:

Human Resources Procedure 1040.01	Protection of Confidential Data
Board Policy 5030	Acceptable Technology Use Policy
Business Procedure 10.06	Acceptable Technology Use
Human Resources Procedure 4000.17	Political Activity
Board Policy 2050	Lethal Weapons on District Property
Board Policy 2045 and Human Resources Procedure 1080.01	Tobacco-Free and Smoke-Free Institution
Board Policy 2002 and Human Resources Procedure 1040.07	Unlawful Discrimination and Unlawful Harassment
Board Policy 2046, Human Resources Procedure 1080.11	Drug-free Environment and Drug Prevention Program

Providing policies in advance and 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 employees. *(III.A.11-1, III.A.1-3, III.A.13-4)*

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 procedural manuals. *(III.A.11-1, III.A.1-3)*

Procedures exist for addressing unlawful discrimination and harassment applicable to employees 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 professionals, and students. The District is committed to the principle of trustworthiness, respect, responsibility, fairness, and stewardship. The Code of Ethics and Student Code of Conduct contain general guidelines for conducting business with the highest standards. The District is committed to an environment where open, honest communications are the expectation, not the exception. *(I.C.7-3, CP6-3, III.A.1-2, III.A.12-5)*

III.A.13. Analysis and Evaluation

Los Medanos College adheres to the District's approved policies for all personnel that codify professional ethics and detail consequences of violation. Additionally, anyone may submit an anonymous report of misconduct on the District's confidential hotline.

III.A.13. Evidence

I.C.9-1	CCCCD Human Resources Procedure 1040.08
III.A.1-10	CCCCD Human Resources Procedure 1010.06
III.A.13-1	CCCCD Human Resources Procedure 1040.01
III.A.13-2	CCCCD Board Policy 5030
III.A.13-3	CCCCD Human Resources Procedure 4000.17
III.A.11-1	CCCCD Policies, Departmental Procedures and Collective Bargaining
III.A.1-3	CCCCD Human Resources Procedures Manual-Table of Contents
III.A.13-4	CCCCD Business Procedure 10.06
I.C.7-3	CCCCD Board Policy 2056
CP6-3	CCCCD Student Services Procedure 3027-Student Code of Conduct
III.A.1-2	Equal Employment Opportunity Plan
III.A.12-5	Toolkit for Recruiting a Diverse Workforce

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.14. Evidence of Meeting the Standard

As codified in Board Policy 2020 ("Professional Development"), the District – and thus Los Medanos College – is committed to supporting employee professional development opportunities that are consistent with District and College strategic directions. To this end, Human Resources Procedure 1030.02 ("Staff Development Funds") reserves resources for employee continued education in such areas as the improvement of teaching, maintenance of current academic, and retraining to meet changing institutional needs. In addition, in Article 24 of the Local 1 Contract, the District and the Union have agreed to establish a Classified Employees Enhancement Program (C.E.E.P.) in accordance with the following provisions, and the District shall allocate funds annually by location and employee population to implement the Classified Employees Enhancement Program. The program is designed to provide classified professionals with funding for coursework, conferences, and other appropriate learning and educational activities. *(III.A.8-1, III.A.8-2, III.A.14-1, III.A.14-2, III.A.14-3)*

The District-wide Professional Development Workgroup, which meets quarterly, supports professional learning activities that further the mission, strategic directions, and initiatives of the District. Its professional development projects/activities benefit all District locations and/or constituency groups, as mandated or prescribed by the District. The nine categories delineated in Article 5 of Section 87153 of the Education Code are used when determining the appropriate use of funds. Consisting of representatives of the constituency groups from each location, the District-wide Professional Development Workgroup fosters project work plans that include Flex planning, surveying employees, timelines, and budget allocation for each activity. By designing and supporting professional growth activities and training for management, faculty, and classified professionals throughout the District, employees are able to *(III.A.14-4)*:

- Use technology effectively in the classroom and throughout the institution;
- Use instructional and organizational models that are research-based and grounded in sound theoretical frameworks and good practice;
- Create and sustain learning and working environments that are characterized by these qualities: inclusive, engaging, challenging, relevant, welcoming, purposeful, and responsive to diverse cultures;
- Be knowledgeable about the District and their own college, including organizational structure, decision-making roles, and policies and procedures;
- Contribute to and participate in a culture of inquiry and institutional learning;
- Enhance employee job skills and opportunities through participation in trainings and internships; and
- Add resources and activities that contribute to morale and well-being.

The College also offers a variety of professional development activities. Known as "Flex," or Flexible Calendar, LMC's professional development offerings are coordinated by the Professional Development Advisory Committee (PDAC) and the Local Flex Planning Group (LPG) under guidance from the Office of Equity & Inclusion. With membership from all constituency groups, both PDAC and LPG coordinate a variety of trainings, conferences, and activities that engage employees in their professional growth in areas such as teaching and learning, cultural humility and equity, technology, and leadership and management. Part of this coordination includes the vetting of professional development proposals by faculty, classified professionals, and administrators. Each proposal requires alignment with the College's strategic directions. Once approved, these professional development activities are made available to employees district-wide via the District intranet. *(I.B.1-5, I.B.1-11, III.A.14-5)*

In line with the vetting process, all internal professional development activities are evaluated. Administered by the Office of Equity & Inclusion, Flex evaluations are conducted via participant surveys. The District conducts an annual professional development survey to assess the needs of faculty, managers, and classified employees. Once the survey is completed, the data are filtered by location. The District-wide Professional Development Workgroup reviews and analyzes the data on a District level and by location. As a result of the survey feedback, in 2018-19, a total of 593 total training opportunities were offered to employees at the campuses and District on a variety of topics. *(III.A.14-5, I.B.1-11, I.B.1-5, III.A.14-6)*

III.A.14. Analysis and Evaluation

As part of the process for all internal professional development activities, including Flex workshops and other professional development activities, Los Medanos College evaluates each activity with a common evaluation form developed by the Office of Equity & Inclusion.

III.A.14. Evidence

III.A.8-1	CCCCD Board Policy 2020
III.A.8-2	CCCCD Human Resources Procedure 1030.02
III.A.14-1	Local 1 2017-2019 Contract-Article 24 CEEP
III.A.14-2	Classified Educational Incentives Email-23Jul2019
III.A.14-3	CEEP Agenda-11Oct2019
III.A.14-4	CCCCD Human Resources - Training and Development
I.B.1-11	Office of Equity and Inclusion Website
I.B.1-5	PDAC Website
III.A.14-5	Professional Learning Opportunities Website
III.A.14-6	CCCCD Professional Development-Workshops 2019-20

III.A.15. 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.

III.A.15. Evidence of Meeting the Standard

The District established provisions for the security and confidentiality of employee records in Human Resource (HR) Procedures 1040.01 ("Protection of Confidential Data") and 1040.04 ("Disclosure of Employee Records and Information"). HR Procedure 1040.01 prohibits unauthorized access to the personal data of the District, including that of current and former employees. HR Procedure 1040.04 aligns with California Constitution, Article I, Section 1, which stipulates that personal information concerning public employees should not be disclosed to third parties without the employee's consent. Additionally, Human Resources Procedure 1040.03 ("Retention and Storage of Personnel Files") outlines practices for managing personnel files, including the type of materials to be retained and timelines for related actions. *(III.A.13-1, III.A.15-1, III.A.15-2, III.A.15-3)*

In accordance with Human Resources Procedure 1040.02 ("Personnel File Contents") and through their respective collective bargaining units, District faculty and classified professionals have access to their personnel records. Article 15 of the 2017-2019 Local One contract states that employees have the right to examine their personnel file during their non-working hours. Similarly, the 2017-2020 United Faculty contract gives faculty access to their file during normal work hours with reasonable notice to the Vice Chancellor of Human Resources. *(III.A.1-4, I.C.7-6)*

III.A.15. Analysis and Evaluation

Under guidance from the Contra Costa Community College District Human Resources department, Los Medanos College maintains official personnel records and stores files in a secure room that only designated employees can access. Additionally, the District has begun using the secure online filing system Onbase, to which only designated HR employees have access. Files are stored in accordance with District record retention policies. Collective bargaining unit agreements enable faculty and classified to review and access their personnel files by appointment and with HR personnel present.

III.A.15. Evidence

III.A.13-1	CCCCD Human Resources Procedure 1040.01
III.A.15-1	CCCCD Human Resources Procedure 1040.02
III.A.15-2	CCCCD Human Resources Procedure 1040.03
III.A.15-3	CCCCD Human Resources Procedure 1040.04
III.A.1-4	United Faculty Contract - Final 2017-2020
I.C.7-6	Local One Contract - 2017-2019

III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.1. Evidence of Meeting the Standard

The Contra Costa Community College District facilities planning, program, and construction management functions are centralized, while Los Medanos College has a Buildings & Grounds department that focuses on facility maintenance and operations. District Facilities Planning is responsible for – and provides leadership and oversight of – all capital projects for the District, its colleges, and centers in support of District-wide and College plans and goals. The Facilities Planning department consists of program, project, and construction management staff providing professional facilities project and program planning and execution, real estate, sustainability, energy management, and District Office facility and maintenance functions. The Facilities Planning department also establishes and executes priorities, budgets, and schedules based on College and District input on educational and facility needs. *(III.B.1-1, III.B.1-2, III.B.1-3, III.B.1-4)*

In collaboration with the District Facilities Planning department, the College constructs and maintains adequate physical resources that support students, faculty, classified professionals, and administrators in completing their duties and activities in an environment conducive to optimum instruction and learning in a safe and efficient manner. LMC provides sufficient physical space in accordance with Board of Governors of the California Community Colleges' Facilities Space and Utilization Standards, which formulates resource capacity relevant to enrollment projections. To ensure compliance with this policy, the College utilizes the *Facilities Planning Manual for the California Community College* and the Facilities Utilization Space Inventory Options Net (FUSION), a database used to analyze space utilization on campus. The Pittsburg Campus and new Brentwood Center possess a combined 440,000 assignable square feet of campus space, including 119 classrooms. These facilities are constructed under guidance from the Division of the State Architect, which includes compliance with the Field Act and the 2019 California Building Standards Code, Title 24 - California Code of Regulations. Additionally, the District Facilities Planning department: supports the College in physical resource planning, design, and construction of capital projects; and assists the College in qualifying for and obtaining available State funding for repairs, renovations, land acquisition, and building projects. As part of the annual update to District's Five-Year Capital Outlay Plan, the District submitted Initial Project Proposals (IPPs) that are under review for Final Project Proposals (FPPs) submittal to the State Chancellor's Office. College plans operate in tandem to provide a framework for the analysis of existing resources, the identification of future needs, and steps to be taken to continue to meet the needs of all end users. Currently, LMC is undergoing a major construction program funded by the local Measure A 2006 bond and local Measure E 2014 bond. Both measures are currently active and were informed by the College's Facilities Master Plan developed in 2007. The 2007 Facilities Master Plan was developed to guide and look forward 15-20 years, and was developed with multiple phases of implementation over the duration of the plan. Currently, projects

identified in the College's Facilities Master Plans are still in the process of being implemented as part of the District's remaining 2014 Measure E bond program, and will continue over the next several years. In order to align the planning horizon for the College's Facilities Master Plan with the projects under the 2014 Measure E bond implementation timeline, the period covered by the College's Facilities Master Plan was extended from 2017 to 2022. *(III.B.1-3, III.B.1-4, III.B.1-5)*

District Facilities Planning and the College completed the Measure E Implementation Plan in 2016 as a way of further defining projects facility requirements identified in LMC's Facilities Master Plan. LMC will begin the process of updating its Facilities Master Plan in 2020 through the collaborative involvement of classified professionals, faculty, administrators, and students over a year-long process. The Facilities Master Plan will be based on the College's updated Educational Master Plan, and will build on the Measure E 2014 bond program implementation planning. *(III.B.1-4, III.B.1-5, I.A.3-7)*

The Buildings & Grounds department maintains these facilities to ensure access, safety, security, and a healthy environment in which to work and learn. This department operates under the guidance of the various regulatory agencies and inspects campus facilities to ensure compliance with all safety, fire, access, security, and sanitary codes and regulations, including: the Contra Costa County Fire Department; Cal/OSHA Elevator Unit; Contra Costa Health Services; Keenan Associates; and Contra Costa Schools Insurance Group. Buildings & Grounds also assesses accessibility issues and removes barriers in compliance with the Americans with Disabilities Act. In 2009, the District completed a comprehensive evaluation of its facilities to determine the extent to which individuals with disabilities may be restricted in their access to District services and activities. This resulted in the District ADA Transition Plan, based on physical evaluation of the College facilities. The document guides the planning and implementation of facility modifications for both capital projects and College campus projects. The Plan was updated in 2017 to reflect completed improvements, as well as updates to remaining code, cost, and schedule items. In addition to adhering to regulatory guidelines, Buildings & Grounds also operates the electronic work order system, CCCCD Maintenance Plus, which allows faculty, classified professionals, administrators, and students to report safety issues or needed repairs. The system has improved the tracking of work order progress and has improved the communication loop with those requesting service: after the online work order is placed, an email is generated to inform the requester it was received; a second email is sent to the requester once the task has been assigned; and, finally, a third email is sent after the work has been completed. Telephone work orders are also accepted when followed up with a hardcopy work orders. *(III.B.1-1, III.B.1-4, III.B.1-5, III.B.1-9)*

To ensure the security of members of the College community, District Police Services assigns six police officers, 10 police aides, two dispatchers, and one parking officer at LMC. Police Services routinely walk through the campus, including its parking lots, to increase visibility of campus security and promote safety. Along with their physical presence, Police Services, in conjunction with Buildings & Grounds, have installed notification systems in all classrooms. These systems connect all classrooms to Police Services. This system not only gives faculty and other personnel quick and easy access to emergency services, but also provides Police Services with a campus-wide emergency broadcast system. The College is also part of the District's Standard for Access Control and Alarm Monitoring System (ACAMS), an Intrusion Detection

System (IDS) and a Video Surveillance System (VSS). The intent of the standard is for all of LMC's building and facility renovation and new construction efforts ~~is~~ to have and maintain a consistent campus-wide electronic security systems program. Collectively, the systems are an economical solution to provide security and safety while maintaining consistency and flexibility. The District utilizes a standardized software, Software House, as its access control system provider. New capital projects and future building retrofits at the College utilize this system to provide commonality in access card formats, system monitoring/reporting capabilities, and District-wide programming standards. *(III.B.1-10, III.B.1-1, III.B.1-5)*

The College also uses its shared governance structure to ensure its physical spaces are sufficient and safe. LMC convenes a Safety Committee, which promotes safe environments for all students, faculty, classified professionals, administrators, and visitors to the College. Comprised of representatives from all constituency groups – and with members that include the Vice President of Business & Administrative Services, the Director of Maintenance & Operations, Police Services Lieutenant, and other campus stakeholders – the Safety Committee reviews and updates campus emergency preparedness procedures and develops emergency response protocol for administrators, including establishment of and training for an Emergency Operations Center. The Sustainability Committee, which is a subcommittee of the Shared Governance Council, is charged with researching and promoting sustainable practices. Membership of the Sustainability Committee is comprised of representatives from all constituency groups, and includes the Director of Maintenance & Operations. *(III.B.1-8, III.B.1-9, III.B.1-10)*

III.B.1. Analysis and Evaluation

Los Medanos College provides physical resources in compliance with standards set forth by the Board of Governors of the California Community Colleges. These physical resources undergo routine inspection by the Buildings & Grounds department and by local authorities and government agencies. The College further ensures that its resources are safe, secure, and healthy by utilizing its shared governance structure. Additionally, the District supports the College in physical resource planning, design, and construction of capital projects.

III.B.1. Evidence

III.B.1-1 Buildings and Grounds Work Order Request system
III.B.1-2 Facilities-Space-Utilization Standards with Attachments-Sep2010
III.B.1-3 District Facilities Planning & Construction Organization Chart
III.B.1-4 2021-25 Five Year Construction Plan, Page 67
III.B.1-5 LMC Facilities Master Plan 2007 with 2020 Addendum
I.A.3-7 LMC EMP 2020-2025 Website-Draft Plan
III.B.1-6 ADA Transition Plan Update Final May 2009 + LMC ADA Updates
III.B.1-7 CCCCD Security System Standards Rev B.3 Mar2018
III.B.1-8 Safety Committee Website
III.B.1-9 Safety Committee Meeting Agenda November 21
III.B.1-10 Sustainability Committee Meeting Agenda-16Oct2019

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.2. Evidence of Meeting the Standard

Los Medanos College adheres to Board Policies regarding the acquisition, construction, and maintenance of physical resources. The District Board Policies are reviewed and updated on a cycle or based on regulatory and environmental changes. The California Division of the State Architect oversees all College major new construction and most renovations. The District Vice Chancellor of Facilities Planning and Construction, College President, Vice President of Business & Administrative Services/CBO, and Director of Maintenance & Operations collaborate with key stakeholders and District Chancellor's Cabinet to review, update, and identify current and future capital projects priorities, budgets, and schedules

To ensure the effective development and use of its facilities, LMC relies upon a comprehensive planning process initiated by its master plan that utilizes the *Facilities Planning Manual for the California Community College* and the Facilities Utilization Space Inventories Options Net System (FUSION) to analyze space utilization on campus. The previous master plan, titled *Educational Master Plan (EMP) 2006-2016,* served as the foundation for the development of the *2007 Facilities Master Plan 2007* – amended in 2020 for an updated planning horizon – and *2010 Eastside Campus Master Plan Update.* From these plans, the District's Facilities Planning team works with the College to create a Capital Improvements Implementation Plan, most recently completed for the 2014 Measure E bond program. In addition to these local planning efforts, the District engages in an annual assessment of its physical resources as part of its *2021-25 Five-Year Capital Outlay Plan*. This plan is developed by the District Facilities Planning department, with input from the College, and ultimately approved by the Governing Board. In partnership with the California Community Colleges Chancellor's Office (CCCCO), the District Facilities Planning department participates in completion of a comprehensive Facilities Condition Assessment every five years. The data collected from the Facilities Condition Assessment inform the District's Five-Year Capital Outlay Plan, which is made part of the CCCCO Five-Year Capital Outlay Plan for the California Community Colleges. In total, these processes identify campus needs, District and College educational and facilities goals, capacity/load analysis, and adequacy of existing instructional and student support spaces. *(III.B.2-1, III.B.2-2, III.B.1-4, III.B.2-3, III.B.2-4, III.B.2-5, I.A.2-10)*

By creating such alignment in its facilities development processes, the District and the College have ensured that physical resources support the institution's programs and services. Currently, LMC is undergoing a major construction program funded by the local Measure A 2006 bond and local Measure E 2014 bond. Implementation of these projects will aid the College in addressing the age and condition of its facilities, as much of the Pittsburg Campus was constructed in the early 1970s. It will also aid in upgrades to: infrastructure; mechanical and building systems; and telecommunication capacity, such as fiber connectivity and support of Wi-Fi expansions within building interior and exterior spaces. The 2006 Measure A capital improvement program helped build out the first campus planning phase. The 2014 Measure E capital improvement program is

focused on execution of the later planning phases of the campus plan. The results of these capital improvement programs have begun to remarkably change and transform the College, and these improvements will continue over the next several years under the 2014 Measure E bond. *(III.B.2-6, III.B.1-4, III.B.2-7)*

The construction and renovation projects initiated by the College's master plan have included: a remodel of the Student Services Center; technology updates in College Complex classrooms; construction of a new Kinesiology & Athletics Complex; a new Student Union building; and construction of a new Brentwood Center. Ultimately, facility plans are updated decennially. At present, the College's new *Educational Master Plan 2020-2025* is under development. Once this plan has been reviewed through its shared governance processes, LMC will then engage in developing a new *Facilities Master Plan,* which will not only align with the EMP, but will also include similar processes to ensure effective use of the College's assignable square footage. *(III.B.2-8, III.B.1-4, III.B.2-9, III.B.2-10, I.A.2-10)*

In addition, the College coordinates with the District Facilities Planning department in the annual submittal of a Scheduled Maintenance Project List to CCCCO. The District reviews all campus proposed needs to ensure they match and qualify against the funding criteria, and these projects are then entered, categorized, and summarized in the State FUSION reporting system. The District and College use the CCCCO space standards to evaluate facilities utilization. The District annually coordinates with the College on its Space Inventory updates and changes for submission to CCCCO. Furthermore, the District reviews capacity/load and enrollment data, and identifies potential impacts as they relate to the District's capital improvement planning efforts. *(III.B.2-3, III.B.2-5, III.B.2-6, III.B.1-5, III.B.2-7)*

III.B.2. Analysis and Evaluation

Los Medanos College manages its physical resources in support of its programs and services. These processes are grounded in College strategic planning documents, such as its *Educational Master Plan 2006-2016 and Facilities Master Plans*. In tying these facility plans to larger campus goals and directives, the College has ensured effective utilization of its assignable square footage. Future planning will be aligned to the new EMP and subsequent facilities plan that are still under development. *(I.A.2-10, III.B.1-5, III.B.1-4, III.B.2-5)*

III.B.2. Evidence

III.B.2-1 2017 Annual Report to the Community
III.B.2-2 Brentwood Ctr Project-2016 Budget Augmentation Approval
III.B.1-4 2021-25 Five Year Construction Plan, Page 67
III.B.2-3 LMC Facilities Project Meeting-07252019
III.B.2-4 LMC Facilities Project Meeting-09122019
III.B.2-5 Eastside Campus Master Plan Update (2010)
I.A.2-10 LMC Educational Master Plan 2006-2016
III.B.2-6 L-636 Modified Heat Map
III.B.1-5 LMC Facilities Master Plan 2007 with 2020 Addendum
III.B.2-7 Measure E Capital Improvements Program Presentation
III.B.2-8 CCCCD Board Policy 6003

III.B.2-9 CCCCD Business Procedure 5.10
III.B.2-10 CCCCD Business Procedure 5.11

III.B.3. 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.

III.B.3. Evidence of Meeting the Standard

The Los Medanos College Facilities Master Plan is an integral element and linkage to the *Five-Year Capital Outlay Plan*, the District-wide physical resources planning document. The *Five-Year Capital Outlay Plan* includes a priorities list for Contra Costa Community College District projects for both new, renovation, expansion, and infrastructure projects on all campuses each year. The plan lists the gross square footage, assignable square footage, funding timelines, project design, and construction milestones, and budgets established by the Construction Cost Index. The *Five-Year Capital Outlay Plan*: incorporates long-range College capital plans that support institutional improvement goals; and carefully considers the State's capital funding criteria, as well as other external funding opportunities, in the formulation of its capital plans. In addition, LMC's Buildings & Grounds department engages in a local review of its physical resources, including facilities and equipment, through the College's program review cycle. As explained in I.B.5, the College's program review process requires departments and units to evaluate programs, assess local outcomes, implement strategies to remediate inefficiencies, and request financial resources through the Resource Allocation Process (RAP). Buildings & Grounds utilizes this process, not only to evaluate its own internal process, but to monitor campus needs. Likewise, while developing its facilities master plan, Buildings & Grounds engages in systematic review of campus facilities and equipment, as described in III.B.2. As noted in III.B.1, Buildings & Grounds also receives campus feedback on its resources through its "Work Order Request" tool. *(III.B.1-10, III.B.1-1, III.A.9-1, III.A.9-2)*

In accordance with Business Procedure 5.01 ("Scheduled Maintenance and Special Repair Program"), the District Office submits the *Five-Year Capital Outlay Plan* to the California Community Colleges Chancellor's Office through the state's *Facilities Utilization Space Inventory Options Net* (FUSION) database that encompasses: Facilities Utilization; Space Inventory Options; and Project Planning elements. Under guidance from the District, the College further evaluates its facilities using FUSION program. As noted in III.B.1, FUSION tracks condition assessments and develops cost modeling for maintenance projects, enabling the College to plan budgets and to compare available physical resources with enrollment demands. College-specific project planning documents, such as Initial Project Proposals and Final Project Proposals made part of the *Five-Year Capital Outlay Plan*, are guided by LMC's Facilities Master Plan (2007 [amended in 2020 for the planning horizon], 2010, and soon-to-be-developed for 2020-2030) and the 2016 Measure E Implementation Plan. These project planning documents are reviewed by the District Vice Chancellor of Facilities Planning & Construction, the College President and Vice Presidents, Buildings & Grounds, and other shared governance bodies, as appropriate. *(III.B.1-4, III.B.2-7, III.B.1-5, III.B.3-1)*

III.B.3. Analysis and Evaluation

Under guidance from the District, Los Medanos College uses processes and programs – such as program review, RAP, the Scheduled Maintenance and Special Repair Program, and FUSION –

to assess the feasibility and effectiveness of physical resources for planning ongoing facilities and equipment needs that are integrated in the facilities master plan and *Five-Year Capital Outlay Pla*n.

III.B.3. Evidence

III.B.1-10 Sustainability Committee Meeting Agenda-16Oct2019
III.B.1-1 Buildings and Grounds Work Order Request system
III.A.9-1 Budget Requests for 2019-20 RAP-Cmontoya_Email 04Oct2019
III.A.9-2 Information on 2019-20 RAP-Bkratochvil_Email 04Oct2019
III.B.1-4 2021-25 Five Year Construction Plan, Page 67
III.B.2-7 Measure E Capital Improvements Program Presentation
III.B.1-5 LMC Facilities Master Plan 2007 with 2020 Addendum
III.B.3-1 Scheduled Maintenance and Special Repair Program

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.4. Evidence of Meeting the Standard

Total Cost of Ownership (TCO) provides a comprehensive approach to balancing both financial requirements and facilities management of Los Medanos College assets. The purpose of the TCO tool in District-wide facilities planning is to optimize available capital funding by evaluating the comprehensive life-cycle impact of a specific asset on the College and its resources from inception. TCO is also applied as a tool anytime during project implementation – and especially during project design and engineering – as various building systems and models are being evaluated in order to determine the most appropriate outcome for the project.

With the goal of developing guidelines and estimates to support budgeting and decision-making District-wide, Contra Costa Community College District calculates total cost of ownership (TCO) of a college asset by adding:

Initial cost of the asset
+
Cost of operating the asset over its expected life (including power and labor)
+
Cost of maintaining the asset
+
Cost of disposing of the asset at the end of its useful life-cycle

In fall 2019, Los Medanos College embarked on the process of updating its Educational Master Plan. Following its completion, the College will begin the process of updating its Facilities Master Plan through the collaborative involvement of classified professionals, faculty, administrators, and students over a year-long process. The new Facilities Master Plan will present a model that is based on the *Educational Master Plan 2020-25* and addresses the current and projected facilities needs through the year 2030. The Facilities Master Plan will build on the Measure E 2014 bond program implementation planning and include information on: the assessment of facilities, building standards, and guidelines for achieving District-wide goals for 2025 and 2030 energy efficiency and carbon-neutral campuses; proposed infrastructure and technology improvements; new capital construction; and replacement and renovation projects. *(III.B.1-5, III.B.2-7, III.B.4-1, III.B.2-9, III.B.4-2)*

Many aspects of a comprehensive TCO plan are being implemented by the District and College, including: annual space inventory and utilization reporting and management; energy and building systems efficiency total cost, as well as life-cycle cost analysis and improvements; implementation of concepts of universal design and standards, in order to provide long-term flexibility of College physical resources; and standardization of building systems and controls. In its *2007 Facilities Master Plan, Amendment 2020,* LMC committed to the creation of an environmentally sustainable campus with Leadership in Energy and Environmental Design (LEED) Silver-level certified buildings. Building energy efficiency projects seek to lower TCO by reducing utility costs over the life-cycle of the buildings. The College's new Kinesiology &

Athletics Complex, Student Union, and permanent Brentwood Center are LEED Silver projects. *(III.B.4-1, III.B.1-5)*

As part of the planning process for a capital project, the implementation of a TCO tool is used to aid in discussions and decision-making processes at the inception stage of a project. TCO projections and analysis are also applied during the project design phase. Energy models of the future possible asset (building) are created to show the level of energy consumption needed to support the building over the course of a year. These models are modified to show how implementing small changes – such as more efficient lighting systems, more efficient heating and air conditioning systems, better insulation, and high performance windows – impact the overall life-cycle costs and thus the annual operating cost of the building. Using this process and analysis, District Facilities Planning and LMC are able to reach decisions on building systems and infrastructure that result in an efficient building, while optimizing the total cost of ownership. *(III.B.4-1, III.B.4-2)*

III.B.4. Analysis and Evaluation

Contra Costa Community College District and Los Medanos College have been effective in developing long-range capital plans that take into consideration the total cost of ownership of new facilities and equipment. Since the District's first local construction bond was passed in 2002, District and College plans have taken total cost of ownership into account in the development of capital improvement projects.

III.B.4. Evidence

III.B.1-5 LMC Facilities Master Plan 2007 with 2020 Addendum
III.B.2-9 CCCCD Business Procedure 5.10
III.B.4-1 4CD TCO Tool Updated
III.B.2-7 Measure E Capital Improvements Program
III.B.4-2 LMC Projects LCCA Documentation

III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.C.1. Evidence of Meeting the Standard

The Los Medanos College Information Technology & Services (IT&S) department works in collaboration with District Information Technology (IT) to ensure that all technology needs are met at the institution. For example, decisions related to the purchase of hardware and software are made in collaboration with the academic and administrative departments at the College, District IT, and IT&S. *(II.B.4-6, III.C.1-1, III.C.1-2)*

District IT also supports the College by providing district-wide network infrastructure, Wi-Fi, Firewall, and the Voice over IP (VoIP) phone system. In addition, the District provides and maintains Ellucian Colleague, which is the Enterprise Resource Planning system used district-wide. District IT also maintains the cloud-based InSite portal, which: utilizes single sign-on; serves as a one-stop for students and employee; and contains online services such as email, registration, Financial Aid, access to Canvas (the District's learning management system), bus schedules, college announcements, and access to a number of employee resources. *(II.C.3-1, III.C.1-3, III.C.1-4)*

To support instruction and efficient operations at LMC, the network infrastructure includes redundant connections to the College data center from each of its buildings. The data center contains redundant network cores, and has a 10-gigabyte redundant connection to the Internet thru the Corporation for Education Network Initiatives in California (CENIC).

In addition to the services maintained by District IT, the College's IT&S department plays a significant role in supporting the technology needs of the institution. IT&S plans, implements, and evaluates upgrades of student and employee computers and software in collaboration with departments, using College processes such as program reviews and the Resource Allocation Process identified in III.D.1. At the College, IT&S is also responsible for operating SysAid, an online help desk tool designed to provide timely and high-quality responses to user issues. IT&S also assists in the design of all smart classrooms and is responsible for the ongoing maintenance of smart classrooms to ensure effective operations. *(II.B.4-6, III.C.1-1, III.C.1-3)*

III.C.1. Analysis and Evaluation

With support from the Contra Costa Community College District IT department, Los Medanos College's IT&S department strives to meet the increasing technology needs of the institution. IT&S provides hardware, software, and smart classroom media support for both students and employees. Additionally, the collaboration between IT&S and District IT ensures that the District-wide network infrastructure is adequate to support the College's technology needs.

III.C.1. Evidence

II.B.4-6	Information Technology & Services Website
III.C.1-1	Technology Advisory Group Website
III.C.1-2	TAG Meeting Agenda-22Oct2019
II.C.3-1	Insite Website
III.C.1-3	Insite Employee Resources
III.C.1-4	LMC Access Layer Switches and Cores

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

III.C.2. Evidence of Meeting the Standard

In collaboration with the District, and by way of shared governance processes at Los Medanos College, LMC's Information Technology & Services (IT&S) department ensures the technology infrastructure is acquired, upgraded, and replaced appropriately to support the mission and strategic goals of the institution.

Central to this planning process is in the College's Resource Allocation Process (RAP), which is overseen by the Shared Governance Council (SGC). As outlined in III.D.I, RAP allows departments and units to submit funding proposals to the Budget Request Database (BRD), which the College President and SGC use to plan and allocate available funds. Additional funding and technology requests are also identified and submitted to the BRD as part of the annual program review process. As outlined in I.B.5, the College's program review process requires departments and units, including IT&S, to evaluate programs, assess local outcomes, implement strategies to remediate inefficiencies, and request resources through RAP. IT&S utilizes this process not only to evaluate their own internal process, but to ensure the technology infrastructure adequately supports the College's programs and services. *(II.B.1-30, III.A.9-1, III.A.9-2)*

Aside from the larger College review processes, IT&S constantly evaluates its performance, as well as the failure rates of existing technologies, and creates or revises internal processes to prioritize needs. The Technology Systems Manager, under direction from the Vice President of Business & Administrative Services, developed the *Core Infrastructure Assessment* (CIA), a document that evaluates the current technology environment at the College. CIA outlines necessary upgrades to the core infrastructure supporting campus data services and virtualized server systems. Such upgrades include the need for virtualized server hosting hardware, redundant and fast access data storage, systems and data backup solutions, and a reliable reporting network system and application deployment model. *(III.C.2-1)*

In addition to the College's processes, IT&S also engages with the District Information Technology (IT) department to ensure that LMC's network and telecommunication infrastructure (e.g. switches, router, firewall, wireless system and telephone system) is adequate. A comprehensive District IT-led plan, the Infrastructure Upgrade Project, not only replaced all network and telecom infrastructures with a Voice over IP system, but also includes a refresh cycle that indicates the equipment upgrade in 2020 – thus ensuring the adequacy of network and telecommunication equipment. To further ensure that its infrastructure is robust and current at the colleges, District IT is working on a district-wide wireless system (Wi-Fi) upgrade. The Wi-Fi Infrastructure Upgrade and Expansion Project will not only broaden Wi-Fi access to students, classified professionals, faculty, and administrators, but also enhances the security of the internal networks. *(III.C.2-2, III.C.1-4, III.C.2-3, III.C.2-4)*

Development of the new College buildings, including those at the Pittsburg Campus and the new Brentwood Center, underwent similar planning processes. Utilizing the Technology Standards Document prepared for all construction projects, the District and the College engaged in a systematic and rigorous review of technology infrastructures at LMC's locations to ensure that plans were adequate in terms of capacity and quality. Such planning included regular review at weekly Facilities Planning meetings. These include participation with relevant stakeholders, including LMC Business & Administrative Services, District IT, and project contractors. Overall, such a process has ensured that new technological infrastructures both integrate with and enhance the existing technologies offered by the College. *(III.C.2-1, III.C.2-2)*

III.C.2. Analysis and Evaluation

Los Medanos College charges its IT&S department to ensure that the technological infrastructure effectively supports its mission, operations, programs, and services. IT&S engages in continuous assessment of existing infrastructure to ensure quality and capacity, and to makes plans for updates or replacements on an ongoing basis. The College formalized these processes by charging them to the Technology Advisory Group, which reconvened in fall 2019. A plan is in place to weave in and align technology for the College in support of the *Educational Master Plan 2020-25*, which is currently in development.

III.C.2. Evidence

I.B.1-30 ITS Comprehensive Program Review 2017
III.A.9-1 Budget Requests for 2019-20 RAP-Cmontoya_Email 04Oct2019
III.A.9-2 Information on 2019-20 RAP-Bkratochvil_Email 04Oct2019
III.C.2-1 Core Infrastructure Assessment (CIA)
III.C.2-2 WiFi Infrastructure Upgrade-Swarrier_Email 03Oct2019
III.C.1-4 LMC Access Layer Switches and Cores
III.C.2-3 District Wi-Fi Basics and Challenges
III.C.2-4 Chancellor's Cabinet Notes - June 2019

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

III.C.3. Evidence of Meeting the Standard

Provisions for disaster recovery of technology systems at Los Medanos College include ongoing scheduled server backups. The District has a disaster recovery site that utilizes Amazon Cloud services, which includes critical systems such as the Colleague enterprise resource planning (ERP) system, Document imaging, single sign-on, and InSite portal, with plans to move the entire ERP system to the Cloud in the event of a disaster. Furthermore, the database associated with the ERP system is replicated in near real-time to another District location. *(III.C.3-1, III.C.3-2)*

Privacy and security features are achieved by encrypting the Colleague database, as well as use of SSL certificate for data when it is transmitted over the network. Username/password credentials are necessary to access the InSite portal and for authenticating to the Wi-Fi network. Firewalls for security measures are also in place to protect and control access to internal systems. Different security levels for Colleague access are implemented based on users' job functions. Access to the technology system is revoked based on employee classification, as described in the Business Procedure 10.54 ("Access to Technology Assets"). *(II.B.4-5)*

III.C.3. Analysis and Evaluation

Technology maintenance occurs during scheduled monthly downtimes for applying upgrades and patches along with other maintenance activities. LMC's Technology Systems Manager meets monthly with counterparts at the two sister-institutions and the Contra Costa Community College District Information Technology administrative team to: discuss common issues; get updates on projects; and collaborate to solve various technology challenges.

III.C.3. Evidence

III.C.3-1 CCCCD AWS Cloud Assessment and Architect Recommendations
III.C.3-2 Back-up Job Summary Report_27Aug2019
II.B.4-5 CCCCD Business Procedure 10.54

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.4. Evidence of Meeting the Standard

LMC's Professional Development Advisory Committee (PDAC), a shared governance body, plays a key role in the institution's professional development program – including supporting College personnel in the effective use of technology. Comprised of faculty, classified professionals, managers, and students, PDAC has coordinated technology training and support workshops on Zoom, Outlook, eLumen, Technology for Composition, a new Library circulation system, and keeping websites updated. In addition, the Office of Planning & Institutional Effectiveness offers training and support for faculty using the College's data visualization software. Likewise, the College's Information Technology & Services (IT&S) department offers all students, classified professionals, faculty, and administrators access to online tutorials on the effective use of Outlook and OneDrive via the College website. IT&S also offers troubleshooting support for most issues related to the College's technology systems, including email and software installation. These constituency groups can either contact IT&S via phone or through the District online help desk. *(II.B.1-31, III.C.4-1, III.C.4-2, III.A.14-6)*

Some instruction and support for software used by individual student support departments, such as Counseling, happen informally. Often, these groups rely on more experienced personnel to provide orientation and support for other faculty, classified professionals, and administrators. However, training is dependent on the user role since different users are granted different permissions to access student information, as required by the policies and procedures outlined in III.C.5. More formal training procedures exist for departments such as Admissions & Records, Financial Aid, Course Scheduling, Payroll, and Accounts Receivables/Cashiers. This is accomplished through a District-wide set of formalized teams called Process Expert Teams (PET). The PETs meet regularly to identify and develop best practices, document procedures, and provide training and sharing opportunities for new employees hired into these specific departments. *(III.C.4-1, III.C.4-3, III.A.14-6, III.C.4-4)*

Technology training for students has been provided primarily through coursework delivered by the Computer Science and Business departments or through training in program-specific computer labs located in Math, English, ESL, Biology, MESA, Journalism, Music, Electrical and Instrumentation Technology, and Process Technology. Students are offered additional support in the Drop-in Computer Lab. This lab is staffed by a Computer Technician and a student assistant, who can provide general technology guidance to students. *(III.C.4-5, II.B.1-25, III.C.4-6, III.C.4-7, II.B.1-20, II.B.1-22, II.C.1-16, III.C.4-8)*

III.C.4. Analysis and Evaluation

Los Medanos College provides robust and appropriate instruction to faculty, classified professionals, administrators, and students regarding the effective use of available learning technologies. Instruction is provided through a combination of courses, computer labs, IT&S, the

Technology Training and Development Coordinator, the PDAC, and the Office of Planning & Institutional Effectiveness. *(II.B.1-31, III.C.4-1, III.C.4-2)*

III.C.4. Evidence

II.B.1-31	Instructional Technology Training and Development Website
III.C.4-1	Professional Development and Learning Homepage
III.C.4-2	DE Professional Development Website
III.C.4-3	PDAC Conference Funding guidelines 2019-20
III.A.14-6	CCCCD Professional Development - Workshops 2019-20
III.C.4-4	LMC Office 365 Tutorials website
III.C.4-5	4CD Technology Acceptable Use Policy Screenshot
II.B.1-25	Classroom and Lab Description Fall 2018
III.C.4-6	Computer Resources
III.C.4-7	Biology Facilities
II.B.1-20	MESA Website
II.B.1-22	LMC Computer Drop-In Lab Website
II.C.1-16	Canvas Guides Website
III.C.4-8	Canvas at LMC Website

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

III.C.5. Evidence of Meeting the Standard

Board Policy 5030 ("Acceptable Technology Use Policy") and Business Procedure 10.06 ("Acceptable Technology Use") outline the acceptable use of technology for all District employees, including those at Los Medanos College. In addition, the College adheres to Board Policy 3013 ("Student Information") regarding maintaining privacy in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), and therefore considers all student files kept on District technology resources as educational records. Collectively, these policies and procedures prohibit individuals utilizing District technology resources from disclosing or disseminating LMC student information. *(II.C.8-1, II.A.13-2)*

In addition to detailing student privacy rights, Business Procedure 10.06 identifies the following areas as appropriate use of technology for both students and faculty: for students, this includes use of software programs licensed by the District and access to College networks to complete required coursework; for faculty, it includes use of classroom instructional technology, development of instructional materials, and communication with colleagues, students, and professional organizations. Likewise, Business Procedure 10.06 defines inappropriate use, which ranges from destruction of technology resources to utilizing the resource to harass others. *(III.A.13-4)*

Business Procedures 10.54 ("Access to Technology Assets") and 10.56 ("Asset and Access Control Checklist") describe processes for granting access to and safeguarding the District's electronic assets, including student information. As detailed in II.C.8, these procedures ensure the District and its colleges are in compliance with governmental and contractual regulations, such as FERPA, Health Insurance Portability and Accountability Act, and California Senate Bill 1386. Business Procedure 10.54 details the mechanism by which the District provides access to technology resources that are required for the performance of job duties. This access is facilitated by the District Information Technology department, which utilizes a central account authentication system for accessing all District software systems, including the College's student information systems, email, and learning management systems. Such access control is further detailed in Business Procedure 10.56, which codifies the use of various checklists and assignments logs to ensure appropriate use of District technologies. Students and employees must agree to abide by the Acceptable Use Policy when logging in to district computer. *(III.C.5-1, II.B.4-5, III.C.4-5)*

In conjunction with Business Procedure 10.06, several District policies guide the appropriate use of teaching and learning software: Board Policy 4003 ("Copyright Policy For Printed And Media Materials And Computer Software"), Board Policy 4006 ("Software Use Policy"), and Curriculum and Instruction Procedure 4003 ("Copyright Procedures For Printed And Media Materials And Computer Software"). These policies stipulate the District's alignment with copyright law, particularly the fair use provisions (sections 106 and 107) in Title 17 of U.S. Code, and outline the process by which new software programs are adopted. *(III.C.5-2, II.B.4-3, II.B.4-4, II.C.1-16)*

Although not codified in official District policy or procedures, the College offers support to faculty, classified professionals, and administrators around issues related to Section 508 of the Rehabilitation Act of 1973. The Distance Education Committee coordinates professional development around online course design relevant to Section 508 compliance.

III.C.5. Analysis and Evaluation

Los Medanos College adheres to the Contra Costa Community College District policy and procedures that guide the appropriate use of technology in the teaching and learning process. Such policies and procedures cover appropriate use relevant to licensing, copyright, and Section 508 of the Rehabilitation Act of 1973 compliance, as well as providing definitions for inappropriate usage. *(II.B.4-3, II.B.4-5)*

III.C.5. Evidence

II.C.8-1	CCCCD Board Policy 3013
III.A.13-2	CCCCD Board Policy 5030
III.A.13-4	CCCCD Business Procedure 10.06
III.C.5-1	CCCCD Business Procedure 10.56
II.B.4-5	CCCCD Business Procedure 10.54
III.C.4-5	4D Technology Acceptable Use Policy Screenshot
III.C.5-2	CCCCD Board Policy 4003
II.B.4-3	CCCCD Board Policy 4006
II.B.4-4	CCCCD Curriculum & Instruction Procedure 4003
II.C.1-16	Canvas Guides Website

III.D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

III.D.1. Evidence of Meeting the Standard

Financial resources at Los Medanos College are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness.

Contra Costa Community College District distributes the vast majority of its unrestricted revenues to its sites through an internal revenue allocation model. Based largely on the framework of SB-361, this internal revenue allocation model is codified in Business Procedure 18.01 ("The Contra Costa Community College District General Fund Budget"). Essentially, revenues and certain off-the-top expenses are allocated based upon each college's percentage of total budgeted full-time equivalent students (FTES). The District then distributes to each college a total operating allocation from which they build their respective local budgets. *(ER5-1)*

Since the inception of the internal revenue allocation model, the College has been able to provide program offerings and services that have created financial stability for itself and the District. Not only has the revenue allocation model allowed for consistent course offerings, but it has also enabled the College and District to maintain adequate reserves and strong fiscal viability. The decentralization of the model and the inherent responsibility of each site to monitor and control its expenditures has incentivized responsible behavior and led to positive outcomes. As shown in the table below, the finances of the District are strong and stable with the fund balance over the past three years ranging from approximately 17-20% of the total expenditure budget. Furthermore, as a testament to the commitment of the colleges to put funds into the classroom, the District's 50% law calculation is significantly higher than the minimum compliance standard. *(III.D.1-1)*

Unrestricted General Fund			
	FY 15-16	**FY 16-17**	**FY 17-18**
Ending Fund Balance	$41,631,084	$36,416,455	$37,068,053
Fund Balance % of Total Expenditures	20.50%	16.85%	18.06%
50% Law	54.40%	54.04%	53.36%

Finance functions within the District are largely decentralized, with each college responsible for allocating its resources in an efficient manner – and with the primary objective being achievement of its FTES target. Each college has its own local resource allocation process tied to program review. To ensure the distribution of funds supports the development, maintenance, and

enhancement of the its mission, the College adopted the Resource Allocation Process (RAP). *(III.A.9-1, III.A.9-2)*

This process is tied to the College's evaluative mechanisms, including program review, and requires departments and units to calibrate local goals and objectives with those of the institution. Once budgetary needs have been identified, programs and units submit their RAP proposals to the Budget Request Database (BRD), which enables the College – and particularly the Shared Governance Council (SGC) – to aggregate resource requests, produce ad-hoc reports on budgetary needs, and explore ways to fund such needs based on program requirements and institutional objectives. Although RAP proposals are submitted throughout the year, SGC reviews them biannually and makes funding recommendations to the President, who then measures these recommendations against other institutional needs. Other College considerations include: maintaining a minimum 1% site reserve; funding liabilities; ensuring adequate faculty, classified professionals, and administrators; and adhering to the institution's mission. *(III.A.9-1, III.A.9-2)*

At the District level, significant administrative support is provided to the College, particularly in the areas of state and federal compliance, adherence to Governing Board policies and procedures, and communicating and modeling potential impacts of regulatory or legislative changes.

The District and colleges also manage their financial affairs with integrity. Since 2013, under two separate external auditing firms, the District has received clean audits with no findings. Moreover, external rating agencies Standard & Poor's and Moody's rate the District's credit as AA+ and AA1, respectively, only one notch below the highest rating available, which is primarily reserved for Basic Aid districts. *(III.D.1-2, III.D.1-3)*

In addition to the general fund allocation, the College receives restricted categorical funds and seeks competitive grants. Categorical and other grant funds are allocated based upon the respective program plan and aligned with institutional and program review goals. Applications for grants are reviewed internally to ensure the grant aligns with the College mission and strategic goals. Business Procedure 3.30 ("Grants") prescribes this process. *(III.D.1-4)*

III.D.1. Analysis and Evaluation

Business Procedure 18.06 ("Budget Preparation") details the timeline for the development of the Contra Costa Community College District and Los Medanos College budgets. Through a collegial process, beginning with the Governor's January budget proposal, budget assumptions for the tentative budget are agreed upon through a shared governance structure. These assumptions are vetted through the monthly Chief Business Officer's meeting, Chancellor's Advisory Team, Chancellor's Cabinet, and District Governance Council (DGC). DGC convenes monthly, serves as the District Budget Committee and is comprised of leaders from all constituency groups, including faculty, classified professionals, managers, and students. This collegial process has reaped enormous goodwill and has allowed the District and colleges to have widespread agreement on the financial aspects of the organization. *(ER5-3, III.D.1-5, III.D.1-6, III.D.1-7, III.D.1-8)*

Upon finalizing the assumptions, District Office populates budget templates for the colleges to begin working on the tentative budget. Concurrently, during the month of April, the Governing Board receives a "Budget Study Session" report at its open meeting and District Office personnel conduct "Budget Forums" at all locations. These venues provide feedback opportunities for Governing Board members and District employees as well as the chance to ask questions or receive clarifications. *(III.D.1-5, III.D.1-8)*

Other information, including audited financial statements, state mandated financial reports, budget presentations, and actuarial reports are brought to the Governing Board for information or action as necessary. These reports are accessible on the District website and the contents of these reports are incorporated into presentations given to employees. *(CP8-3, III.D.1-9, III.D.1-10, III.D.1-11, III.D.1-12)*

III.D.1. Evidence

ER5-1	CCCCD Business Procedure 18.01
III.D.1-1	CCCCD Financial and Budget Reports Webpage
III.A.9-1	Budget Requests for 2019-20 RAP-Cmontoya_Email 04Oct2019
III.A.9-2	Information on 2019-20 RAP-Bkratochvil_Email 04Oct2019
III.D.1-2	CCCCD Audit Reports Webpage
III.D.1-3	CCCCD General Obligation S&P Global Ratings
III.D.1-4	CCCCD Board Policy 3.30
ER5-3	CCCCD Board Policy 18.06
III.D.1-5	CCCCD Board Budget Study Sessions Webpage
III.D.1-6	CCCCD Budget Forums Webpage
III.D.1-7	CCCCD Budget Forum April 2019
CP8-3	CCCCD Annual Financial Report 2018-19
III.D.1-8	CCCCD Board Budget Study Session 2018
III.D.1-9	CCCCD Education Protection Accounts Webpage
III.D.1-10	CCCCD Education Protection Account 2017-18
III.D.1-11	CCCCD Actuarial Reports Webpage
III.D.1-12	CCCCD Actuarial Report 2019

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

III.D.2. Evidence of Meeting the Standard

The mission and goals of the District and Los Medanos College set the foundation for financial planning, and financial planning is heavily integrated with and supports all institutional planning. This is demonstrated through highly transparent processes at both the District and college level. Board Policy 5031 ("Fiscal Management"), Board Policy 5033 ("Budget Development"), Business Procedure 18.02 ("Parameters for Budget Development and Preparation"), and Business Procedure 18.06 ("Budget Preparation") detail how budget parameters and process are determined. Notably, within Business Procedure 18.06, a timeline is provided that directs the shared governance process of the District's budget. This transparent process provides for all constituency groups to weigh in on budget parameters and assumptions being used, report to their respective members on areas of interest or concern, and ask questions or make suggestions on potential modifications. This three-month vetting process concludes with District personnel visiting all sites and conducting open Budget Forums to report on the status of the current year as well as the outlook for the upcoming year; this allows for maximum information dissemination. In addition, Business Procedure 18.02 prescribes minimum reserve levels, adequate staffing levels, a commitment to paying down the District's long-term liabilities, and general fiscal constraint. All discussions throughout the budget development process are guided by adherence to the values and criteria within Business Procedure 18.02. *(III.D.2-1, III.D.2-2, ER5-2, ER5-3, III.D.1-6, III.D.1-7)*

At each Governing Board meeting, financial information is presented to the Board. This information comes in the form of reports or presentations that include: financial statements; budget transfers; investment reports; tentative budget presentation; adoption budget presentation; and periodic reports on pertinent budget and financial issues. Every April, the Governing Board has a budget study session that includes assumptions and goals for achieving the priorities of the District. These presentations and reports are available in electronic format. *(III.D.2-3, III.D.2-4, III.D.2-5, III.D.2-6, ER5-5, III.D.1-5, III.D.1-8)*

III.D.2. Analysis and Evaluation

The Contra Costa Community College District and Los Medanos College integrate financial planning with institutional planning. This is demonstrated through wide dissemination of information through multiple mediums, well-developed policies and procedures that clearly map out processes, and college-level resource allocation decisions that identify and ultimately evaluate the allocation of resources in order to meet strategic goals and objectives.

III.D.2. Evidence

III.D.2-1 CCCCD Board Policy 5031
III.D.2-2 CCCCD Board Policy 5033
ER5-2 CCCCD Business Procedure 18.02
ER5-3 CCCCD Business Procedure 18.06
III.D.1-6 CCCCD Budget Forums Webpage
III.D.1-7 CCCCD Budget Forum April 2019
III.D.2-3 CCCCD Fund 11 Budget Transfers and Adjustments
III.D.2-4 CCCCD Report of Investments 30Sep2018
III.D.2-5 CCCCD Adoption Budget Webpage
III.D.2-6 CCCCD Financial Statements 2018-2019
ER5-5 CCCCD Adoption Budget 2019-20
III.D.1-5 CCCCD Board Budget Study Sessions Webpage
III.D.1-8 CCCCD Board Budget Study Session 2018

III.D.3. 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.

III.D.3. Evidence of Meeting the Standard

The Contra Costa Community College District clearly defines and follows its guidelines for financial planning and budget development. Furthermore, all constituencies have appropriate and ample opportunities to participate in the development of institutional plans and budgets. This is also true at Los Medanos College, where a clearly defined resource allocation process has been institutionalized.

At the District level, financial planning and budget development is governed by Business Procedures 18.02 ("Parameters for Budget Development and Preparation") and 18.06 ("Budget Preparation"). These procedures detail the budget development process and timeline, as well as the various stakeholders and constituency groups that are involved. Budget development kicks off after the January budget proposal by the Governor. That preliminary proposal is reviewed with the Chief Business Officer from each college, Chancellor's Cabinet, and District Governance Council (DGC). DGC serves as the district-wide budget committee and is comprised of faculty, classified professionals, managers, and students. All constituency groups have a voice in the budget development process. Furthermore, in April of each year, the Governing Board is given a "Budget Study Session" during which budget assumptions are also vetted and discussed. These finalized assumptions are used in the Tentative Budget presented to the Governing Board in June, and then modified for known changes for the Adoption Budget presented in September. Once overall assumptions are agreed upon, the District populates a budget template for each college. The three colleges then make their own modifications based upon their local resource allocation process. *(ER5-2, ER5-3)*

Established in Business Procedure 18.01 ("The Contra Costa Community College District General Fund Budget"), the College's financial planning and budget development are monitored by its Business Services department. Business Services develops the LMC budget in collaboration with relevant personnel at the District Office. The development process includes annual Budget Forums, at which all constituency groups are given the opportunity to participate in the budget develop process. Stakeholders at the College, including the President, Vice Presidents and Deans, department leaders, program managers, and the Shared Governance Council are also consulted throughout the development process. Once vetted by its stakeholders, the budget is submitted to the District Governing Board for final approval. *(ER5-1, III.D.1-6, III.D.1-7)*

III.D.3. Analysis and Evaluation

Within the Contra Costa Community College District, clear policies and procedures exist to guide planning and budget development. This process is rigorously followed and has been in place for nearly a decade. Furthermore, once the District process is complete, Los Medanos College engages its constituency groups in its own budget development process in an open and transparent manner.

Guidelines and processes for financial planning and budget development are clearly defined by Los Medanos College and the District. Constituents from both the College and the District Office are given opportunity to participate in the planning and development of financial resources.

III.D.3. Evidence

ER5-2	CCCCD Business Procedure 18.02
ER5-3	CCCCD Business Procedure 18.06
ER5-1	CCCCD Business Procedure 18.01
III.D.1-6	CCCCD Budget Forums Webpage
III.D.1-7	CCCCD Budget Forum April 2019

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.4. Evidence of Meeting the Standard

Institutional planning does reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The District's budget allocation model clearly outlines the available, ongoing revenue for the District based on agreed upon assumptions. In addition, the budget allocation model accounts for significant expenditure requirements of the District and colleges. These expenditure requirements, called assessments, include contractual obligations to employee groups, regulatory expenses such as insurance, utilities, and retiree health benefits, and other fixed obligations. These are all paid "off-the-top" from available revenues *before* distributing the revenue allocations to each site.

This expenditure information is distributed and shared broadly with constituency groups, including at DGC, which acts as the district-wide budget committee. As these assessments reduce each College's overall operating allocation, much attention is paid to ensure accuracy and integrity in the figures.

After the allocation model is fully populated, a budget template is sent to each college to make local adjustments in consideration of its own expenditures and external commitments. Once the template is fully populated, a clear picture emerges as to the amount of available ongoing dollars each location has for resource allocation. Often, other one-time funds can be identified to help supplement the resource allocation process if the request is one-time in nature.

The College's financial planning and budget development processes reflects a realistic assessment of fiscal resources. These processes are codified in Business Procedure 18.06 ("Budget Preparation"), which requires the Chief Financial Officer of the District to develop budget assumptions based on the Governor's Proposed Budget, current resource availability, and other factors that could impact budget development, such as strategic priorities and short-term or long-term obligations. These budget assumptions are initiated six months prior to the start of the new fiscal year and are based on county property taxes, which grants the District a credit equal to 24% of its total revenues. After consideration of anticipated enrollment fees, state apportionments, and the size of its reserves, the assumptions are then finalized after an exhaustive review by relevant constituents at the District Office. This finalization process includes consultation with the Chief Business Officer, Chancellor's Advisory Team, Chancellor's Cabinet and District Governance Council (DGC). *(ER5-3)*

Once the District office apportions available resources, the College develops its budgetary plans in accordance with Business Procedure 18.01 ("The Contra Costa Community College District General Fund Budget"). This process ensures collaboration across the College and the District Office, LMC's Business Services department engages with all major stakeholders in developing and vetting local budgets prior submitting it to the District Governing Board. Once the budget is

adopted, Business Services – together with the College's individual departments – monitor the institution's budget throughout the year to ensure that its financial resources are stable. *(ER5-1)*

III.D.4. Analysis and Evaluation

As the vast majority of the expenditures within the Contra Costa Community College District and each college are employee-related, it is essential to have reliable position control. This is achieved through multiple stages of District-level approval needed for the hiring of permanent employees. The budget template that is provided to each location prepopulates every permanent employee and their annual total compensation. Los Medanos College administrators and classified professionals in Business Services are then responsible for inputting any vacancies they expect to be filled. Furthermore, all previous year non-personnel allocations are also pre-populated for the colleges. This allows College personnel to only make changes based upon their local resource allocation process and, more importantly, minimizes the capacity for error and the spread between budget and actuals.

III.D.4. Evidence

ER5-3 CCCCD Board Policy 18.06
ER5-1 CCCCD Business Procedure 18.01

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

III.D.5. Evidence of Meeting the Standard

The District has sufficient internal control mechanisms and clearly identifies individuals responsible for the preparation of financial documents that are dependable, accurate and timely. These documents allow for sound financial decision-making, and ensure the integrity and responsible use of Los Medanos College resources.

The District utilizes the Ellucian Colleague enterprise resource planning (ERP) system for its financial and purchasing transactions. This ERP system has built-in internal controls that, depending upon specific dollar thresholds, require multiple levels of approval before requisitions are turned into purchase orders. Furthermore, all journal entries and budget transfers initiated by the College are routed to the District for review, approval, and entry into the ERP system.

Financial documents are produced from the information within Ellucian Colleague and widely disseminated. This information is accessible to College administrators and classified professionals, either by running reports via the ERP system or a web-based portal, through which administrators and other program managers can view their department budgets and expenses. Other high-level tools, such as forecasting and other ad-hoc reports, are available for the respective college Chief Business Officers upon request. Furthermore, multiple financial presentations are made annually for College personnel and all necessary financial information is presented to the Governing Board for information or action.

District and College personnel regularly discuss ways to improve efficiencies in the reporting and internal controls. As an example, amendments were recently made to Business Procedure 11.15 (“Vouchers”) to increase the direct voucher limit for repairs and goods and services. This procedural modification was vetted through the governance process and has proven to be a value-added change to the purchasing experience for the College. *(III.D.5-1)*

III.D.5. Analysis and Evaluation

The Ellucian Colleague ERP system enables managers to track financial activity such as purchase orders, budget transfers, and expenditure transfers. Furthermore, ad-hoc reports and tools are produced and maintained as needed. Contra Costa Community College District and Los Medanos College monitor financial transactions regularly to ensure compliance with regulations and policies. The District and College financial management practices provide an adequate internal control structure.

III.D.5. Evidence

III.D.5-1 CCCCD Board Policy 11.15

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

III.D.6. Evidence of Meeting the Standard

For Contra Costa Community District and Los Medanos College, budget processes accurately reflect allocations and use of financial resources that have been approved through the planning process to improve student learning and support the mission and strategic goals. The District's resource allocation model provides the basis for the College's operating allocation. Upon receiving this allocation, the College's primary objective – as stated in Business Procedure 18.01 ("The Contra Costa Community College District General Fund Budget") – is to reach the full-time equivalent student (FTES) target that its revenue allocation is based upon. This ensures that the College is not only offering the instructional courses for its students, but is also offering the wrap-around services needed for retention and success. *(ER5-1)*

The annual external audits performed by the District's auditing firm also recognize the accuracy and appropriate allocation of resources. With clean audits for multiple years running, the District has demonstrated the integrity of its financial management practices. *(ER5-8)*

III.D.6. Analysis and Evaluation

Financial management is sound and credible, as demonstrated in the fiscal financial audits of the Contra Costa Community College District. The Ellucian Colleague ERP financial management system functions well in documenting appropriate transactions for financial allocations and resources utilized to support student learning programs and services. Los Medanos College follows policies and procedures set by the District to ensure internal controls are effective, and various levels of budget and spending authority are established to provide multiple reviews of financial transactions.

The financial documents that compare budgets to actuals maintain a high degree of accuracy. Moreover, the resource distribution at the College allows for an appropriate level of student learning programs and services.

III.D.6. Evidence

ER5-1 CCCCD Business Procedure 18.01
ER5-8 CCCCD Financial Statements 2019

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.7. Evidence of Meeting the Standard

The District has not had an external financial audit finding since 2012, and has had unmodified financials going back at least ten years. The District's most recent compliance finding was in fiscal year 2014-15 and involved one student from the Disabled Student Programs and Services (DSPS) not having a signed application in the file. This was communicated to the DSPS program at all three Colleges, was remediated in the subsequent year, and has not occurred since.

Each January, the external auditors make a presentation to the District's Governing Board. This allows the Governing Board to hear directly from the external auditors, ask questions, and have the results explained. *(ER5-8)*

III.D.7. Analysis and Evaluation

With multiple auditing firms performing the external audits of the Contra Costa Community College District for the past decade, the financials of the District have been thoroughly reviewed and scrutinized. The results of the audit reports provide ample evidence of the financial integrity of the District and Los Medanos College.

III.D.7. Evidence

ER5-8 CCCCD Financial Statements 2019

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

III.D.8. Evidence of Meeting the Standard

Each month, the three college Chief Business Officers meet with District leadership to discuss issues and topics of relevance. These monthly meetings provide an opportunity to address potential internal control issues and make modifications as necessary. In addition, these meetings are utilized to review existing policies and procedures and to make modifications as necessary. *(III.D.8-1, III.D.8-2, III.D.8-3)*

Annual audits serve as the primary external source for evaluating the financial management processes of Los Medanos College and the District, which both use any findings and feedback from these audits to improve financial management systems or to adjust internal controls. As previously stated, no internal control issues have been noted in the District's annual audits.

III.D.8. Analysis and Evaluation

With the annual external audit consistently coming back with no significant deficiencies or material weaknesses, Contra Costa Community College District's internal controls are routinely evaluated. Furthermore, with clear separation of duties and Ellucian Colleague financial input restricted to District personnel, Los Medanos College and the District have a demonstrated history of strong internal control systems.

III.D.8. Evidence

III.D.8-1 CBO Meeting Agenda-07Nov2017
III.D.8-2 CBO Meeting Agenda-05Dec2017
III.D.8-3 CBO Meeting Agenda-06Feb2020

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

III.D.9. Evidence of Meeting the Standard

The District has sufficient cash flow and reserves to maintain stability and respond to unforeseen circumstances or economic downturns. Business Procedure 18.01 ("The Contra Costa Community College District General Fund Budget") stipulates that a district-wide 5% general fund reserve be kept, as well as an additional district-wide 5% contingency reserve. Los Medanos College and its two sister-institutions also keep their own reserves, capped at no more than 7% of its respective expenditure budget. At the end of fiscal year 2018-19, the District had total unrestricted general fund reserves of $41.6 million. This is approximately 20% of the total expenditure budget of the District. This level of reserves has been consistent for many years. Moreover, cash is ample with greater than $50 million in cash available as of June 30, 2019, within the unrestricted general fund. The large reserves and overall conservative financial approach allows for flexibility, and ensures the District and College can respond to financial emergencies or unforeseen circumstances. *(ER5-1)*

The District participates in the Bay Area Community College Districts Joint Powers Authority (JPA) for property and liability coverage. It is self-insured for the first $10,000 on each claim after which the insurance coverage of the JPA takes over. The District's self-insurance fund had a balance of approximately $870,000 at the end of FY 2018-19, more than sufficient to meet the needs of potential claims. Lastly, the District participates in another risk pool for its worker's compensation coverage and has one of the best experience modifications in that pool. *(III.D.1-1, CP8-3)*

III.D.9. Analysis and Evaluation

With large unrestricted general fund reserves of 20% and a large property tax base, Contra Costa Community College District is financially sound and can readily meet all of its obligations. Furthermore, the District is the largest member of the Bay Area Community College Districts Joint Powers Authority, one of the largest members of its worker's compensation pool and has a two-decade history of prudent risk management with these organizations.

III.D.9. Evidence

ER5-1	CCCCD Business Procedure 18.01
III.D.1-1	CCCCD Financial and Budget Reports Webpage
CP8-3	CCCCD Annual Financial Report 2018-19

III.D.10. 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.

III.D.10. Evidence of Meeting the Standard

At Los Medanos College, budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. The Vice Presidents, Deans, Directors, and the District Accounting Office provide additional oversight. The District coordinates with appropriate College personnel in overseeing the institution's various financial reporting and management obligations.

As required by law, federal financial aid programs are annually audited for compliance. The District is responsible for drawing down, distributing, and reconciling financial aid funds. Ultimately, District and College personnel – including LMC's Financial Aid Supervisor – collaborate in preparing and certifying the Fiscal Operations Report and Application to Participate report.

Grants and other externally-funded programs are governed by Business Procedure 3.30, ("Grants"), which details the approval process for applications and an application review form. This formalized process ensures that the purpose of the grant aligns with the mission and strategic plan of the College and also brings in the Purchasing Department for contract review. *(III.D.1-4)*

While each of the colleges has a foundation, they are independent, separate legal entities that are not auxiliary organizations. As such, the District has minimal oversight of the financial affairs of the college foundations.

Institutional investments and assets are handled prudently and in accordance with applicable laws and regulations governing investment of public funds. Board Policy 5027, Investment Policy, provides the framework for which District investments are handled. *(III.D.10-1)*

III.D.10. Analysis and Evaluation

Los Medanos College works diligently to ensure that all funds – financial aid, grants, and investments – are used to ultimately support and sustain student learning and programs. Appropriate approval processes are in place to protect the College's integrity and maintain fiduciary responsibility. College budget managers, program coordinators, directors, deans, and vice presidents oversee and manage funding sources to make sure funds are utilized to support the institution's mission and goals. Evidence of proper fiscal management and internal controls may be found in the annual fiscal audit for the Contra Costa Community College District, and external reports given by outside rating agencies that consistently provide positive feedback on the District's financial operations.

III.D.10. Evidence

III.D.1-4 CCCCD Board Policy 3.30
III.D.10-1 CCCCD Board Policy 5027

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. 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 resources for payment of liabilities and future obligations.

III.D.11 Evidence of Meeting the Standard

Business Procedure 18.02 ("Budget Parameters"), lists 13 separate guidelines to which financial planning and development of the adoption budget adheres. Within the District's funding model, contractual, legal, and regulatory obligations are paid prior to distributing revenue to any site. Moreover, the District annually sets aside an additional $1 million minimally for other post-employment benefits for eventual transfer into its irrevocable trust. This practice of paying for known liabilities and obligations prior to distributing revenue amongst the colleges has resulted in exceptional stability within the District, and is a key component in sustaining short-term and maintaining long-term financial solvency. *(ER5-2)*

The District has a long-standing financial formula with its bargaining groups for allocation of additional funds towards total compensation. This formula takes into account all health benefit cost increases, pension obligation increases, any contractual salary step increments, and other costs and offsets those against any new revenues. Essentially, this formula largely determines increases in salary within a multi-year agreement. It has worked effectively and impartially over time, with the formula generating salary increases in some years, and no increases generated in other years.

The District has also set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future pension cost increases. In addition, over $130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50% funding for its "Other Post-Employment Benefits" (OPEB) liability for retiree health benefits. This level of commitment to funding its liabilities is a major reason for the District's recent credit rating of Aa1 with Moody's and AA+ with Standard & Poors. Both those ratings are just one grade below AAA. *(III.D.11-1, III.D.1-3)*

III.D.11 Analysis and Evaluation

The Contra Costa Community College District and Los Medanos College follow stringent guidelines for budget development and have a demonstrated commitment to funding liabilities to offset future increases. This is clear through the notable growth in the irrevocable trust, the full funding of the compensated absence liability, and the additional funds earmarked for future pension cost increases. All of these achievements are indicative of an institution that looks to the future in its financial planning. This sentiment is shared by the rating agencies who continually call out the solvency and well-managed finances of the District.

III.D.11 Evidence

ER5-2	CCCCD Business Procedure 18.02
III.D.11-1	CCCCD Public Entity Investment Trust
III.D.1-3	CCCCD General Obligation S&P Global Ratings

III.D.12. 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. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

III.D.12 Evidence of Meeting the Standard

Contra Costa Community College District has fully funded its compensated absence liability with greater than $13 million set aside to pay for the vacation and load bank associated with its employees. Other known expenditure increases, such as health care and pension obligations, are taken into account in a total compensation formula the District utilizes with its bargaining groups. These known increases are built into the adoption budget figures for the District and Los Medanos College. *(III.D.12-1, III.D.12-2)*

Perhaps most impressive for the District has been the growth in its irrevocable trust for retiree health benefits. As of June 30, 2019, the District's irrevocable trust had assets of greater than $118 million, with an additional $17 million in earmarked funds for future transfers into the trust. These dollars represent a funding level of greater than 50% of the approximate $250 million total liability. Five years ago, the irrevocable trust had $66.9 million in assets. Since June 2014, between investment returns and additional contributions, the value of this trust has increased $51 million or 76%.

The irrevocable trust's actuarial report is current as of June 30, 2019. This trust is managed by a Retirement Board of Authority, which consists of members of all constituency groups within the District, including the LMC President and a retiree of the District. The trust is fully in compliance with applicable laws and regulations, and a plan is in place for continued funding of the liability. *(III.D.1-11, III.D.1-12)*

III.D.12 Analysis and Evaluation

Contra Costa Community College District and Los Medanos College have a demonstrated history of funding long-term obligations and have designed the funding model to ensure this practice continues. It is current in its actuarial report, and its irrevocable trust is audited annually. With full funding of its compensated absences accomplished, the District is working towards building up its reserves for funding future pension obligation increases. *(III.D.1-11, III.D.1-12)*

III.D.12 Evidence

III.D.1-11 CCCCD Actuarial Reports Webpage
III.D.1-12 CCCCD Actuarial Report 2019
III.D.12-1 CCCCD Investment Trust Financials Webpage
III.D.12-2 CCCCD Investment Trust Financials 2018-19

III.D.13. 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.

III.D.13 Evidence of Meeting the Standard

Contra Costa Community College District has passed three general obligation bond measures since 2002, totaling $856.5 million. These bond measures have revitalized the buildings at all three colleges, and continued construction is anticipated for the next several years. The debt incurred on these bond measures is paid by the taxpayers of Contra Costa County through ad valorem taxes collected by the County Treasurer. The payment to the bondholders is made through these collections and have no impact on the financial condition of the District. *(III.D.13-1, III.D.13-2)*

No other locally incurred debt exists.

III.D.13 Analysis and Evaluation

The Contra Costa Community College District's general obligation bond debt service is paid through ad valorem taxes collected by the County Treasurer. The District has no other locally incurred debt instruments. *(III.D.13-3)*

III.D.13 Evidence

III.D.13-1 2014 Bond Audit 2019
III.D.13-2 2006 Bond Audit 2019
III.D.13-3 Press Release-CCCCD Exemplary Stewardship of Bond Funds

III.D.14. 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 source.

III.D.14 Evidence of Meeting the Standard

Contra Costa Community College District and Los Medanos College utilize funds in a manner consistent with their intended purpose. Business Procedure 3.30 ("Grants") guides the application, review, and acceptance of external funding sources. This formalized process ensures a plan is in place to utilize these funds in a manner consistent with the stated purpose. In addition to the annual external audits in which no findings have been noted, the District has been audited by other outside agencies on its federal grants and has had no issue with the spending of the funds. *(III.D.1-4, CP8-3, III.D.1-2)*

The bond funds undergo performance and financial audits in addition to the District's overall financial audit. The District also has a Citizens' Bond Oversight Committee, a requirement of Proposition 30, that reviews the bond programs for compliance with the ballot language. The bond programs have had no audit findings. *(III.D.14-1, ER5-9)*

The bookstore auxiliary operations are a component of the District's annual external audit, and there have been no audit findings. The costs associated with the bookstore are reviewed, and the bookstores are self-sustaining operations.

As referenced in III.D.13, the District has no locally incurred debt instruments, and its general obligation bonds are paid through ad valorem taxes assessed by the County Treasurer.

III.D.14 Analysis and Evaluation

Los Medanos College and its program managers diligently monitor the use of restricted and auxiliary funds, as evidenced by completed audits resulting in no findings. These restricted funds are annually audited for compliance. External auditors review bond expenditures, and a Citizens' Bond Oversight Committee monitors projects to ensure that construction is consistent with the ballot language.

III.D.14 Evidence

III.D.1-4	CCCCD Board Policy 3.30
CP8-3	CCCCD Annual Financial Report 2018-19
III.D.1-2	CCCCD Audit Reports Webpage
III.D.14-1	CCCCD Measure A & E Audits Webpage
ER5-9	CCCCD Measure A & E Audits 30Jun2019

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

III.D.15 Evidence of Meeting the Standard

Los Medanos College reported Cohort Default Rate (CDR) for recent years are as follows:

Fiscal Year	Percent
2016	12.3%
2015	16.6%
2014	7.5%

The CDR for fiscal year 2017 does not conclude until September 30, 2020. The District's projection for the College's 2017 CDR, using NSLDS repayment data as of November 2019, is 20.19%. *(III.D.15-1, ER5-12)*

The College's projected CDR rate for fiscal years 2018 and 2019 are projected to be near and/or over the 30% threshold. Based on these projections LMC has implemented services for lowering default rates. The College partnered with, Student Connections, which provides the institution with default management prevention and outreach services through target communications to borrowers. Borrowers are advised on available options to assist them in making their account current, such as payment postponements, and flexible payment options. *(III.D.15-1, III.D.15-2)*

On a monthly basis, a classified professional in Financial Aid conducts outreach to student borrowers, based on data provided by Student Connections. Borrowers, identified as being in the grace period or delinquent 1-60 days, are advised of the College's partnership with Student Connections and receive assistance in understanding their loan repayment commitment and available options. To further ensure that students are borrowing responsibly and understand their repayment commitments, the Office of Financial Aid has implemented in-person Loan Counseling workshops and one-on-one consultations for students. *(III.D.15-2, III.D.15-3, III.D.15-4)*

Prior to the partnership with Student Connections, LMC was in a partnership with Educational Credit Management Corporation (ECMC). ECMC provided the College with default prevention support, which included monthly letters, bi-weekly emails, calling campaigns and one-on-one delinquency counseling to student borrowers. *(III.D.15-5)*

LMC also has a partnership with the California Community College's Chancellor's Office (CCCCO) who provides the College with projected Cohort default rates. CCCCO assists the College in reviewing the cohort default rate and advises of projected cure rates to finish below the 30% compliance threshold. Student Connections provides the College with a monthly report illustrating year-over-year trends based on the corresponding cohort. The data are used to determine the College's projected cure rate based on the cohort year. *(III.D.15-1, ER5-12)*

III.D.15 Analysis and Evaluation

Los Medanos Colleges utilizes the data provided by state and federal regulations to assess and manage student loan default rates. The College has implemented plans and procedures for lowering its projected loan default rates.

III.D.15 Evidence

III.D.15-1 Cohort Default Rate History Page
ER5-12 USDE School Default Rates
III.D.15-2 Student Connections Monthly Report
III.D.15-3 Student Connections Student Flyer
III.D.15-4 Student Connections Borrowers Connect P&P
III.D.15-5 Direct Loan Exiting Counseling Email

Contractual Agreements

III.D.16. 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Substantial controls are in place for the District entering into contractual agreements, including those for Los Medanos College and its two sister-institutions. Business Procedure 9.45 ("Request to Place Contract on Governing Board Agenda") includes a form to attach to potential contracts. After college-level evaluation for consistency with mission and strategic goals, the documents are routed to the Director of Purchasing and Contracts for review. There are also two procedures specific to contracts for personal and professional services: Business Procedures 9.40 ("Contracts/Agreements for Personal Service") and 9.42 ("Contracts/Agreements for Professional Services"). All contracts include appropriate clauses for amendments, termination, and indemnity. Federal contracts are also reviewed for specific requirements. *(III.D.16-1, CP8-1, CP8-2)*

Analysis and Evaluation

Los Medanos College, in coordination with Contra Costa Community College District, ensures that all contractual agreements with external entities are consistent with the institution's mission and goals. The District requires that contracts contain termination language that allows for maximum flexibility for the District and College to ensure continued quality of its programs, services, and operations. All contracts are managed to ensure that Public Contract Code requirements and compliance with federal guidelines occurs.

III.D.16 Evidence

III.D.16-1 CCCCD Board Policy 9.45 Contract on Governing Agenda
CP8-1 CCCCD Board Policy 9.40 Contract for Personal Services
CP8-2 CCCCD Board Policy 9.42 Contract for Professional Services

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

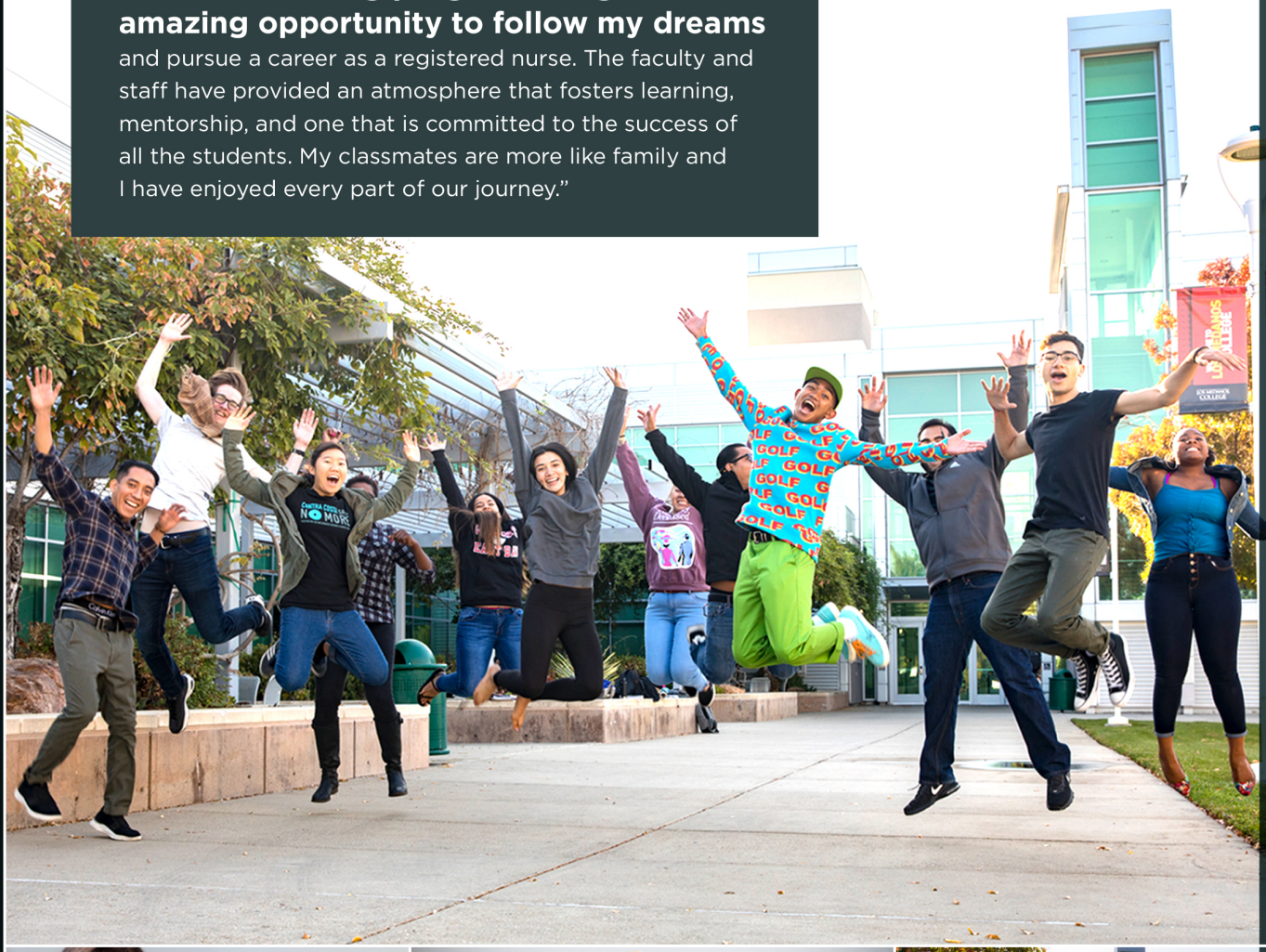
IV.B. Chief Executive Officer

IV.C. Governing Board

IV.D. Multi-College Districts or Systems

★

“The LMC Nursing program has given me an amazing opportunity to follow my dreams and pursue a career as a registered nurse. The faculty and staff have provided an atmosphere that fosters learning, mentorship, and one that is committed to the success of all the students. My classmates are more like family and I have enjoyed every part of our journey.”



Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 are used to assure effective planning and implementation.

IV.A.1. Evidence of Meeting the Standard

The College maintains a culture of innovation and excellence that encourages members of the campus community to work – individually and collectively – toward improvements in instructional programs, support services, and institutional practices. Through dialogue, participatory processes, and the shared governance structure, all constituency groups are engaged to ensure the effective planning and implementation of policies, initiatives, and other matters of college-wide importance. *(I.A.1-9)*

As referenced in one of the College's core values, the institution has a deep, long-standing commitment to collaboration, communication, engagement, and inclusion. Together with a focus on student learning and success, these values have contributed to the College's ability to achieve equitable outcomes for students and lay the groundwork for innovation. There are multiple layers of constituency group participation in this effort, a commitment to collaborative leadership that involves all members of the College community. *(II.B.2-1, II.B.2-2)*

The College's shared governance structure is a catalyst for broad participation and leadership among members of the College community. Such a structure ensures that improvement in policy or other college-wide changes are engaged in effective planning and implementation processes. To this end, students, faculty, classified professionals, and administrators work together in developing policy and improvement recommendations for the institution. The Academic Senate, Classified Senate, and Associated Students of Los Medanos College play critical roles in these collaborative processes, as does the Shared Governance Council (SGC). SGC consists of equal representation from the College's constituency groups, including appointees by each of the

Senates and the President. SGC has eight subcommittees and holds bi-monthly meetings open to all members of the College community, thus providing opportunities for faculty, classified professionals, managers, and students to be informed about, engaged in, and/or initiators of creative changes and improvements to programs, policies, and practices at the College. *(II.B.2-1, II.B.2-2)*

IV.A.1. Analysis and Evaluation

Los Medanos College provides numerous opportunities for dialogue about and involvement toward institutional improvement. Multiple mechanisms are in place for constituency groups to bring forward innovative ideas related to student success and institutional effectiveness. The College is committed to a culture of collaboration in supporting the institution's mission, values, goals, and strategic priorities.

IV.A.1. Evidence

I.A.1-9 SGC Position Paper-Rev 13May2015
II.B.2-1 SGC Webpage-List of Subcommittees
II.B.2-2 SGC Guidelines for Subcommittees-Spring 2017

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

IV.A.2. Evidence of Meeting the Standard

LMC is committed to dialogue, collaboration, and inclusion by all members of the campus community. Under the established policies of the Contra Costa Community College District (CCCCD), including Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making"), the College provides its administrators, faculty, classified professionals, and students with opportunities to participate in decision-making processes. Administrative Procedure 1009.01 ("Participatory Governance") outlines the respective roles of each constituency group, including students, who are granted participatory rights in matters that impact and interest them. This procedure likewise delineates the manner in which constituency groups participate – including provisions stipulating consultation with the Academic Senate, the Classified Senate, and the Associated Students – with a commitment to respecting differing viewpoints, fostering mutual trust, and collaborating for the good of students and the College. To that end, the Shared Governance Council (SGC) provides all constituency groups with opportunities to influence areas of policy and planning at the institution. *(III.A.11-3, IV.A.2-1, I.A.1-9)*

Similar to CCCCD Board Policy 1009 and Administrative Procedure 1009.01, Board Policy 1012 and Administrative Procedure 1012.01 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement") require involvement of administrators, faculty, classified professionals, and students in formulating, reviewing, and implementing plans. To this end, the College charges its Planning Committee with developing, implementing, and assessing its strategic plans. The Planning Committee, as with SGC, is comprised of all constituency groups, thereby giving all areas of the College opportunity to guide its planning policies and procedures. *(III.A.11-3, IV.A.2-1, I.B.2-1, I.A.3-5)*

Beyond the established structure for institutional governance, student voices play a vital role in LMC's capacity to facilitate and enhance student success. This occurs through direct communication with College personnel; the completion of surveys and evaluation tools; participating in student panels and presentations during College Assembly; and by attending events and open forums such as "A Place to Talk," which provides safe environments for sharing opinions and viewpoints. *(IV.A.2-2, IV.A.2-3, IV.A.2-4, IV.A.2-5, IV.A.2-6, IV.A.2-7, IV.A.2-8, IV.A.2-9)*

IV.A.2. Analysis and Evaluation

Los Medanos College has in place policies and procedures that outline the participation of each constituency group – including students – in decision-making processes. Student voices and perspectives play a key role in institutional matters that impact, engage, and interest them. The

College's shared governance structure ensures that all constituency groups can bring forward ideas for institutional improvement. *(I.A.2-4, I.A.2-5, IV.A.2-10)*

IV.A.2. Evidence

III.A.11-3	CCCCD Board Policy 1009
IV.A.2-1	CCCCD Administrative Procedure 1009.01
I.B.2-1	CCCCD Administrative Procedure 1012.01
I.A.1-9	SGC Position Paper-May 2015
I.A.3-5	Planning Committee Website
IV.A.2-2	College Assembly Email–STEM Spotlight 06May2019
IV.A.2-3	College Assembly Email-Student Panel Office Hrs-FAM 03Oct2016
IV.A.2-4	College Assembly Email-Student Panel 6 Success Factors 30Nov2015
IV.A.2-5	College Assembly Email-Student Perspectives of LMC 04May2015
IV.A.2-6	A Place to Talk Email-SriLanka-NZ-LA 25Apr2019
IV.A.2-7	A Place to Talk Email-School Safety 14Mar2018
IV.A.2-8	A Place to Talk Email-Interrupting Discrimination 09Feb2017
IV.A.2-9	A Place to Talk Email-Post Election 15Nov2016
I.A.2-4	CCSSE Survey Executive Summary Spring 2019
I.A.2-5	SENSE Survey Executive Summary Fall 2018
IV.A.2-10	LMC EMP 2020 Student Forums Email-12Feb2020

IV.A.3. Administrators and faculty, through policy and procedures, 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.

IV.A.3. Evidence of Meeting the Standard

At Los Medanos College, as noted in IV.A.2, Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making") and Administrative Procedure 1009.01 ("Participatory Governance") articulate well-defined roles and responsibilities for each constituency group in institutional governance. The President appoints administrators to governance committees, providing the management team with the opportunity to participate in the development of College and District policies. Faculty participation, specifically as it relates to academic and professional matters, is delineated in BP 1009, AP 1009.01, and AP 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"). This occurs through numerous District-wide and College governance committees, including District Governance Council (DGC), District Consultation Council, LMC's Shared Governance Council, LMC's Planning Committee, and LMC's Accreditation Steering Committee. The Academic Senate makes all faculty appointments to these governance bodies, thus ensuring that – as representatives of the faculty – they have an effective and formal role in developing and implementing College and District policies on academic and professional matters. Administrative Procedure 1009.02 describes the process by which the CCCCD Chancellor, as designee of the Governing Board, to consult with the Academic Senate presidents through meetings of the Consultation Council and the Faculty Senates Coordinating Council. *(III.A.1-3, IV.A.2-1, IV.A.3-1)*

Also described in IV.A.2, Board Policy 1012 and Administrative Procedure 1012.01 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement") require involvement of administrators and faculty in formulating, reviewing, and implementing plans. To this end, the College charges its Planning Committee with developing, implementing, and assessing its strategic plans. The Planning Committee meets monthly during the fall and spring, and provides such opportunities for involvement by all constituency groups. Together with classified professionals and students, administrators and faculty lend their perspectives, voices, and expertise to important areas such as institutional planning, program review, and institutional effectiveness. In 2018-19, faculty, administrators, and their fellow members of the Planning Committee vetted and endorsed a change to institutional planning, consolidating the strategic plan and educational master plan into a single process/document going forward. *(I.A.1-1, I.B.2-1, I.A.3-5, IV.A.3-2, IV.A.3-3, IV.A.3-4)*

As outlined in III.D.1, College administrators and faculty have a substantial role in the budget process. Codified in Board Policy 5033 ("Budget Development") and Business Procedure 18.01 ("The Contra Costa Community College District General Fund Budget"), budgetary development engages all CCCCD constituency groups, including the College administration and faculty. District Governance Council, which serves as the District budget committee, also provides an opportunity for faculty and the other three constituency groups to have a role in: the

review, development, and evaluation of CCCCD policies and procedures; district-wide planning and effectiveness; and district-wide initiatives. Similarly, the Shared Governance Council (SGC) serves as LMC's budget committee and plays a key role in the College's Resource Allocation Process (RAP). Members of SGC review all resource requests for new funds (not including full-time faculty positions or resources for replacement equipment/materials ["Program Maintenance"]), rate proposals in relation to College goals and priorities, and make funding recommendations to the President. Appointed faculty members and administrators are actively engaged in such processes during governance committee meetings, then share information and/or garner feedback with their respective constituency group. *(III.D.2-2, ER5-1, IV.A.3-5, IV.A.3-6, I.A.1-9, IV.A.3-7, IV.A.3-8, III.A.9-1, I.B.9-3, IV.A.3-9, IV.A.3-10, I.B.6-7, IV.A.3-11)*

Another example of constituency groups having a role in reviewing and developing policies is a proposal for Student Religious Observance, which was originally developed by members of the Institutional Development for Equity & Access (IDEA) Committee in an effort to provide a more equitable and inclusive learning environment for students. After considerable dialogue, input, and vetting by the constituency groups, the proposal was endorsed by the three Senates and approved by SGC. The proposal has since been put forward to the District Governance Council (DGC) for review and consideration of district-wide implementation. *(IV.A.3-12, IV.A.3-13, IV.A.3-14, IV.A.3-15, IV.A.3-16, III.A.8-3)*

IV.A.3. Analysis and Evaluation

Los Medanos College provides broad opportunities for faculty, classified professionals, administrators, and students to engage in institutional dialogue and contribute their perspectives on decisions with college-wide implications. Administrators and faculty, in particular, have clear roles in shared governance and contribute their voices to institutional policies, planning, and budget related to their respective areas of responsibility and expertise.

IV.A.3. Evidence

III.A.11-3	CCCCD Board Policy 1009
IV.A.2-1	CCCCD Administrative Procedure 1009.01
IV.A.3-1	CCCCD Administrative Procedure 1009.02
I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
I.A.3-5	Planning Committee Website
IV.A.3-2	Planning Committee Minutes-EMP/SP Change_05Oct2017
IV.A.3-3	Planning Committee Minutes-EMP Report_05Apr2018
IV.A.3-4	Planning Committee Minutes-CPR_07Sep2017
III.D.2-2	CCCCD Board Policy 5033
ER5-1	CCCCD Business Procedure 18.01
IV.A.3-5	DGC Minutes-04Dec2018
IV.A.3-6	DGC Minutes-17Jul2018
I.A.1-9	SGC Position Paper-May 2015
IV.A.3-7	SGC Minutes–24Apr2019
IV.A.3-8	SGC Minutes–22May2019
III.A.9-1	Budget Requests for 2019-20 RAP-CMontoya Email 04Oct2019

I.B.9-3	Budget Request Renewal Email-RAP 2020SP
IV.A.3-9	2018-19 RAP Approvals Email-03May2019
IV.A.3-10	Budget Request Forms Email-10Dec2018
I.B.6-7	Budget Update and 2018-19 RAP Email-15Oct2018
IV.A.3-11	Academic Senate Minutes RAP-26Feb2018
IV.A.3-12	IDEA Committee Agenda-20Apr2017
IV.A.3-13	IDEA Committee Agenda-19Apr2018
IV.A.3-14	Academic Senate Minutes–09Apr2018
IV.A.3-15	Academic Senate Minutes-23Apr2018
IV.A.3-16	SGC Minutes–14Nov2018
III.A.8-3	SGC Minutes-28Nov2018

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

IV.A.4. Evidence of Meeting the Standard

As described in IV.A.2, Contra Costa Community College District (CCCCD) Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making") outlines the academic and professional purview of faculty. Administrative Procedure 1009.01 ("Participatory Governance") defines those academic and professional matters to include, but not limited to: curriculum, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; and educational program development. *(III.A.11-3, IV.A.2-1)*

To ensure that faculty and administrators have ownership over curricular processes, the College follows Curriculum & Instruction Procedure 4008 ("Review, Establishment, Modification and Discontinuance of Courses and Programs"), which codifies that faculty – in consultation with the appropriate academic administrators – have responsibility for developing and proposing new courses and programs. As noted in II.A.1, the Curriculum Committee is a faculty-led governance body that – with consultation from relevant academic administrators and personnel – is charged with *(CP5-15, I.A.1-10)*:

- Assessing new and existing courses to determine if they are consistent and compatible with existing Los Medanos College policies, programs and priorities
- Assessing degree-applicable courses to determine if they are college-level
- Engaging college-wide issues such as assessment of student learning outcomes, program review and curricular aspects of the educational master plan
- Considering questions of curriculum balance, educational philosophy and pedagogy, and prerequisite skills
- Monitoring special programs such as service learning, contract education and PACE

The Curriculum Committee Chair is a regular, tenured faculty member who receives reassigned time for the role and is approved by the Academic Senate; the Chair also serves on the Shared Governance Council (SGC) as a non-voting member. Throughout the course of the academic year, the Curriculum Committee reviews and approves course outlines of record (COORs), new courses, substantive changes to existing courses, and online course supplements. The Curriculum Committee, as well as the Academic Senate and SGC, also reviews and approves new instructional programs – AA/AS degrees, ADTs, certificates of achievement, and skills certificates – an additional means by which faculty and academic administrators are involved in and have responsibility for curriculum recommendations and student learning programs. *(I.A.1-10, IV.A.4-1, II.A.1-1)*

As outlined in II.B.1, the College employs a robust array of student learning services, including basic needs support, various modalities of tutoring, and Library facilities and services. These services are initiated and maintained under the expertise of relevant faculty, classified professionals, and administrators, as discussed in II.B.2. As with the curricular programs, the College relies heavily on its committee structure to engage members of the campus community in such matters and to support its student learning services. *(I.A.1-9, II.B.2-1, II.B.2-2, II.A.7-2)*

IV.A.4. Analysis and Evaluation

Through its policies, procedures, and governance structure, Los Medanos College relies on its faculty, Academic Senate, and academic administrators for recommendations about curriculum matters, student learning programs and services, and related academic matters. Through their respective roles on the Curriculum Committee, faculty and academic administrators work together to approve courses and student learning programs. *(I.A.1-10, II.A.1-1)*

IV.A.4. Evidence

III.A.11-3	CCCCD Board Policy 1009
IV.A.2-1	CCCCD Administrative Procedure 1009.01
CP5-15	CCCCD Curriculum & Instruction Procedure 4008
I.A.1-10	Curriculum Committee Position Paper
IV.A.4-1	Curriculum Committee Minutes-17Oct2018
II.A.1-1	Approval Process for New Instructional Programs
I.A.1-9	SGC Position Paper-May 2015
II.B.2-1	SGC Webpage-List of Subcommittees
II.B.2-2	SGC Guidelines for Subcommittees-Spring 2017
II.A.7-2	Online Resources Website-Student Support Resources

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

IV.A.5. Evidence of Meeting the Standard

The Academic, Classified, and Student Senates, as well as the Shared Governance Council (SGC), are foundational to College efforts to include all constituent perspective and expertise in decision-making and other key considerations. In alignment with Title 5, Division 6 of the California Code of Regulations and in Title 3 of Education Code, the College convenes an Academic Senate as the representative body of the faculty. The Academic Senate makes recommendations to the administration of the College and Contra Costa Community College District (CCCCD) Governing Board with respect to academic and professional matters. The Classified Senate serves as the formal representative voice of classified professionals in developing College and District policies and procedures and provides College administrators and the CCCCD Governing Board with recommendations and views on matters affecting the conduct, welfare, and growth of the institution. The Los Medanos College Associated Students, (Student Senate), serves as the official and representative student organization, encourages student participation in policy and decision-making processes of the College, and fosters awareness of students' role in the academic community. Finally, SGC provides oversight of high-level issues addressing the College's mission, including future regional needs, new program, initiatives, and financial planning. The success of this shared governance model is rooted in: well-informed, effective, and engaged Senates; a collaborative approach by the management team; and forward-looking decision-making, with an emphasis on equitable processes and outcomes. *(III.A.11-3, IV.A.2-1, I.A.1-9, II.B.2-1, IV.A.5-1, IV.A.5-2, IV.A.5-3)*

To ensure substantial inclusion and support of diverse perspectives in institutional decision-making and dialogue, the SGC reviews and approves the charges of its subcommittees with furthering this effort. As noted in III.A.12, one such subcommittee, the Equal Employment Opportunity (EEO) committee, charges include developing and implementing effective EEO practices and programs at the College. Another subcommittee, the Institutional Development for Equity & Access (IDEA) Committee, is charged with reviewing institutional language and practices through an equity lens, conducting an equity analysis of College programs and providing recommendations on awarding Student Equity Plan Mini-Grants. In a similar vein, III.A.14 discusses key considerations in local professional development and learning support. The College supports faculty, classified professionals, and managers with professional learning opportunities through a variety of trainings, workshops, and activities coordinated by Professional Develop Advisory Committee (PDAC) and the Local Flex Planning Group (LPG). *(IV.A.5-4, IV.A.5-5, I.B.1-5, I.A.3-5)*

In areas of curricular and pedagogical concern, the College employs the Curriculum Committee, a subcommittee of the Academic Senate, to engage in year-round curriculum review, as described in II.A.1 and IV.A.4. Further relying upon the expertise of its members, the General Education Committee, as detailed in II.A.2 and II.A.12, is charged by the Academic Senate to

coordinate the assessment of the Institution-level Student Learning Outcomes of the General Education (GE) Program, support curriculum development in GE courses, and work with the Teaching and Learning Committee (TLC) to garner funds to support assessment work in GE and fund actions that respond to assessment results for the purpose of GE program improvement. *(I.A.1-10, IV.A.5-6, IV.A.5-7, IV.A.5-8, I.A.1-11, I.B.2-9, I.B.1-4)*

The College utilizes its constituency group perspectives and expertise in matters of planning and assessment of its educational and learning programs and services. Illustrated in I.B.7, the Planning Committee, a subcommittee of Shared Governance Council (SGC), designs and implements the mechanisms by which the College evaluates processes and practices related to institutional planning. TLC supports faculty engaged in such assessment, as charged by the Academic Senate and SGC, while the Student Services Student Learning Outcomes Committee supports faculty, classified professionals, and administrators in the continuous assessment of the College's student services programs and services, as noted in I.B.1. *(I.A.3-5, I.B.1-4, I.B.2-7, I.B.2-8)*

Similarly, the College uses its committee structure to plan and assess its physical and technological assets. As described in III.B.1, the Safety Committee, a subcommittee of SGC, promotes a safe environment by: reviewing and updating campus emergency preparedness procedures; developing and providing training and communications plans for various emergency response situations; and updating evacuation signage and procedures. The role of the Technology Advisory Group, as charged by SGC and highlighted in III.C.1, is to review and develop technology strategic directions and plans. *(III.B.1-8, III.C.1-1)*

Endorsed as a subcommittee of SGC in spring 2019, the Strategic Enrollment Management (SEM) Committee is charged with: developing comprehensive student enrollment goals aligned with the College's mission and Educational Master Plan; using Guided Pathways principles, ensure strategies that improve equitable access, success, engagement, persistence, and completion outcomes for all students; providing excellent and pertinent programs of study with clear pathways, course offerings and alignment, and student support; creating decision-making and measurement strategies that are data-based; recommending internal and external communication and marketing approaches to support enrollment management goals; enhancing coordinated campus-wide efforts to ensure student success; assessing existing studies and resources to better inform College practices and the student success factors; and optimizing student enrollments and completion, while ensuring financial viability – particularly in conjunction with the Student-Centered Funding Formula. *(II.A.6-6, IV.A.5-9)*

IV.A.5. Analysis and Evaluation

Diverse and relevant perspectives are a key part of the College's governance decision-making processes, with the consistent inclusion of constituency groups early and throughout the development, discussion, and implementation of recommendations for institutional improvement. Committees within the governance structure are constituency-based groups that address participatory issues, influence College and District policies and procedures, and make well-informed recommendations. The College not only ensures that broad perspectives are

included in key decision-making processes and discussions, but that these perspectives are supported and encouraged. *(I.A.1-9, II.B.2-1)*

IV.A.5. Evidence

III.A.11-3	CCCCD Board Policy 1009
IV.A.2-1	CCCCD Administrative Procedure 1009.01
I.A.1-9	SGC Position Paper-May 2015
II.B.2-1	SGC Webpage-List of Subcommittees
IV.A.5-1	Academic Senate Website
IV.A.5-2	Classified Senate Website
IV.A.5-3	LMCAS Website
IV.A.5-4	EEO Website
IV.A.5-5	IDEA Website
I.B.1-5	PDAC Website
I.A.1-10	Curriculum Committee Position Paper
IV.A.5-6	Curriculum Committee Webpage
IV.A.5-7	GE Committee Membership & Charge
IV.A.5-8	GE Committee Website
I.A.1-11	GE Position Paper
I.B.2-9	GE Program Assessment SP2018
I.B.1-4	TLC Website
I.A.3-5	Planning Committee Website
I.B.2-7	Student Services Guiding Principles Final Draft-24Feb2020
I.B.2-8	SS LSO Presentation-Division Meeting-08Nov2019
III.B.1-8	Safety Committee Website
III.C.1-1	Technology Advisory Group Website
II.A.6-6	SEM Guiding Principles Webpage
IV.A.5-9	SEM Website

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

IV.A.6. Evidence of Meeting the Standard

As established in Contra Costa Community College District Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making"), the College's decision-making processes are both documented and broadly communicated. More specifically, this policy conveys decision-making authority relevant to participatory governance matters to the College's Shared Governance Council (SGC). Per the SGC Position Paper, the committee is responsible for addressing high-level policy and governance issues, carrying out the Resource Allocation Process (RAP), and taking the lead on promoting collaboration in decision-making processes at the College. *(III.A.11-3, I.A.1-9)*

Through various communication mechanisms and governance channels, the President and other College leaders engage faculty, classified professionals, managers, and students in institutional decision-making processes, and inform the campus community about the resulting decisions. Such information is communicated via College Assembly, committee meetings, and campus-wide emails. Key elements of LMC's campus communication include: emphasizing the critical role of data in decision-making; linking planning efforts and resource allocation processes; and, most importantly, focusing on student learning and success. *(IV.A.6-1, I.A.4-4, IV.A.6-2)*

To further facilitate bi-directional communication, SGC has a standing "Campus Communication" agenda item at the end of each meeting. This provides an opportunity for the committee members to collectively reflect on and summarize any actions taken, items of interest shared, and/or notable dialogue that occurred during the meeting, for the purpose of reporting out to their respective constituency groups. Similarly, each Academic Senate agenda contains a standing item for announcements and communications from campus administration. This provides a regular, consistent mechanism by which administrators can share key institutional updates and information with faculty leaders. In addition, the Classified Senate agendas include a standing item for input regarding/report-outs from all of the College's governance committees; correspondingly, SGC's agenda includes another standing item for updates and announcements from each of the constituency group representatives. *(I.A.1-3, IV.A.6-3, IV.A.6-4, IV.A.6-5)*

IV.A.6. Analysis and Evaluation

Los Medanos College utilizes multiple methods of communication to share and document information on decision-making processes and resulting determinations. Constituency groups actively participate by receiving, vetting, and disseminating such decisions. College-wide meetings, held several times each semester, and email messages are further vehicles for widely communicating institutional decisions with the campus community. *(IV.A.6-6, IV.A.6-7, IV.A.6-8, IV.A.6-9, IV.A.6-10)*

IV.A.6. Evidence

III.A.11-3	CCCCD Board Policy 1009
I.A.1-9	SGC Position Paper-May 2015
IV.A.6-1	College Assembly-Monday Meeting Schedule SP2020
I.A.4-4	College Assembly-Mission Presentation_02Mar2020
IV.A.6-2	College Assembly Reminder Email-30Sep2019
I.A.1-3	SGC Minutes-23Oct2019
IV.A.6-3	Academic Senate Minutes-21Oct2019
IV.A.6-4	Classified Senate Minutes-21Oct2019
IV.A.6-5	LMCAS Minutes-21Oct2019
IV.A.6-6	LMC Operations-COVID 19 Email-28Mar2020
IV.A.6-7	LMC All-College Day Email-23Aug2019
IV.A.6-8	2019 Budget Forums at LMC Email-April 2019
IV.A.6-9	Employee Engagement Survey 2019 Email-26Feb2019
IV.A.6-10	Box 2A Hiring Priorities & Approvals Email 26Nov2018

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.

IV.A.7. Evidence of Meeting the Standard

In an effort to ensure the integrity and effectiveness of its leadership roles, governance procedures, and decision-making policies, the College regularly and systematically evaluates these institutional processes. As described in I.B.1, this includes a broad review of its programs and services, including its administrative service units. Related to this process, organizational structures are evaluated and revised to achieve the College's purpose, a process detailed in IV.B.2. As with its programs, services, and structures, the College's committees engage in review of processes and policies relevant to individual charges and responsibilities.

In addition to these evaluation processes, the College engages in additional review of its organizational structure and decision-making policies by surveying faculty, classified professionals, and administrators. Described in I.B.7, these surveys gather employee input about the College and evaluate various organizational areas, including matters of planning, pedagogy, and campus culture. Results of these evaluations are communicated to the College and are used to make institutional improvements. In spring 2019, LMC conducted an "Employee Engagement Survey" for all personnel – faculty (full-time and adjunct), classified professionals, administrators, and student workers – across the institution. This survey, which is conducted approximately every four years, is designed to gather employee input about the College and to evaluate various organizational areas including, but not limited to: processes and procedures; teaching and learning; elements of campus culture and climate; equity, diversity, and inclusion; professional development opportunities; utilization of resources; campus safety; and the governance structure. *(I.A.2-8, I.A.2-7, IV.A.7-1, IV.A.7-2)*

Through various communication mechanisms and governance channels, the campus community is informed about the results of these surveys. Results are presented to constituency groups, the Shared Governance Council, and other committees. Once communicated, the results are reviewed, analyzed, and applied toward making improvements to programs, services, and processes. For example, based on feedback related to governance and communication, SGC is exploring: use of a larger meeting space; potential changes to the committee structure; improving "bi-directional" communication with its subcommittees and the three Senates; and creation of a committee handbook. Similarly, comments provided about the Resource Allocation Process (RAP) have led to dialogue about ways to streamline and clarify the process. *(IV.A.7-3, IV.A.7-4, IV.A.3-7, IV.A.3-8, IV.A.7-5)*

IV.A.7. Analysis and Evaluation

The College regularly and systematically evaluates its institutional governance and decision-making processes. Members of the campus community have opportunities to contribute their feedback and perspectives on the effectiveness of these policies, practices, and structures. The

results of these evaluation efforts are broadly communicated and utilized as a means of continuous improvement.

IV.A.7. Evidence

I.A.2-8 LMC Employee Engagement Survey Results 2018
I.A.2-7 LMC Employee Satisfaction Survey Results 2014
IV.A.7-1 2010 Employee Satisfaction Survey Results
IV.A.7-2 2007 Personnel Survey Results
IV.A.7-3 Academic Senate Minutes-25Mar2019
IV.A.7-4 Classified Senate Minutes-25Mar2019
IV.A.3-7 SGC Minutes-24Apr2019
IV.A.3-8 SGC Minutes-22May2019
IV.A.7-5 Planning Committee Minutes 07Mar2019

IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.1. Evidence of Meeting the Standard

As the chief executive officer of the College, the President is responsible for ensuring the quality, operation, and effectiveness of the institution, as dictated by the Contra Costa Community College District (CCCCD) Classification Specification for the President. Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making") further delegates operational authority to the President, requiring that the President exercises leadership and direction in support of the CCCCD mission. Likewise, this policy assigns responsibility for all aspects of the campus to the President while stipulating that such administration must be in accordance with CCCCD policies and procedures, as well as local and state regulations. This includes responsibility for the delivery and quality of all educational programs and other services provided by the college, as well as the supervision of administrative staff. *(IV.B.1-1, IV.B.1-2, III.A.11-3, IV.B.1-3, IV.B.1-4, INT-24, I.A.1-1, I.B.2-1)*

The President executes these charges and thus provides effective leadership by engaging in the College's shared governance structure. The President leads in the development and implementation of planning processes and assessment efforts through membership in the Planning Committee and through bi-monthly meetings with the Senior Dean of Planning & Institutional Effectiveness. To monitor the College's operational health, the President holds weekly meetings with the Vice President of Business & Administrative Services regarding matters related to budget, facilities, human resources, and other institutional operations. As chair of the Shared Governance Council, the President offers additional guidance around budgetary matters relevant to the College's Resource Allocation Process, which is detailed in III.D.1. The President also utilizes the President's Cabinet to direct the selection and development of College personnel while also participating in all final interviews for full-time faculty and management positions. *(INT-12, IV.B.1-5)*

Through various communication mechanisms and governance channels, the President informs and engages the campus community – both internal and external – about the College's core values, collective goals, programmatic achievements, and institutional recognitions. Key elements of LMC's campus communication – from the President and educators across the College – include: emphasizing the critical role of data in decision-making; linking planning efforts and resource allocation processes; and, most importantly, focusing on student learning and success. The President communicates such information: during the All-College Meeting on Opening Day of each semester; at College Assembly; with constituency representatives, as Chair of the Shared Governance Council; and via campus-wide emails. *(IV.B.1-6, IV.B.1-7, IV.B.1-8, IV.B.1-9, IV.B.1-10, IV.B.1-11, IV.B.1-12, IV.B.1-13, I.C.3-5, IV.B.1-14, IV.B.1-15, IV.B.1-16, IV.A.6-7, IV.A.6-1, I.A.4-4, IV.A.6-2, IV.A.6-8, IV.A.6-9, IV.A.6-10)*

IV.B.1. Analysis and Evaluation

As the chief executive officer of Los Medanos College, the President possesses responsibility for College's effectiveness. To ensure such responsibility is well-executed, the President engages in the College's shared governance structure, providing leadership in the College's collective development and evaluation of institutional goals, plans, and processes. *(IV.B.1-1, INT-24, INT-12)*

IV.B.1. Evidence

IV.B.1-1	4CD Job Classification Specification-President
IV.B.1-2	LMC President Recruitment Brochure-2012
III.A.11-3	CCCCD Board Policy 1009
IV.B.1-3	CCCCD Rules & Regulations of the Governing Board
IV.B.1-4	CCCCD Cooperative Agreement 1005.03
INT-24	CCCCD Functional Map 2020
I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
INT-12	LMC Organizational Chart-July 2020
IV.B.1-5	SGC Minutes-23Oct2019 Item 4b
IV.B.1-6	LMC ACCJC Accreditation Status Email-05Feb2016
IV.B.1-7	Aspen Prize-Third Time Email-05Nov2019
IV.B.1-8	Educational Partners Breakfast Agenda-11Dec2019
IV.B.1-9	City of Oakley Presentation 27Feb2018-Pg. 10
IV.B.1-10	City of Brentwood Presentation 25Apr2017-Pg. 1
IV.B.1-11	4CD The News October 2018-Pg. 1
IV.B.1-12	4CD The News September 2016-Pg. 1
IV.B.1-13	Spring 2020 Student Services E-Newsletter
I.C.3-5	LMC First Friday Focus-06Dec2019
IV.B.1-14	Welcome Back Newsletter-Fall 2019
IV.B.1-15	Fall 2019 Opening Day Breakout Session
IV.B.1-16	All College Meeting Email-20Aug2019
IV.A.6-7	LMC All-College Day Email-23Aug2019
IV.A.6-1	College Assembly-Monday Meeting Schedule SP2020
I.A.4-4	College Assembly-Mission Presentation_02Mar2020
IV.A.6-2	College Assembly Reminder Email-30Sep2019
IV.A.6-8	2019 Budget Forums at LMC Email-April 2019
IV.A.6-9	Employee Engagement Survey 2019 Email-26Feb2019
IV.A.6-10	Box 2A Hiring Priorities & Approvals Email 26Nov2018

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2. Evidence of Meeting the Standard

As the chief executive officer, the President oversees the College's complex organizational structure. As stipulated in the Contra Costa Community College District (CCCCD) Classification Specification for the President, this includes responsibility for assessing the degree to which the administrative structure supports the institution's instructional programs, support services, operations, and mission. When institutional or programmatic needs change, the President follows Human Resources Procedure 4000.16 ("Organizational Structure"), which codifies the evaluation of the administrative framework to ensure it effectively supports the College's size, complexity, and purpose. Such evaluation has prompted the development of the College's administrative structure. In 2015, when the Senior Dean of Planning & Institutional Effectiveness position became vacant, the President: examined its role and responsibilities; and sought feedback from the campus community. Ultimately, based on the information gathered and reviewed demonstrating its need, the position was filled. Upon the retirement of the Director of Marketing & Media Design in spring 2018, a more focused review resulted in a distribution of duties to other existing positions and yielded budget savings. *(III.A.10-1, IV.B.2-1, IV.B.1-1, IV.B.2-2)*

In the case of another retirement, and after certain organizational changes at the District level, the Senior Foundation Director position was used to create a new cabinet-level Dean of Equity & Inclusion position in 2016. This addressed an emphasis on the College's equity-focused efforts, as well as the growing demand from initiatives at the state level. The Dean leads the Office of Equity & Inclusion, which promotes equity on campus and provides leadership for equity-based decisions, practices, and policies. In 2015, in an effort to get students to engage with learning support services and to utilize available resources, LMC created a Student Retention & Support Services unit to develop and implement strategies – such as the Starfish Early Alert system (now LMC Connect) – that support and enhance work targeting at-risk students. The President also approved the creation and hiring of dedicated counseling positions to enhance support for disproportionately impacted student populations: EOPS/CalWORKs, ESL/Puente, MESA, Student Retention & Support (2), and Umoja. *(IV.B.2-3, IV.B.2-4)*

In addition to overseeing the College's administrative structure, the President is responsible for supervising the general activities of all administrators at the College, including the Brentwood Center, and delegates authority to perform their respective duties, including supervision of other managers, instructors, and classified professionals. To that end, the President: meets weekly with President's Cabinet, which includes the Vice President of Instruction, Vice President of Student Services, Vice President of Business & Administrative Services, Senior Dean of Planning & Institutional Effectiveness, and Dean of Equity & Inclusion; has weekly, bi-weekly, and monthly meetings with all administrative direct reports; and holds monthly meetings with the entire management team. *(IV.B.2-3, INT-12)*

IV.B.2. Analysis and Evaluation

The President has primary responsibility for the administrative structure, as outlined in Contra Costa Community College District policies and procedures. The College's administrative structure is administratively organized and staffed to support and reflect the institution's size, educational purpose, and operations. *(III.A.10-1, IV.B.2-1, IV.B.1-1, INT-12, IV.B.2-5, IV.B.2-6)*

IV.B.2. Evidence

III.A.10-1	CCCCD Human Resources Procedure 4000.16
IV.B.2-1	CCCCD Human Resources Procedure 2030.09
IV.B.1-1	4CD Job Classification Specification-President
IV.B.2-2	Senior Dean of PIE Announcement Email-28Jun2017
IV.B.2-3	Organizational Structure Update Email-18Dec2015
IV.B.2-4	Interim Dean of Equity Announcement Email-08Feb2016
INT-12	LMC Organizational Chart-July 2020
IV.B.2-5	Box 2A Prioritizations & Approvals Email-06Nov2019
IV.B.2-6	Box 2A Prioritizations & Approvals Memo-06Nov2019

IV.B.3. Through established policies and procedures, the CEO guides institutional improve ment of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

IV.B.3. Evidence of Meeting the Standard

The President ensures the continuous improvement of teaching and learning by using a collaborative process to set goals for both the institution and for student achievement. Contra Costa Community College District (CCCCD) Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making") delegates guidance of institutional improvement from the Governing Board to the Chancellor to the College President. This delegating authority is further outlined in the District's classification specification for the President, as noted in IV.B.2. With a key role in the planning and development of the educational program and of the internal organization of the College, the President also ensures that an effective method of assessment exists to measure the achievement of the collaboratively-determined Mission Statement. Working with the Senior Dean of Planning & Institutional Effectiveness (PIE) and the Planning Committee, the President provides leadership for development of the College's strategic/educational master plan. Through a collaborative process – and framed by institutional, environmental, and historical data – the College conducts a strategic planning process that: incorporates widespread involvement by the campus community; reflects the institution's Mission, Vision, and Values Statements; aligns with the District-wide Strategic Plan; and focuses the College's activities and resources on enhancing student success. Similarly, through collaboration with the Senior Dean of PIE and consultation with constituency and governance groups, the President ensures that there is institutional dialogue around establishing institution-set standards. *(IV.B.1-1, IV.B.1-3, III.A.11-3, IV.B.3-1, IV.B.3-2, IV.A.3-8)*

The process by which values, goals, priorities, and outcomes are established and evaluated, including performance standards relevant to student achievement, is codified in Board Policy 1012 and Administrative Procedure 1012.01 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement"). Outlined in I.B.1-I.B7, these policies and procedures establish the process by which the College evaluates its departments, programs, and services. This process has been charged to the Senior Dean of Planning & Institutional Effectiveness and the Planning Committee, the latter of which the President is a member. LMC also utilizes quantitative information to evaluate its capacity for achieving student success. Institutional researchers support decision-making by: identifying data needs; analyzing information; collaborating with College programs; and educating users. The President promotes and facilitates the use of data in

planning efforts, allocating resources, assessing effectiveness, identifying actionable improvements, and informed decision-making. When performance gaps are identified, the College works collectively to develop and implement strategies that may include allocation of tangible or intangible resources. Board Policy 1023 ensures that the College's achievement standards for student success are equitably attained. The Office of Equity & Inclusion – established by the President in 2016, as noted in IV.B.2 – plays a key role in the College's efforts to foster equitable student achievement. Among its areas of focus and responsibility is providing leadership for the institution's Student Equity Plan and Student Equity and Achievement Program, which identify and address gaps in achievement standards, as well as disproportionally-impacted student populations, and facilitate conversations centering on addressing those disparities. *(I.A.1-1, I.B.2-1, III.A.12-1, INT-19, IV.B.3-3, I.B.3-11, I.B.3-4, I.B.3-6, I.B.3-9, INT-20, I.B.3-10, I.B.3-8, IV.B.3-4)*

The College utilizes reliable data to develop goals and clearly aligns educational planning efforts with its Resource Allocation Process (RAP). Board Policy 5033 and Business Procedure 18.01 grants the College President control over unrestricted funds. The President approves budget requests by way of the RAP, which involves input from the Shared Governance Council (SGC). SGC's members, with representation from all constituency groups, prioritize resource requests based on institutional need and alignment with College goals. The President serves as Chair of SGC and a member of the Planning Committee – detailed in III.D.1 and I.B.2, respectively – both of which have key roles in the integration of program planning with resource allocation, all designed to improve student learning and achievement. *(III.D.2-2, ER5-1, IV.A.3-8, IV.B.3-4)*

IV.B.3. Analysis and Evaluation

LMC has planning processes that are linked to resource allocation decisions, and all constituency groups are involved in the development, vetting, and implementation of institutional plans. Through broad-based sharing of information, responsibility, and accountability, the President provides leadership for the College's governance, planning, and decision-making processes that promotes collaboration, collegial consultation, and respect among all constituencies. Within the framework of District policies and procedures, the President guides institutional improvement by ensuring that the College's strategic planning and program review processes drive budgetary decisions, resource allocation, future development, and improving student learning and success.

IV.B.3. Evidence

IV.B.1-1	4CD Job Classification Specification – President
IV.B.1-3	CCCCD Rules & Regulations of the Governing Board
III.A.11-3	CCCCD Board Policy 1009
IV.B.3-1	College Assembly Email-04Mar2019
IV.B.3-2	College Assembly-Strat Plan Presentation-04Mar2019
IV.A.3-8	SGC Minutes-22May2019
I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
III.A.12-1	CCCCD Board Policy 1023
INT-19	Institution-Set Standard-Annual Report Data 27Feb2020
IV.B.3-3	Planning Committee Minutes-04Oct2018
I.B.3-11	Planning Committee Minutes-03Oct2019 VfS & PR

I.B.3-4	SGC Minutes-24Apr2019 VfS
I.B.3-6	Academic Senate Minutes-25Mar2019 VfS
I.B.3-9	Classified Senate Minutes-25Feb2019 VfS
INT-20	College Assembly-VfS Presentation 04Mar2019
I.B.3-10	Classified Senate Minutes-29Apr2019 VfS
I.B.3-8	Academic Senate Minutes-29Apr2019 VfS
IV.B.3-4	Planning Committee Minutes-09May2019
III.D.2-2	CCCCD Board Policy 5033
ER5-1	CCCCD Business Procedure 18.01

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

IV.B.4. Evidence of Meeting the Standard

As outlined in Contra Costa Community College District (CCCCD) classification specification for the position, the President is primarily responsible for assuring compliance with accreditation requirements. CCCCD Board Policy 1017 ("Accreditation") mandates compliance with Accreditation Standards and Commission policies at all times. The President ensures compliance with College and CCCCD policies, state and federal regulations, and requirements of accreditation agencies, while also providing direction in the initiation of these policies and procedures. *(IV.B.1-1, I.C.12-1, IV.B.4-1, IV.B.4-2)*

The President fulfills such leadership charges by not only attending ACCJC trainings and serving as team chair, but also involving LMC's constituency groups via its shared governance structure. Under the President's guidance, the College's Accreditation Liaison Officer/Senior Dean of Planning & Institutional Effectiveness (PIE) developed the College's accreditation timeline and convened an Accreditation Steering Committee (ASC), a group that enables the collaboration between accreditation standard captains, including the President and College administrators and leaders. Members of ASC and the Office of PIE then engage other governance committees in the development and validation of standard evidence and analysis, thus ensuring that responsibility is shared among faculty, classified professional, and administrative leaders. To further ensure that the campus community understands and engages in accreditation efforts, the President communicates relevant information to the campus by utilizing a number of delivery modes and during the Opening Day All-College Meeting, College Assembly, campus-wide emails, SGC meetings, President's Council, Governing Board meetings. *(IV.B.4-3, IV.B.4-4, IV.B.4-5, IV.B.4-6, INT-27, IV.B.4-7, IV.B.4-8)*

IV.B.4. Analysis and Evaluation

Understanding the accreditation Standards and requirements for maintaining the institution's accreditation status, the President exercises primary leadership of the process and works closely with the ALO to ensure broad engagement across the College. Members of the campus community are kept informed about accreditation efforts and are encouraged to participate in process. Under the President's guidance, faculty, classified professionals, and administrative leaders collaborate in the accreditation process to ensure compliance with accreditation Standards. *(IV.B.4-1, IV.B.4-5, IV.B.4-6, INT-26, IV.B.4-7)*

IV.B.4. Evidence

IV.B.1-1	4CD Job Classification Specification-President
I.C.12-1	CCCCD Board Policy 1017
IV.B.4-1	ASC Minutes-10Oct2019
IV.B.4-2	EVC Visit Team Roster

IV.B.4-3 ACCJC ISER Training Registrations Email-02May2018
IV.B.4-4 ACCJC 2019 Conference Registrations
IV.B.4-5 ISER 2020 First Review and Feedback Email-12Apr2019
IV.B.4-6 College Assembly-ISER 2020 Review Email-24Oct2019
INT-27 Accreditation 2020 Website-Presentations
IV.B.4-7 ISER 2020 Review and Feedback Email-12Mar2020
IV.B.4-8 LMC All College Day SP20 Powerpoint-Accreditation

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

IV.B.5. Evidence of Meeting the Standard

As outlined in IV.B.1-IV.B.4, the President ensures implementation of regulations, policies, and procedures. In addition to the duties delineated in the Contra Costa Community College District (CCCCD) Classification Specification for the President, Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making") requires the President to exercise leadership and direction in support of the CCCCD mission. Board Policy 1009 and Human Resources Procedure 4000.16 ("Organizational Structure") provide the President with delegating authority and control over the administrative framework of the College. Board Policy 1012 and Administrative Procedure 1012.01 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement") establish administrative oversight over the development and assessment of institutional missions and policies. Furthermore, Board Policy 5033 ("Budget Development") and Business Procedure 18.01 ("The Contra Costa Community College District General Fund Budget") grant the College President control over unrestricted funds. *(IV.B.1-1, IV.B.1-3, IV.B.1-4, III.A.11-3, I.A.1-1, I.B.2-1, III.D.2-2, ER5-1, III.A.10-1, I.A.4-4)*

The President serves as Chair of the Shared Governance Council (SGC), which addresses policy issues at the College and oversees the Resource Allocation Process (RAP), as described in III.D.1. As CEO, the President adheres to budgetary guidelines set forth by the Governing Board and ensures that the College's practices and decision-making are aligned with its mission and institutional principles. The President works closely with the Vice President of Business & Administrative Services to develop the College budget and control expenditures, with prudent and purposeful decision-making. In the last several years, the College has effectively managed its fiscal resources. The President also reviews, signs, and/or approves annual and fiscal reports to the state and external agencies. To underscore the integral role of the mission statement in governance decisions, the President leads the committee members in a review of the LMC mission at its first meeting of each academic year, as detailed in I.A.4. SGC developed a set of committee operational guidelines, which indicate that all governance groups should similarly review the mission each year. *(I.A.1-9, IV.A.6-8, IV.B.2-5, IV.B.5-1, IV.B.5-2, IV.B.5-3, I.A.3-4, II.B.2-1, IV.A.3-9, III.A.9-1, I.B.9-1, I.B.9-3, IV.A.3-10, I.B.6-3, IV.A.6-6, IV.B.5-4, IV.B.5-5, CP8-3, IV.B.5-6, ER5-5, I.B.6-5, I.B.3-19, I.B.3-3, IV.B.5-7, I.B.3-18)*

As a member of Chancellor's Cabinet, the President participates in regular reviews of District policies and procedures. This facilitates communication, understanding, and implementation of these policies and procedures at the College. Since May 2016, the President has served as a member of the California Community Colleges Chief Executive Officers (CEOCCC) Board, which regularly reviews and interprets legislation and regulations – at the state and national level – and assesses the impact on community colleges. In turn, the President created a standing item on the SGC agenda – "Community College Items of Interest: Legislation, Research & Best Practices" – that provides an opportunity for sharing relevant policies and regulations among constituency groups. During regular meetings of the Governing Board, the President also provides the Trustees with College updates and highlights – which includes keeping them apprised of any matters related to compliance. The President also works closely with the

College's Vice Presidents, Deans, and other managers to ensure institutional practices are consistent with local, state, and federal policies. (*IV.B.5-8, IV.B.5-9, IV.B.5-10, IV.B.5-11, IV.B.5-12, IV.B.5-13, IV.B.5-14*)

IV.B.5. Analysis and Evaluation

The President ensures that College processes and decisions are in accordance with district-level, state-level and federal-level policies. The President reinforces the mission statement as the driving force behind governance decisions and institutional directions. To that end, the President ensures that resources are effectively managed and allocated toward programs, services, and operations aimed at achieving the mission.

IV.B.5. Evidence

IV.B.1-1	4CD Job Classification Specification – President
IV.B.1-3	CCCCD Rules & Regulations of the Governing Board
IV.B.1-4	CCCCD Cooperative Agreement 1005.03
III.A.11-3	CCCCD Board Policy 1009
I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
III.D.2-2	CCCCD Board Policy 5033
ER5-1	CCCCD Business Procedure 18.01
III.A.10-1	CCCCD Human Resources Procedure 4000.16
I.A.4-4	College Assembly-Mission Presentation_02Mar2020
I.A.1-9	SGC Position Paper-May 2015
IV.A.6-8	2019 Budget Forums at LMC Email-April 2019
IV.B.2-5	Box 2A Prioritizations & Approvals Email-06Nov2019
IV.B.5-1	SGC Minutes-27Feb2019
IV.B.5-2	SGC Minutes-27Mar2019
IV.B.5-3	SGC Minutes-11Sep2019
I.A.3-4	SGC Minutes-09Oct2019
II.B.2-2	SGC Guidelines for Committees-Spring 2017
IV.A.3-9	2018-19 RAP Approvals Email-03May2019
III.A.9-1	Budget Requests for 2019-20 RAP-CMontoya Email 04Oct2019
I.B.9-3	Budget Requests Renewal Email-2020SP
IV.A.3-10	Budget Request Forms Email-10Dec2018
I.B.6-3	Budget Update and 2018-19 RAP Email-Oct2018
IV.A.6-6	LMC Operations-COVID 19 Email-28Mar2020
IV.B.5-4	LMC Business Services Procedures Update Email-14Apr2020
IV.B.5-5	SGC Minutes-13Feb2019
CP8-3	CCCCD Annual Financial Report 2018-2019
IV.B.5-6	2019 Budget Forums Scheduled Email-14Mar2019
ER5-5	CCCCD 2019-20 Adoption Budget
I.B.6-5	NOVA-Guided Pathways Report
I.B.3-19	NOVA-LMC Student Equity & Achievement Program 2019-2022
I.B.3-3	NOVA-Local Vision Goals-25Apr2019
IV.B.5-7	ACCJC Annual Report 2020-President Review Email-19Mar2020

I.B.3-18 ACCJC Annual Report 2020
IV.B.5-8 Chancellor's Cabinet Highlights April 2020
IV.B.5-9 Chancellor's Cabinet Highlights November 2019
IV.B.5-10 Chancellor's Cabinet Highlights December 2018
IV.B.5-11 Chancellor's Cabinet Highlights October 2017
IV.B.5-12 CEOCCC Board Webpage-Roster and Agenda-Minutes
IV.B.5-13 Governing Board Highlights 26Feb2020-Top of Pg. 3
IV.B.5-14 Governing Board Highlights 22Jan2020-Pg. 3

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

IV.B.6. Evidence of Meeting the Standard

The President fosters communication with members of the campus community, as well as local residents and external partners. As stipulated by the Contra Costa Community College District (CCCCD) Classification Specification, a chief duty charged to the President is the local articulation of the College's mission, services, and programs. To fulfill this duty, the President participates in activities aimed at: enhancing the College's image and community relations; developing effective partnerships with business and industry, government entities, and community-based organizations; and strengthening collaboration with K-12 districts, other community colleges, and four-year institutions. Through presentations within the community and to external groups, the President effectively communicates information about the College's programs and services, goals, and successes. This includes providing updates at City Council meetings; serving as a member of the Brentwood Inter-Agency Cooperation Committee, Redevelopment Agencies in Antioch and Oakley; hosting community members on campus for annual "State of the District" Community Meetings, K-12 Educational Partners Breakfast, and Cesar Chavez events; and offering the welcome at High School Senior Saturday and High School Counselor Conference. In addition, the President further engages with the community and advocates for College support by serving as a member of the LMC Foundation Board of Directors. To engage with community college colleagues and remain engaged and informed about statewide initiatives and trends, the President has also served on statewide leadership boards, including Chief Executive Officers of the California Community Colleges Board and California Community College Athletic Association Board. *(IV.B.1-8, IV.B.6-1, IV.B.6-2, IV.B.1-11, IV.B.1-12, IV.B.1-9, IV.B.1-10, IV.B.6-3, IV.B.6-4, IV.B.6-5, IV.B.6-6, IV.B.6-7, IV.B.6-8, IV.B.5-12, IV.B.6-9)*

IV.B.6. Analysis and Evaluation

The President collaborates and communicates in a variety of ways with the communities served by the institution. To promote and advocate for the College, the President demonstrates a commitment to community engagement and articulates LMC's mission and vision in its service area and beyond.

IV.B.6. Evidence

IV.B.1-8	Educational Partners Agenda-11Dec2019
IV.B.6-1	Educational Partners Agenda 06Dec2018
IV.B.6-2	Educational Partners Agenda 03May2017
IV.B.1-11	4CD The News October 2018-Pg. 1
IV.B.1-12	4CD The News September 2016-Pg. 1
IV.B.1-9	City of Oakley Presentation 27Feb2018-Pg. 10
IV.B.1-10	City of Brentwood Presentation 25Apr2017-Pg. 1
IV.B.6-3	Brentwood Inter-Agency Committee Agenda 07Jan2020
IV.B.6-4	Brentwood Inter-Agency Committee Agenda 17Sep2019
IV.B.6-5	Brentwood Inter-Agency Committee Agenda 21May2019

IV.B.6-6 High School Senior Saturday Webpage
IV.B.6-7 High School Senior Saturday Flyer
IV.B.6-8 LMCF Board of Directors and Overview Website
IV.B.5-12 CEOCCC Board Webpage-Roster
IV.B.6-9 2019 CCCAA Board Roster

IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

IV.C.1. Evidence of Meeting the Standard

The Contra Costa Community College District is comprised of Contra Costa College, Diablo Valley College, Los Medanos College, San Ramon Campus, and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year, staggered 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"). 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. *(IV.C.1-1)*

The Governing Board has full legislative authority for the operation of the Contra Costa Community College District, in accordance with State of California Education Code, rules of the Board of Governors of the California Community Colleges, and Statutes of the State of California. The Board has overall authority and final responsibility for all policies necessary to carry out their legislative responsibilities. The Board receives regular reports on student success, achievement, and completion as part of its oversight role to ensure the academic quality and integrity of student learning programs and services. The Board receives regular reports on the financial stability of the District and each of the colleges in the District. The Board is directly involved in the preparation of the District budget with a least one study session devoted to that process every year. *(IV.B.1-3, III.A.11-3, IV.C.1-2, IV.C.1-3)*

IV.C.1. Analysis and Evaluation

The Governing Board of the Contra Costa Community College District has full authority over and responsibility for all policies related to academic quality, integrity, and the financial stability of the District and all colleges within the District. The Board maintains its focus on the effectiveness of student learning programs and services in pursuit of educational excellence.

IV.C.1. Evidence

IV.C.1-1	CCCCD Board Policy 1010
IV.B.1-3	CCCCD Rules & Regulations of the Governing Board
III.A.11-3	CCCCD Board Policy 1009
IV.C.1-2	CCCCD Board Agenda Final-Highlighted Calendar 2019-2020
IV.C.1-3	CCCCD Board Agenda Final Calendar 2019-2020

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

IV.C.2. Evidence of Meeting the Standard

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 in compliance with the "Rules and Regulations of the Governing Board." In addition, Board members agree to uphold standards of good practice that contribute to Board effectiveness, ensure the notion of the Governing Board as a team/unit, guide ethical behavior, ensure the reliability of information to be communicated, and comply with accreditation standards, as noted in Board Policy 1022 ("Governing Board Communication Protocols") and Board Policy 1010 ("Code of Ethics of the Governing Board"). *(IV.C.2-1, IV.C.1-1)*

IV.C.2. Analysis and Evaluation

Governing Board members act as a whole, in support of the decisions of the Board.

IV.C.2. Evidence

IV.C.2-1 CCCCD Board Policy 1022
IV.C.1-1 CCCCD Board Policy 1010

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

IV.C.3. Evidence of Meeting the Standard

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, typically managed by a search firm, is conducted. Representatives from each District constituency group (classified professionals, faculty, administrators, and students) serve on the hiring committees, as well as members of the community. Open forums are held for finalists, giving the entire District community – including the public – the opportunity to interact and provide feedback on the candidates.

Governing Board Policy 2057 and Human Resources Procedure 1010.06 ("Hiring of Contract Administrators") clearly delineate all the steps involved in hiring contract administrators, including College Presidents. These steps were followed by the Governing Board in 2016, when the most recent permanent Chancellor was hired. *(III.A.1-9, III.A.1-10, IV.C.3-1)*

Human Resources Procedure 2030.13 ("Evaluation of Academic Contract Administrators") and Human Resources Procedure 3080.05 ("Evaluation of Classified Contract Administrators") clearly establish the process for the evaluation of College Presidents and the Chancellor. The evaluation process identifies those management/supervisory positions to be included in the evaluation survey. College Presidents and the Chancellor are evaluated annually. *(IV.C.3-2, IV.C.3-3)*

Dr. Helen Benjamin, the long-time Chancellor (2005-2016), was evaluated annually, with the exception of her final year, per an agreement with the Board. Dr. Fred Wood was hired effective January 1, 2017, and – rather than do an evaluation for less than six months (most evaluations are completed in June) – he and the Board agreed to wait and complete his first evaluation in June 2018. At that time, and as a result of undocumented conversations in closed session, both Chancellor Wood and then Board President believed that the Board preferred a written narrative to the forms and survey, as prescribed in HR 2030.13, and that all future evaluations by the Chancellor would include only a narrative report. In 2019, the Chancellor prepared a narrative report without the standardized forms. When the Board attempted to take action based on this submitted information, an anonymous complaint was filed. At their meeting of November 19, 2019, the Board established a subcommittee of two members to complete Chancellor Wood's evaluation prior to his departure on December 31, 2019. The subcommittee conducted the evaluation, per HR Procedure 2030.13, and reported on the outcome of the evaluation at the December 11, 2019 regularly scheduled Governing Board meeting. *(IV.C.3-4, IV.C.3-5)*

IV.C.3. Analysis and Evaluation

An inclusive and effective process has been developed and implemented for the selection and evaluation of a Chancellor for the District and the 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 Governing 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.

IV.C.3. Evidence

III.A.1-9 CCCCD Board Policy 2057
III.A.1-10 CCCCD Human Resources Procedure 1010.06
IV.C.3-1 CCCCD Board Announcement of Chancellor Search-11May 2016
IV.C.3-2 CCCCD Board Policy 2030.13
IV.C.3-3 CCCCD Board Policy 3080.05
IV.C.3-4 CCCCD Board Special Meeting Minutes-19Nov2019
IV.C.3-5 CCCCD Board Meeting Minutes-11Dec2019

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

IV.C.4. Evidence of Meeting the Standard

The Contra Costa Community College District is comprised of Contra Costa College, Diablo Valley College, 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") and "Rules and Regulations of the Governing Board." 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. *(IV.C.1-1, IV.B.1-3)*

The Code of Ethics for the Governing Board articulates the following principles under which the Board operates: Board members represent all residents of the District and act in the best interests of the students as they support the mission of the colleges. They represent the District as a whole, but recognize the unique needs of the individual colleges and local communities. Board members agree that they are not advocates for special interest groups. All members conduct meetings in an atmosphere of mutual trust and respect, acknowledging the values and opinions of fellow trustees and maintaining a forum within which controversial issues are debated respectfully. Board members recognize that they have a fiduciary responsibility to the taxpayers of the District and as such, approve budgets that maintain the fiscal integrity and stability of the District. The Board recognizes that the public deserves responsive colleges, and they ensure that all services and programs meet the needs of District students and communities. Board members agree to devote adequate time to Board work, take the needs of the many communities seriously, and thoughtfully examine data and trends to ensure well-prepared students to meet those needs. The Board agrees to adhere to the highest standards of responsibility, integrity, and honesty, and does not engage in activities that could be considered a conflict of interest or impair fair judgment. Board members do not use the position of trustee for personal benefit. A case in point occurred in 2017, when one Board member began to advocate for one of the colleges to name a facility in honor of a previous Board member. After the matter was brought up at multiple meetings, the Board directed the Chancellor and two members of the Board (acting as a subcommittee) to prepare a Board policy to address this matter for presentation to the full Board. This action resulted in Board Policy 1026 ("Honorary Naming of Facilities, Properties and Memorials"), which was adopted by the Board on June 27, 2018. The Chancellor's Cabinet subsequently developed an administrative procedure (AP 1026) to implement the policy. *(IV.C.4-1, IV.C.4-2, IV.C.1-1)*

Board Policy 1020 ("Conflict of Interest") specifically prohibits Board members from engaging in any activities that could be considered a conflict of interest. Board members operate under principles outlined in Board Policy 1010, which states in part, "…we will not engage in activities that could be considered a conflict of interest or impair our fair judgement." *(IV.C.4-2, IV.C.4-3)*

IV.C.4. Analysis and Evaluation

Governing Board members work together to support the interests of the District and take an active role, as an independent policy-making body, in advocating for the interests of the community as a whole. Throughout the year, Governing 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. Governing 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 Governing Board takes corrective action.

IV.C.4. Evidence

IV.C.1-1 CCCCD Board Policy 1010
IV.B.1-3 CCCCD Rules & Regulations of the Governing Board
IV.C.4-1 CCCCD Board Policy 1026
IV.C.4-2 CCCCD Administrative Procedure 1026
IV.C.4-3 CCCCD Board Policy 1020

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

IV.C.5. Evidence of Meeting the Standard

The Governing Board reviewed, revised, and approved the District's purpose, mission statement, vision statement, and values statement as part of its development and subsequent approval of the *District Strategic Plan 2020-2025* on June 26, 2019. Board Policy 1012 and Administrative Procedure 1012.01 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement") ensure that each college shall have integrated planning processes that maintain strategic and operational plans linked to resource allocation decisions. Furthermore, 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, 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 College educational programs. This is accomplished through policies and procedures that establish standards and processes in accordance with the District's stated mission to provide educational opportunities for students and communities. *(IV.C.5-1, I.A.1-1, I.B.2-1)*

The Governing Board ensures that educational programs are of high quality through the execution of Board Policy 4008 and Curriculum and Instruction Procedure 4008 ("Review, Establishment, Modification and Discontinuance of Courses and Programs"). 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. Board Policy 4001 and Curriculum and Instruction Procedure 4001 ("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") and Curriculum and Instruction Procedure 4007 ("Philosophy and Criteria for Associate Degree and General Education"). *(II.A.15-1, CP5-15, IV.C.5-2, IV.C.5-3, II.A.9-1, II.A.5-1, II.A.5-2)*

Strategic Directions 1 and 2 in the *District Strategic Plan* focus 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. As

evidenced in the budget development parameters reviewed and approved annually by the Governing Board, the District demonstrates sound management of resources and fiscal practices to provide resources necessary to support student learning. 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. Governing Board Policy 5007 ("External Audit of District Funds") provides for an external audit of all District funds. In addition, Board Policy 5034 ("Internal Audit Services [IAS] – Charter") and Business Procedure 21.01 ("When to Contact Audit Services [IAS]") provide internal auditing procedures. The implementation of sound fiscal practices is, in part, also addressed through the Governing Board approved position of the District Director of Internal Audit Services. In addition, the Board annually conducts an April study session on the budget for the upcoming year. During this meeting, funding priorities are established consistent with the mission and goals. *(IV.C.5-4, IV.C.5-5, IV.C.5-6, I.C.5-3)*

Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity and stability of the District rest with the Governing Board, as evidenced by the Governing 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"). *(IV.C.1-1)*

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 and program 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*. *(IV.C.5-4)*

Board Policy 5031 ("Fiscal Management") 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 Governing 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. *(III.D.2-1)*

The Governing Board Agenda Master Planning Calendar outlines the reports – noted by action or as information – that the Board will receive during any given fiscal year, as well as study sessions on topics such as facilities, budget, and accomplishments toward strategic directions.

On a regular basis, the Board reviews and/or approves the following reports in assessing the financial condition of the District *(IV.C.1-3, IV.C.5-7)*:

- 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 California Community Colleges Chancellor's Office (CCCCO). 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.

The Governing Board receives Quarterly Financial Statements in which the status of spending in several areas, as well as enrollment information, is given. Annually, the Governing Board participates in a study session focused only on the budget for the upcoming year. This session is inclusive, in that it features a report on the financial condition of the District, in compliance with guidelines established by CCCCO in the *Sound Fiscal Management Checklist*." *(IV.C.5-8, IV.C.5-9)*

IV.C.5. Analysis and Evaluation

The Governing Board is very serious about and takes an active role in ensuring educational quality, overseeing legal matters, and ensuring financial integrity. 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 Governing 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 Governing Board annually reviews the findings of the *Student Success Scorecard,* recently replaced by the CCCCO *Student Success Metrics*, and discusses the findings for each college. The Governing Board ensures that systems are in place to guarantee that members: are aware of their role; participate accordingly, by receiving and reviewing information; and/or participate directly in final review and decisions regarding educational quality, legal matters, and financial integrity.

The Governing Board has based its annual goals and objectives on the strategic goals established by the District. Governing Board members rate their collective performance – as well as that 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 Governing Board's activities.

The Governing Board is mindful of its responsibility to monitor its policies: to ensure consistency between the mission and actions taken on behalf of students; and to ensure that resources are available to support student achievement.

IV.C.5. Evidence

IV.C.5-1	CCCCD Board Meeting Minutes-26Jun2019
I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
II.A.15-1	CCCCD Board Policy 4008
CP5-15	CCCCD Curriculum & Instruction Procedure 4008

IV.C.5-2	CCCCD Board Meeting Minutes-23Jan2019_Ed Plan
IV.C.5-3	CCCCD Board Policy 4001
II.A.9-1	CCCCD Curriculum & Instruction Procedure 4001
II.A.5-1	CCCCD Board Policy 4011
II.A.5-2	CCCCD Curriculum & Instruction Procedure 4007
IV.C.5-4	CCCCD Strategic Plan 2020-2025
IV.C.5-5	CCCCD Board Policy 5007
IV.C.5-6	CCCCD Board Policy 5034
I.C.5-3	CCCCD Business Procedure 21.01
IV.C.1-1	CCCCD Board Policy 1010
III.D.2-1	CCCCD Board Policy 5031
IV.C.1-3	CCCCD Board Agenda Final Calendar 2019-2020
IV.C.5-7	CCCCD Board Agenda Calendar 2019-2020_Financial
IV.C.5-8	CCCCD 1st Quarter Financial Statements 2019-2020
IV.C.5-9	CCCCD Board Meeting Minutes-24Apr2019_Budget

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.C.6. Evidence of Meeting the Standard

The Rules and Regulations of the Governing Board, approved by the Governing Board and published in the *Governing Board Policy Manual*, describe the size, duties, responsibilities, structure, and operating procedures of the Governing Board. The regulations provide for: an election procedure for Governing Board officers; a process for replacing Governing Board officers who leave office prior to the end of their term; a process for removing any appointed officer; and stipulating the role and responsibilities of the student trustee. Board Policy 1010 ("Code of Ethics of the Governing Board") and Board Policy 1009 ("Institutional Leadership, Governance, and Decision-Making") address responsibilities as adopted by the Governing Board, as do Board Policy 1012 and Administrative Procedure 1012.01 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement"). In 2013, the Governing Board conducted a facilitated discussion on communication protocols and created a policy on same to ensure behavior on the part of Governing Board members that supports the code of ethics. *(IV.B.1-3, IV.C.1-1, III.A.11-3, I.A.1-1, I.B.2-1)*

BP 1021 and AP 1021.01 specify the process for filling a vacancy on the Governing Board. This process was effectively used when a member of the Governing Board passed away while in office. *(IV.C.6-1, IV.C.6-2, IV.C.6-3)*

IV.C.6. Analysis and Evaluation

The Governing 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 publicly available on the District website.

IV.C.6. Evidence

IV.B.1-3	CCCCD Rules & Regulations of the Governing Board
IV.C.1-1	CCCCD Board Policy 1010
III.A.11-3	CCCCD Board Policy 1009
I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
IV.C.6-1	CCCCD Board Policy 1021
IV.C.6-2	CCCCD Administrative Procedure 1021.01
IV.C.6-3	CCCCD Board Special Meeting Agenda-18Oct2016_Prov Appts

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

IV.C.7. Evidence of Meeting the Standard

As prescribed by California Education Code Section 70902, 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 Governing 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" section, No. 18) stipulate that the Governing Board shall delegate to the Chancellor the executive responsibility for administering the policies and executing all decisions of the Governing Board that 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 Governing Board policies and procedures is reflective of the participatory process, as noted in Administrative Procedure 1009.01 ("Participatory Governance"). In addition, the policy manual and all departmental procedures manuals are posted on the website. Links have been established between policy and procedure, assuring the reader of full disclosure. *(IV.C.7-1, IV.C.7-2, IV.A.2-1)*

An original member of the Community College League of California (CCLC) policy/procedure service, the District has reviewed and revised – where appropriate – all of its policies and procedures. This occurs as CCLC notifications are received and on a regular two-year, three-year, 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. A recent example of the Governing Board using its policies (or lack thereof) to address a concern raised by a member of the Board occurred in 2017-18. One member of the Board was advocating for one of the colleges to name a facility in honor of a former Board member. With no existing policy to address this situation, and after the matter was brought up at multiple meetings, the Board decided not to take action on an ad hoc basis. Rather, the Governing Board directed the Chancellor and two members of the Board (acting as a subcommittee of the full Board) to prepare a draft policy to address this matter for presentation to the full Board. This action resulted in Board Policy 1026 ("Honorary Naming of Facilities, Properties and Memorials"). This policy was adopted by the Governing Board in June 2018. The Chancellor's Cabinet subsequently developed an administrative procedure to implement the policy. *(IV.C.4-1, IV.C.4-2)*

IV.C.7. Analysis and 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.

IV.C.7. Evidence

IV.C.7-1 State of CA Ed Code Section 70902
IV.C.7-2 CCCCD Rules & Regulations of the Governing Board No. 18
IV.A.2-1 CCCCD Administrative Procedure 1009.01
IV.C.4-1 CCCCD Board Policy 1026
IV.C.4-2 CCCCD Administrative Procedure 1026

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

IV.C.8. Evidence of Meeting the Standard

Typically, the Governing Board receives regularly scheduled reports on key indicators of student learning and achievement. These reports include *(IV.C.8-1)*:

- Study session on Student Success Metrics
- Information report on the Vision for Success Goals
- Information report on Economic and Workforce Development
- Study session on Distance Education
- Study session on High School Graduation and Outreach
- Information report on the colleges' Annual Report to the ACCJC including Institution-Set Standards

The Governing Board receives an annual report from the Educational Planning Committee on new programs of study being developed and any programs that will be discontinued. At regular meetings of the Governing Board, members review and approve any new courses, degrees, and/or certificates prior to being offered at the colleges. *(IV.C.8-2, IV.C.8-3)*

The Governing Board reviewed, revised, and approved the District's purpose, mission statement, vision statement, and values statement as part of its development and subsequent approval of the *District Strategic Plan 2020-2025* in June 2019. *(IV.C.8-4)*

IV.C.8. Analysis and Evaluation

The Governing Board receives regular reports on multiple indicators measuring student learning and achievement. The Board also receives reports on College and District plans for improving academic quality.

IV.C.8. Evidence

IV.C.8-1 CCCCD Board Agenda Planning Calendar 2019-2020
IV.C.8-2 CCCCD Board Meeting Minutes-11Dec2019_Ed Plan
IV.C.8-3 CCCCD Board Meeting Minutes-June 2019_New Course
IV.C.8-4 CCCCD Board Meeting Minutes Jun2019 Pgs.14-26_Strategic Plan

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.C.9. Evidence of Meeting the Standard

The Governing Board places a high value on Board development. Three times each year, the Governing Board conducts a study session as a part of its regular meeting. The April and November meetings cover budget and accomplishments toward strategic directions, respectively. The July meeting topic varies. In addition, each year in June/July, the Governing Board conducts its retreat during which it conducts its self-assessment. They identify areas of future interest for Governing Board development and develop coming-year goals for the Governing Board, as well as reviewing and assessing the achievement status of prior-year goals. *(IV.C.5-6, IV.C.9-1, IV.C.8-1, IV.C.9-2, IV.C.9-3)*

All Governing Board members are provided training in areas of importance, such as Brown Act, ethics, conflict of interest, and accreditation. Governing 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 Governing Board meetings to convey the results of these individual efforts. The Governing Board holds special meetings in which it focuses on new initiatives. *(IV.C.9-4)*

The Chancellor and the Governing Board president plan: the new Governing Board member orientation; 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 Governing Board held elections in 2014, 2016, and 2018. Three Board members participated in the last full accreditation visit. Two seats are currently occupied by members elected in 2018. Processes to fill a Governing Board vacancy, either through special election or provisional appointment, were codified in Board Policy 1021 and Administrative Procedure 1021.01. Since the last visit, the Board has used this policy to address the death of a sitting Board member and the resignation of another. *(IV.C.9-5, IV.C.6-1, IV.C.6-2, IV.C.6-3)*

All new Governing Board members selected/elected since the last accreditation visit have been provided an orientation in which they received copies of all essential documents regarding Governing 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. Individual sessions are provided to new Governing Board members on specific topics as requested. Furthermore, Governing Board members are encouraged to participate in the Community College League of California (CCLC) statewide meetings. New Governing Board members also attend the workshop for new trustees sponsored by CCLC.

Provisions for Governing Board elections are in Board Policy 1008 (“Governing Board Term of Office, Wards, and Election Regulations”). Each member serves a four-year term. The 2020 Governing Board is made up of one member in his third term; two members in their second term; and two members in the second year of their first term. Governing Board member elections are

staggered so that 40-60% 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. *(IV.C.9-6)*

The Governing Board president and the Chancellor provide an orientation for the student trustee. The student trustee meets individually with the Chancellor to review the student trustee information packet, and discusses the role of the Governing Board, the responsibilities of the student trustee, and the operation of the District. The Rules and Regulations of the Governing Board ("Student Representation" section, Nos. 9-15) stipulate the role and responsibilities of the student trustee. S/He also participates in all Governing Board training activities and participates at the regional and state level in professional development activities that improve performance. *(IV.C.9-7, IV.C.9-8, IV.C.9-9)*

IV.C.9. Analysis and Evaluation

Development of its members is a high priority for the Governing Board. Members of the Governing Board participate in a variety of professional development activities to improve their performance and use mechanisms – such as study sessions, retreats, and special meetings – to increase their knowledge and awareness of issues that have an impact on their decision-making. The Governing Board has a long-standing, effective, and flexible orientation program for new members.

IV.C.9. Evidence

IV.C.5-6	CCCCD Board Meeting-Study Session Agenda-24Apr2019_Budget
IV.C.9-1	CCCCD Board Meeting-Study Session Agenda-13Nov2019_Strategic Directions
IV.C.8-1	CCCCD Board Meeting Agenda Planning Calendar 2019-2020
IV.C.9-2	CCCCD Board Retreat Minutes-September 2019
IV.C.9-3	CCCCD Board Retreat Minutes-September 2019_Accreditation
IV.C.9-4	CCCCD Board Special Meeting-April 2020_Brown Act
IV.C.9-5	CCCCD Board Special Meeting Minutes-26Nov2018
IV.C.6-1	CCCCD Board Policy 1021
IV.C.6-2	CCCCD Administrative Procedure 1021.01
IV.C.6-3	CCCCD Board Special Meeting Agenda-18Oct2016_Prov Appts
IV.C.9-6	CCCCD Board Policy 1008
IV.C.9-7	Email-PKaya Board Student Trustee Orientation Packet-11Jun2019
IV.C.9-8	CCCCD Board Student Trustee Orientation_11Jun2019
IV.C.9-9	CCCCD Governing Board Rules & Regulations

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

IV.C.10. Evidence of Meeting the Standard

The Governing Board's Code of Ethics (Board Policy 1010) indicates that 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 Governing Board revised its evaluation policy and procedure to include not only a self-evaluation, but also input from others who interact with the Board on a regular basis. *(IV.C.1-1)*

Governing Board Policy 1015 ("Governing Board Evaluation Policy") notes the self-evaluation and the comprehensive components of the Board's evaluation policy. Administrative Procedure 1015.01 ("Process to Conduct Governing Board Evaluation") delineates the steps in the Governing Board's evaluation process. The self-evaluation is conducted each year in a Governing Board retreat during June/July. Prior to the retreat, each Governing 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 Governing Board behavior. Every two years, the Governing Board conducts a 360-degree evaluation in which individuals who regularly attend Governing 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 Governing Board evaluation, which is conducted in an open meeting each year in June. Each individual selected to participate in the evaluation completes the Governing Board-approved survey prior to the retreat. The results of the surveys are provided to the Governing Board, discussed in open session, and used to develop future Governing Board goals. The most recent 360-degree evaluation was conducted in the Governing Board's special meeting in July 2019. *(IV.C.10-1, IV.C.10-2, IV.C.10-3)*

IV.C.10. Analysis and Evaluation

The Governing Board conducts an evaluation annually and uses the results to improve its performance. The 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.

IV.C.10. Evidence

IV.C.1-1 CCCCD Board Policy 1010
IV.C.10-1 CCCCD Board Policy 1015
IV.C.10-2 CCCCD Administrative Procedure 1015.01
IV.C.10-3 CCCCD Board Special Meeting-20Jul2019-GB Eval

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

IV.C.11. Evidence of Meeting the Standard

Governing Board Policy 1010 ("Code of Ethics of the Governing Board"), adopted in 1992, was last revised in April 2015. In the policy, the Governing 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. *(IV.C.1-1)*

To strengthen the code of ethics policy, the Governing Board adopted Board Policy 1020 ("Conflict of Interest") in July 2013. Per government code, this policy and the related administrative procedure: clarify areas of conflict; and provide a Conflict of Interest Declaration to be completed and signed by Governing Board members upon appointment or election to the Board, and annually thereafter. This policy was reviewed and amended in July 2017 to broaden coverage from 'District officials' to Governing Board members and all District employees. In addition, a section was added to address possible conflict of interest on federal government contracts. *(IV.C.4-3, IV.C.11-1)*

IV.C.11. Analysis and Evaluation

The Governing Board adheres to its ethics code. Each year in December, when a new Governing Board president is elected at the Governing Board Organization Meeting, the code of ethics is reviewed as a reminder to the Board. When conflicts are reported, the Governing Board policy is followed. In signing the Conflict of Interest Declaration, each Governing Board member commits to resisting in engaging in activities that: could be considered a conflict of interest; impair his/her fair judgment; or use the Board member position for personal benefit.

IV.C.11. Evidence

IV.C.1-1 CCCCD Board Policy 1010
IV.C.4-3 CCCCD Board Policy 1020
IV.C.11-1 CCCCD Administrative Procedure 1020.01

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

IV.C.12. Evidence of Meeting the Standard

Pursuant to the Rules and Regulations of the Governing Board ("Administrative Officers"), the "Governing Board shall employ a full-time Chancellor to serve as chief administrative and executive officer of the Contra Costa Community College District. The Governing Board of the Contra Costa Community College District shall delegate to the Chancellor of the District the executive responsibility for administering the policies adopted by the Governing Board and executing all decisions of the Governing Board requiring administrative action. In the initiation and formulation of District policies, the Chancellor shall act as the professional advisor to the Governing Board. The Chancellor may delegate to authorized personnel of the District any powers and duties entrusted to the Chancellor by the Governing Board, but the responsibility to the Governing Board for the execution of such delegated powers and duties shall remain with the Chancellor." *(IV.B.1-3)*

IV.C.12. Analysis and Evaluation

The Governing Board relies on the Chancellor to implement and administer all Board policies and holds the Chancellor accountable for the operation of the District.

IV.C.12. Evidence

IV.B.1-3 CCCCD Governing Board Rules & Regulations

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

IV.C.13. Evidence of Meeting the Standard

The Governing Board is informed about and involved in the accreditation process. In preparation for the 2020 visit, Accrediting Commission for Community and Junior College Commission then Vice President, Dr. Stephanie Droker, facilitated a Board study session on the accreditation process in September 2019. Each Governing Board member participated in the session. Additionally, the Chancellor advises the Governing Board of the accreditation process and status. *(IV.C.9-3)*

The college *Institutional Self-Evaluation Reports* are on the Governing Board agenda for review and approval prior to the deadline for submission to the Commission. The Governing Board members read the reports in advance of the meeting, during which each college provides an overview of the report. All correspondence relating to any visits or reports by the Commission are reviewed by the Governing Board. The Governing Board ensures recommendations resulting from any special mid-term and/or final accreditation reports are implemented. *(I.A.4-6)*

Board Policy 1017 ("Accreditation") requires that the Chancellor ensure that the Governing Board is involved in any accreditation process in which Board participation is required. This includes the review and approval of all college reports to the Commission, such as Annual Reports and any Special Reports, as needed. *(I.C.12-1)*

IV.C.13. Analysis and Evaluation

Governing Board members are aware of the purpose of the accreditation process in providing quality assurance and credibility, and stimulating improvement in the colleges. Furthermore – by participating in training sessions and taking an active role in the development, review, and implementation of matters related to accreditation – they have demonstrated an understanding of their role and responsibility as Governing Board members in the accreditation process. *(IV.C.13-1)*

IV.C.13. Evidence

IV.C.9-3	CCCCD Board Retreat Minutes-12Sep2019_Accreditation
I.A.4-6	CCCCD Board Agenda 24Jun2020-ISER Approval
I.C.12-1	CCCCD Board Policy 1017
IV.C.13-1	CCCCD Board President-VGordon Certificates

IV.D. Multi-College Districts or Systems

IV.D.1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

IV.D.1. Evidence of Meeting the Standard

At the beginning of both the fall and spring academic terms, the Chancellor attends the College President's pre-semester meeting (Opening Day) and speaks on key topics, issues, and opportunities facing the colleges and the District. As issues of District-wide importance arise, the Chancellor sends an email to all District employees to convey her/his message. The Chancellor attends regular meetings of the District Governance Council (DGC). DGC is a standing governance committee with representation from all constituencies and all locations. At these meetings, the Chancellor has a standing agenda item in which s/he reports to the committee members on matters of importance to the District and College communities. *(IV.D.1-1, IV.D.1-2, IV.D.1-3)*

The Chancellor exhibits leadership in the regular Chancellor's Cabinet meetings held twice per month. Cabinet is comprised of the College Presidents, Vice Chancellors, and the Director of Communications and Community Relations. The mission statement for the Chancellor's Cabinet states the following: "The Chancellor's Cabinet is to serve as the leadership team insuring the capacity of our District to effectively educate students and meet the needs of our communities in partnership with classified staff, faculty, and other managers."

Operational responsibilities and functions of the District Office and the colleges in the District are delineated in the *Functional Map*. The document reflects accurately the roles and responsibilities of the colleges and the District Office and is followed in practice. This document was most recently reviewed and updated by the Governing Board at their meeting in November 2019. *(INT-24, INT-35)*

IV.D.1. Analysis and Evaluation

The Chancellor provides leadership for the operation of the District and, in cooperation with the executive leadership team, ensures support for the effective operation of the colleges, centers, and District Office. The Chancellor ensures that the roles, authority, and responsibilities as described in the Functional Map are followed.

IV.D.1. Evidence

IV.D.1-1	Fall 2019 DVC & LMC Opening Day-23Aug2019_Board Speech
IV.D.1-2	CCCCD Chancellor District Communications-08Feb2018 & 14Aug2017
IV.D.1-3	CCCCD DGC Minutes-18Jun2019_Chancellors Report
INT-24	CCCCD District & College Functional Map
INT-35	CCCCD Board Meeting Minutes-13Nov2019 Pg 6-18C

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

IV.D.2. Evidence of Meeting the Standard

Operational responsibilities and functions of the District Office and the colleges are delineated in the *Functional Map*. The document was reviewed and updated in November 2019 by going through the governance process. The document accurately reflects the roles and responsibilities of the colleges and the District Office and is followed in practice. *(INT-24, INT-35)*

The Chancellor, acting through managers and staff at the District Office, provides support for the Colleges in several areas including purchasing, human resources, facilities planning, and research (among others). Through application of existing policies and administrative procedures, the Chancellor, in conjunction with the college Presidents and executive staff at the District Office, agree on acceptable levels of service in these areas. Fiscal resources are distributed according to the financial allocation model that has been mutually agreed on by all parties. *(III.D.2-2, ER5-1, ER5-3)*

IV.D.2. Analysis and Evaluation

The District has a system in place that satisfies the elements of this Standard. The *Functional Map* is on the District website and known to those who use it on a regular basis, and was most recently reviewed and updated through the governance process and reviewed by the Governing Board in November 2019.

IV.D.2. Evidence

INT-24	CCCCD District & College Functional Map
INT-35	CCCCD Board Meeting Minutes-13Nov2019 Pg 6-18C
III.D.2-2	CCCCD Board Policy 5033
ER5-1	CCCCD Business Procedure 18.01
ER5-3	CCCCD Business Procedure 18.06

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

IV.D.3. Evidence of Meeting the Standard

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 employee 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 Contra Costa Community College District General Fund Budget"). 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% 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 – such as 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. *(ER5-1)*

Board Policy 5033 ("Budget Development") provides development criteria and values in the preparation of the budget. The District has systems in place to control its expenditures. Business Procedure 11.00 ("Purchasing") and Business Procedure 11.01 ("Bids and Contracts") 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 and Business Procedure 18.01. *(III.D.2-2, IV.D.3-1, II.B.4-2)*

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 quarterly financial statements and an annual budget study session. *(IV.C.5-8, IV.C.5-9)*

IV.D.3. Analysis and 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.

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 10%, and the District Office and two of the colleges have been able to maintain fairly healthy reserves despite several years of severe budget crises. Furthermore, 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. The District has also set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future pension cost increases. In addition, over $130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50% funding for its OPEB liability for retiree health benefits. The Governing Board has consistently promoted a very conservative approach to spending as supported in Board Policy 5033 and Business Procedure 18.01.

IV.D.3. Evidence

ER5-1	CCCCD Business Procedure 18.01
III.D.2-2	CCCCD Board Policy 5033
IV.D.3-1	CCCCD Business Procedure 11.00
II.B.4-2	CCCCD Business Procedure 11.01
IV.C.5-8	CCCCD 1st Quarter Financial Statements 2019-2020
IV.C.5-9	CCCCD Board Study Session-24Apr2019_2019-20 Budget

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

IV.D.4. Evidence of Meeting the Standard

The Rules and Regulations of the Governing Board ("Administrative Officers" section, No. 27), dictate that the college Presidents have full responsibility and authority in implementing District policies. *(IV.D.4-1)*

The Governing Board is committed to the philosophy that each college can best serve by having a uniqueness that relates to its service area. To ensure this development, the Governing Board recognizes the desirability of a high degree of decentralization – with the Presidents of each of the respective colleges having a large role in the: planning and development of the educational program; internal organization of their college; and staff selection and development. In these academic and professional matters, the President shall involve the faculty. Furthermore, 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 ensure 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 works closely with the Presidents and through them with various personnel 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. 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. 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.D.4-2, IV.D.4-3)*

IV.D.4. Analysis and Evaluation

The Chancellor supports the college Presidents in their efforts to implement District policies without undue interference. Furthermore, as part of their annual evaluation, the Chancellor holds each college President accountable for the operation of the college.

IV.D.4. Evidence

IV.D.4-1 CCCCD Rules & Regulations of the Governing Board No. 27
IV.D.4-2 CCCCD Chancellors Cabinet Agenda-10Dec2019
IV.D.4-3 CCCCD Chancellors Cabinet Highlights-January 2019

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

IV.D.5. Evidence of Meeting the Standard

District planning is integrated with College planning in accordance with Board Policy 1012 and Administrative Procedure 1012.01 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement"). As the Governing Board's designee, the Chancellor ensures that each college has an integrated planning process that maintains current strategic and operational plans that are linked to resource allocation decisions. Each college plan: is based on the college's mission, vision, and values; defines the institution's priorities; and carries out the strategic directions established by the Governing Board through the *District Strategic Plan*. This alignment is described further and illustrated in the new *Contra Costa Community College District Strategic Plan 2020-2025* (page 8). Managers, faculty, classified professionals, and students are involved in formulating, reviewing, and implementing the plans. Current copies of each college's plan are maintained at the District Office. *(I.A.1-1, I.B.2-1, IV.C.5-3, IV.D.5-1)*

Each college and the District Office has a committee charged with the responsibility of developing, implementing, and assessing a strategic plan, as set forth in District policy. The committees oversee the development of a strategic plan every five years and annual operational plans. *(IV.D.5-1, IV.D.5-2, IV.D.5-3, IV.D.5-4, I.A.3-5, I.B.1-2, I.A.2-11, I.A.2-12, I.A.2-13)*

The Chancellor establishes and implements regular cycles of review for assessing the effectiveness of: 1) the District's administrative organization; 2) the delineation of roles and responsibilities of the District and the colleges; and 3) the District governance and decision-making processes. *(IV.D.5-5)*

In addition, s/he ensures all Chancellor's Cabinet members establish annual goals that further the College and/or District strategic plan, and evaluates performance of members against related goals. The results of these assessments are used to achieve continuous improvement.

Budget allocations and other major academic and administrative decisions must be linked to planning and assessment processes to improve institutional effectiveness. Institutional planning, assessment, and continuous improvement processes must contribute to the realization of the District vision, values, mission, and strategic plans. *(ER5-1)*

IV.D.5. Analysis and Evaluation

Planning, both at the District level and College level, is highly-integrated and is focused on improving learning and achievement for all students. Institutional effectiveness is regularly evaluated, with the results used to make improvements.

IV.D.5. Evidence

I.A.1-1	CCCCD Board Policy 1012
I.B.2-1	CCCCD Administrative Procedure 1012.01
IV.C.5-3	CCCCD Strategic Plan 2020-2025
IV.D.5-1	CCC-DVC-LMC Strategic Plans
IV.D.5-2	CCCCD Office Department-Unit Review Guide & Report Template
IV.D.5-3	CCCCD Office Operational & Administrative PR Planning Calendar
IV.D.5-4	CCCCD-DVC Procedure 1016.01-PR Process
I.A.3-5	Planning Committee Website
I.B.1-2	Educational Master Plan 2020-2025 Website
I.A.2-11	LMC EMP 2006-2016 Evaluation Report
I.A.2-12	LMC Strategic Plan 2014-2019
I.A.2-13	LMC Strategic Plan 2014-2019 Evaluation Report
IV.D.5-5	CCCCD Governance & Decision Making Survey Results
ER5-1	CCCCD Business Procedure 18.01

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

IV.D.6. Evidence of Meeting the Standard

As is to be expected, communication across a large, physically separated organization with thousands of employees and tens of thousands of students can be challenging. Merely making information available suffices for some, while others want the information pushed out to them, and still others do not seek the information at all. In an effort to improve efficiency and reduce the use of paper, the District has moved to electronic media as the primary means of communication (unless otherwise required by law, policy, procedure or contract). These media include email, a shared District portal site, the District and College websites, social media channels, standard telephone connections, two-way video conferencing capabilities, and group text capabilities (used primarily for emergency notifications). *(IV.D.6-1)*

It should also be noted that there is a communication function (both messaging and texting) within the course management system (Canvas) used District-wide. This capability exists to facilitate communication by and between faculty and students currently enrolled in their class(es). *(IV.D.6-1, IV.D.6-2)*

With limited exceptions, such as emergency circumstances, the District has moved away from sending blanket emails to all employees. Emergency circumstances, such as closing the colleges due to poor air quality or notices of power outages, are examples of exceptions. In addition, the District continues to email all employees all updates to District Policies and Procedures, as well as 'The News: 4CD Employee Newsletter." *(IV.D.6-3)*

Communication between the District and the colleges occurs in multiple ways. Approximately twice monthly, Chancellor's Cabinet meets to address District-wide matters. These meetings are attended by the Chancellor, Executive Vice Chancellors, Vice Chancellors, Associate Vice Chancellors, executive-level department heads, and college Presidents. Information is conveyed from the District to the colleges and vise-versa. Summaries of these meetings are posted for review on an internal website. A link to this site is included in the monthly 4CD Employee Newsletter, which is emailed to all District employees. The District Governance Council (DGC) also meets monthly. DGC provides a forum for constituency groups to meet, discuss, and debate issues of District-wide concern. Agendas and minutes are posted to a public website, and accessible via a link also included in the monthly employee newsletter. Frequently, information discussed at DGC is shared by representatives both at the colleges and the District Office. *(IV.D.6-3, IV.D.6-4, IV.D.6-5, IV.D.4-3)*

IV.D.6. Analysis and Evaluation

Communication between the District and colleges continues to evolve as new communication modalities emerge. Matters of safety and security are conveyed using multiple modes to ensure receipt and review.

IV.D.6. Evidence

IV.D.6-1 CCCCD District-wide Emergency Notifications & Communications
IV.D.6-2 Employee Email Communications-Air Quality & Closures
IV.D.6-3 4CD Employee Newsletter-March 2020
IV.D.6-4 CCCCD Chancellors Cabinet Meeting Summary-10Dec2019
IV.D.6-5 DGC Meeting Agenda and Minutes-16Apr2019
IV.D.4-3 CCCCD Chancellors Cabinet Highlights-January 2019

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.D.7. Evidence of Meeting the Standard

Pursuant to Board Policy 1012 ("Institutional Effectiveness: Planning, Assessment and Continuous Improvement"), the Chancellor establishes and implements regular cycles of review for assessing the effectiveness of the District's administrative organization, the delineation of roles and responsibilities of the District and the colleges, and the District governance and decision-making processes. *(INT-35, IV.D.5-2)*

In its role of supporting the mission and functions of the colleges, the District Office maintains a Functional Map delineating the roles and responsibilities of the colleges and the District Office. The contents of the document are evaluated every four years and the results used as a basis for continuous improvement of the operations, including the District's administrative organizations. Most recently, the Functional Map was reviewed by both Chancellor's Cabinet and the District Governance Council in spring 2019, and by the Governing Board at its meeting in November 2019. *(INT-24, IV.D.7-1, INT-35, IV.D.7-2)*

District governance and decision-making processes are evaluated every three years by the DGC, and the results are used as a basis for improving the processes. The Governance and Decision Making Survey was disseminated in spring 2019, and outcomes were discussed for the purposes of continuous improvement at the April 2019 DGC meeting. At a minimum, all persons who serve in leadership positions at the District level and all who serve on District committees shall participate in the evaluation process. *(IV.D.5-2, IV.D.7-2)*

IV.D.7. Analysis and Evaluation

Board Policy requires regular review of the District and College role delineations, governance and decision-making processes, and the District's administrative organization. Results from these reviews are shared widely and used to make improvements.

IV.D.7. Evidence

INT-35	CCCCD Board Meeting Minutes-13Nov2019 Pg 6-18C
IV.D.5-2	CCCCD Governance & Decision Making Survey Results
INT-24	CCCCD District & College Functional Map
IV.D.7-1	CCCCD District & College Functional Map Revisions-2019 Meetings
IV.D.7-2	DGC Minutes-16Apr2019

Quality Focus Essay

Introduction of Projects

Intended Measurable Outcomes of Projects

Anticipated Impact on Student Learning and Achievement

Project #1: Intentional Outreach

Project #2: Strategic Scheduling

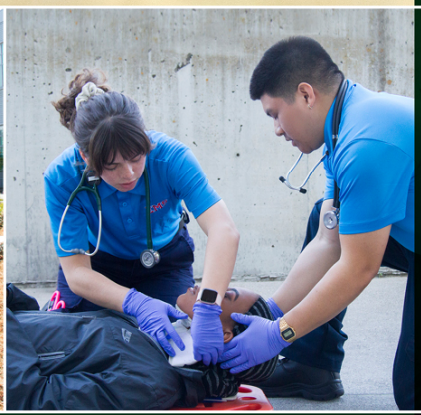
Project #3: Focused Retention Efforts

Evaluation of Progress

Evidence

“Deciding to go to Los Medanos was probably the best decision I could have made for myself.

Because of LMC and Transfer & Career Services, I will be transferring this fall to UC Santa Cruz with a major that I am very excited about!”

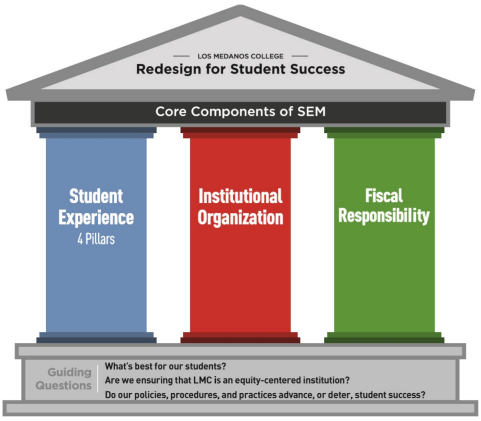


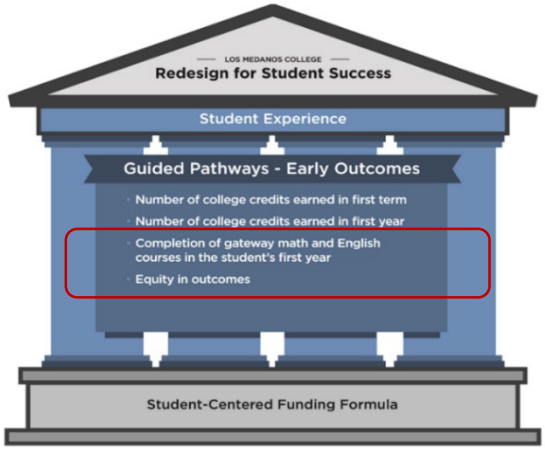
H.Quality Focus Essay

Introduction of Projects

In spring 2019, Los Medanos College's Strategic Enrollment Management (SEM) Committee was established as a subcommittee of the Shared Governance Council. SEM is charged with:

- Developing comprehensive student enrollment goals aligned with the College's mission and Educational Master Plan;
- Utilizing Guided Pathways principles, ensuring strategies that improve equitable access, success, engagement, persistence, and completion outcomes for all students;
- Providing excellent and pertinent programs of study with clear pathways, course offerings and alignment, and student support;
- Creating decision-making and measurement strategies that are data-based;
- Recommending internal and external communication and marketing approaches to support enrollment management goals;
- Enhancing coordinated campus-wide efforts to ensure student success;
- Assessing existing studies and resources to better inform College practices and the student success factors;
- Optimizing student enrollments and completion, while ensuring financial viability – particularly in conjunction with the Student-Centered Funding Formula.





In fall 2019, SEM led the institutional conversation on completion of transfer-level math and English courses in a student's first year of enrollment at Los Medanos College (LMC). Several research studies and presentations were shared and discussed at the SEM meetings in October and November 2019. One research study focused on new first-time, full-time students with degree/transfer as their goal. The SEM Committee suggested expanding this cohort to both full-time and part-time students. A second research study then focused on all new first-time students, both full-time and part-time, with a goal of degree completion or transfer. The findings from the second study indicated that:

a. 51% of the fall 2018 cohort successfully completed transfer-level English in their first academic year
b. 46% of the fall 2018 cohort successfully completed transfer-level math in their first academic year

However, results from the same study showed that about one-third of the first-time students in the fall 2018 cohort did not enroll in transfer-level English or math at all:

a. 71% of the fall 2018 cohort enrolled in transfer-level English in their first academic year, while almost 30% of them did not
b. 70% of the fall 2018 cohort enrolled in transfer-level math in their first academic year, and 30% did not

Intended Measurable Outcomes of Projects

Based on these data, LMC's projects are designed to achieve the following outcomes:

1. Increase successful completion of degree/transfer-level English and math* in the first year of a student's enrollment at the College through a focus on practices that directly address the needs of our disproportionately-impacted student populations, as identified in the institution's Student Equity Plan.
2. By fall 2022, increase the number of first-time students enrolled in degree/transfer-level English and math* in their first year to 80% of students with degree/transfer as their stated goal for all fall cohorts.

3. Reduce waitlists for transfer-level English and math courses, while maintaining fill rates, by researching and evaluating how many sections of degree/transfer-level English and math would be needed each semester – including online courses – to meet students' needs.

   **Note that the initial data collected in the above referenced research reports was based on enrollment in transfer-level math courses only, but the projects would also include increasing enrollments and success in degree-level math courses that might not be transferable (e.g. Intermediate Algebra).*

Anticipated Impact on Student Learning and Achievement

1. The College anticipates that greater focus on equity-centered practices will increase enrollment, retention, and successful completion of transfer-level English and math courses for first-time students with degree/transfer goals in their first year at the institution.
2. Through effective recruitment, orientation, and onboarding of first-time students, and by offering sufficient numbers of transfer level English and math sections, the College anticipates an increase in first-year enrollments, thus increasing equitable access to the transfer pathway.

Project #1: Intentional Outreach

Los Medanos College will continue its long-standing efforts to work collaboratively with local feeder high schools, adult education schools, and community partners – including those in industry and local businesses – to inform prospective students about academic and career pathways at LMC. The College's work in Guided Pathways will help to inform this effort and align its programs with the needs of the community. With special emphasis on the need to enroll in transfer-level English and math in the first year, efforts will include: researching and implementing new tools to assist students in developing educational plans; and using more streamlined technologies and support to facilitate actual registration as an integral part of orientation and counseling. Part of this approach will involve identifying the characteristics and needs of the 30% of students who matriculate but do not enroll in transfer-level English and math in their first year. There will also be an exploration of new marketing strategies that effectively "get the word out" about the opportunities available, and that highlight the welcoming and inclusive College community students can expect to join. These efforts will be informed by student surveys and focus groups, for which will include help from and engagement with LMC Associated Students (student government) and student life organizations. In addition, a renewed emphasis on initiatives like the District's "Full Time, First Time, Free Tuition" (FT^3) Promise Program, as well as other financial supports available to students, will help efforts to increase enrollments in key gateway courses, with targeted outreach to low-income students.

Responsible Parties: Outreach, Counseling, and Office of Planning & Institutional Effectiveness, in partnership with the District Office of Research & Planning

Timeline: fall 2020- fall 2022

Project #2: Strategic Scheduling

In collaboration with the Strategic Enrollment Management Committee, working groups will explore innovative approaches to scheduling, such as: scheduling for one or more years, rather than semester by semester; creating priority time blocks for transfer-level English and math courses; and researching ways to ensure enrollment in degree/transfer-level English and math for all students who have degree/transfer goals noted in their educational plans. Additionally, through this project, the College will increase its use of data to inform the scheduling of degree/transfer-level English and math courses in particular. This will include a more in-depth analysis of: historic student enrollment patterns in these courses; student educational plans, to predict and manage future enrollment needs; and student feedback on how schedules impact their ability to enroll.

Responsible Parties: Strategic Enrollment Management Committee and working groups that include representation from English, Math, and Counseling

Timeline: fall 2020- fall 2022

Project #3: Focused Retention Efforts

These efforts will be focused on disproportionately-impacted student populations identified in LMC's Student Equity Plan. The College will increase professional development opportunities that focus on equity-centered practices and areas that need additional resources. Actions will particularly address students impacted by the "invisible costs" of attending college, such as food and housing insecurity, wellness, mental health needs, and textbook and materials costs.

One specific intervention already in place is "LMC Connect," a software tool also known as Starfish, which provides an infrastructure to support retention and increase collaboration among faculty, counselors, and other personnel. For this project, the College will research the effectiveness of these initial efforts, identify what is and is not working, and implement modifications that would increase its effectiveness. Feedback will be garnered from math and English faculty, as well as from counselors, to gain insight into the primary reasons that students drop out of degree/transfer-level math and English courses and to develop a safety net to help students at risk of doing so.

In addition, the College will increase support for the efforts of the Distance Education Committee to improve equitable access and success in distance education classes. This will include professional learning opportunities for faculty, equitable resources for students, and the integration of student support services such as NetTutor, Cranium Café, and other online platforms for LMC's distance education students.

Responsible Parties: Student Success & Retention Program, Office of Equity & Inclusion, and Professional Development, in collaboration with faculty in math, English, and other disciplines, the Distance Education Committee, and Teaching and Learning Committee

Timeline: fall 2020 - fall 2022

Evaluation of Progress

The specific activities planned for this Quality Focus Essay (QFE) align with the College's program reviews, Strategic Enrollment Management (SEM) work plan, Educational Master Plan, and Vision for Success goals.

Progress toward achieving the projects' intended outcomes will be included in program review reports, and will be discussed regularly in the SEM Committee and Shared Governance Council. Any resource needs identified through the QFE projects will be requested through LMC's Resource Allocation Process.

Evidence

QFE-1 QFE Feedback English Email Correspondence
QFE-2 English Department Agenda-03Feb2020
QFE-3 QFE Feedback Math Department Meeting
QFE-4 QFE Slide for Math Department Meeting
QFE-5 Academic Senate Agenda-09Mar2020
QFE-6 QFE Goal 1-Student Feedback Email Feb2020
QFE-7 SEM Presentation 15Oct2019
QFE-8 SEM Presentation Math-English Completion 19Nov2019
INT-13 LMC Accreditation Internal Data
INT-16 LMC Accreditation Internal Achievement Data

INSTITUTIONAL SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

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