

LOS MEDANOS COLLEGE



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FOLLOW-UP REPORT

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

OCTOBER
— 15 —
2015

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

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Submitted by:

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Submitted to:

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October 15, 2015

Certification of Follow-Up Report

Date: October 15, 2015

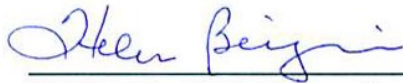
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Bob Kratochvil, President
Los Medanos College
2700 East Leland Road, Pittsburg, CA 94565

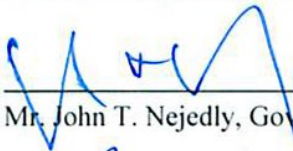
This Follow-Up Report is submitted to fulfill the requirements from the February 6, 2015 Action Letter to the College President.

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

Signatures:




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



Mr. John T. Nejedly, Governing Board President, Contra Costa Community College District



Dr. Bob Kratochvil, President, Los Medanos College



Mr. Silvester Henderson, President, LMC Academic Senate



Ms. Linda Kohler, President, LMC Classified Senate



Mr. Darren Lee Meeks, President, LMC Associated Students



Dr. Kevin Horan, Accreditation Liaison Officer, Los Medanos College

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Statement of Follow-Up Report Preparation

The President of Los Medanos College received the Action Letter from the Commission on February 6, 2015. The letter stated that, after reviewing the College's Institutional Self Evaluation Report and the Report of the External Evaluation Team, the Commission took action at its January meeting to reaffirm accreditation for Los Medanos College. The Commission required the College to submit a Follow-Up Report by October 15, 2015, and to subsequently host a visit by Commission representatives. The President immediately notified the College community by email ([R-1](#)), and both the Action Letter and External Evaluation Report were posted on the College website the same day ([R-2](#)).

The Action Letter and External Evaluation Report were discussed at subsequent meetings of the President's Cabinet and the Accreditation Steering Committee ([R-3](#), [R-4](#)). The timeline for the Follow-Up response and the membership of the Recommendation Response Teams (RRTs) were finalized by the end of February 2015 ([R-5](#)). This information was then shared with the campus community at the College Assembly on March 2, 2015 ([R-6](#)).

At the College level, two Recommendation Response Teams were formed. The first RRT addressed College Recommendation 1 with reference to the Brentwood Center. The second addressed College Recommendation 2, which focused on improving the effectiveness of the Resource Allocation Process (RAP). College/District Recommendation 1 was addressed by the District Office as part of negotiations with the Faculty Union.

The RRTs met frequently between February 2015 and May 2015. They presented the first draft of the responses to: the Academic, Classified, and Student Senates; the Shared Governance Council; and to the broader campus community for review and feedback at a College Assembly in April. They continued to incorporate suggestions and additional data throughout April and completed the second draft by the end of that month. The close-to-final draft was again reviewed by the Senates and the Shared Governance Council and approved by all four groups in May.

The Accreditation Liaison Officer compiled and edited the final document in June. The final formatted draft was presented to the College on Opening Day in August 2015 and then submitted to the Chancellor and the Governing Board for review and approval in August 2015. It was approved by the Governing Board in October 2015.

A. Recommendation Response Teams and Members

| Recommendation | Co-Chairs | Members |
|-----------------------------------|---|---|
| College Recommendation 1 | Gail Newman (CSSO, Sr. Dean of Student Services) Kevin Horan (CIO, Vice President of Instruction & Student Services) | Michael Becker (Technology Systems Manager) Christina Goff (Librarian) Sharen McLean (Business Coordinator, Brentwood Center) Sophia Ramirez (Counselor, Brentwood Center) |
| College/District Recommendation 1 | Gene Huff (Executive Vice Chancellor, Administrative Services) | Dr. Helen Benjamin Mojdeh Mehdizadeh Ray Pyle Dio Shipp Peter Garcia Dr. Bob Kratochvil Tim Leong Jonah Nicholas Sally Montemayor-Lenz |
| College Recommendation 2 | Aderonke Olatunji (CBO, Director of Business Services) Ann Starkie (Business Office) | Jennifer Adams (Sr. Executive Assistant to President) A'kilah Moore (Dean of Math & Sciences) Virginia Richards (DSPS Counselor and SGC Member) |

Response to Team Recommendations and Commission Action Letter

Los Medanos College received two Recommendations to *resolve deficiencies*:

- **College Recommendation 1**, with reference to the Brentwood Center; and
- **College/District Recommendation 1**, with reference to integrating student learning outcomes into the evaluation process for those who have direct responsibility for student progress towards achieving student learning outcomes. The district-wide recommendation applies to all three colleges within the District.

The College also received one Recommendation to *improve institutional effectiveness*:

- **College Recommendation 2**, with reference to “closing the loop” by: 1) systematically assessing the effective use of financial resources allocated through the Resource Allocation Process; and, 2) using the results of the assessment as the basis for institutional improvement.

College Recommendation 1

Recommendation Identified by the Commission:

In order to meet the Eligibility Requirements and Accreditation Standards, the team recommends that the College ensures it is meeting identified needs of students at the Brentwood Center including the quality and availability of student services, technology, facilities, and library support services. In addition, it must demonstrate that these services and resources, regardless of location or means of delivery, support student learning and enhance student achievement, fulfilling the mission of the institution.

(Standards II.B.1, II.B.3.a, II.B.4; II.C.1, II.C.1.c, II.C.2; III.B.1; and Eligibility Requirements 14 and 16).

Resolution of the Recommendation:

The College is implementing a number of solutions intended to provide greater assurance of equitable access to services, while also enhancing the experience of the students attending the Brentwood Center.

In fall 2014, the unduplicated headcount of the College was 8,689 students. During the same semester, the total headcount attending the Brentwood Center was 2,669 students, of which 1,060 (39.7%) took classes only at the Brentwood Center. The remaining 1,609 (60.3%) enrolled in classes at both the Brentwood Center and the Pittsburg campus. It is important to note that the headcount of 1,060 students attending classes at only the Brentwood Center represented 12.2% of the total student population at Los Medanos College.

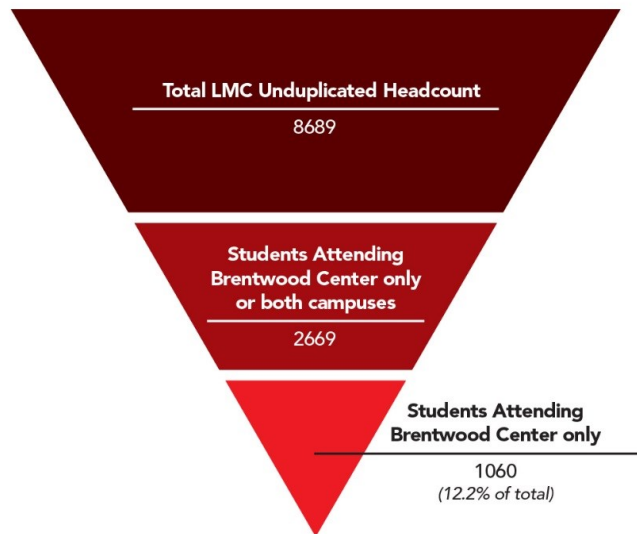


Chart 1 – Unduplicated Headcount in fall 2014

Enrollments at the Brentwood Center have increased by approximately 14% since fall 2009. Given this growth, the demand for support services has naturally increased, as expressed in the Brentwood Center student satisfaction survey ([CR.1-1](#)).

Standard II.B.1

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

Standard II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Actions taken to address recommendations on Standards II.B.1 and II.B.3.a:

- A second full-time counselor has been hired for the Brentwood Center to begin in fall 2015. The new position will provide general, DSPS, and veterans counseling services.
- Fourteen DSPS counseling hours were added to the Brentwood Center counseling schedule, effective in fall 2014 and spring 2015. While these part time counseling hours will no longer be needed once the new full time counselor begins working in fall 2015, additional part-time hours are planned for both general counseling and ESL counseling services.
- A full-time Financial Aid Assistant was approved for the Brentwood Center, effective July 1, 2015.
- A Financial Aid Office representative from the Pittsburg Campus will be available at the Brentwood Center one afternoon a week to provide scholarship information.
- At the beginning of each new semester, the Bookstore will expand its services by one week at the Brentwood Center (from two weeks to three weeks). Additionally, a book buy-back representative is now available at the Brentwood Center during finals week at the end of each semester.
- The Bookstore staff will provide sales of LMC logo merchandise at the Brentwood Center at least twice each semester.
- With the hiring of a full-time Assessment Center Coordinator for the College, additional assessment hours will be available for students at the Brentwood Center.
- A CalWORKs representative will hold regularly scheduled hours at the Brentwood Center.
- Effective fall 2015, a representative from the EOPS Office will schedule regular hours twice a month at the Brentwood Center.

- A variety of software options – in English, Spanish, and ADA accessible – are being explored for 24/7 student support services.
- A new online orientation is now available 24/7 for all incoming students applying to the College.
- Workshops are scheduled at the Brentwood Center to address support services for students who are on academic probation, progress probation, or dismissal.
- Television monitors are being added in the entry way of the Brentwood Center to promote student services, scheduled activities, and events at the Center.

Counseling

In 2013-2014, a total of 7,809 general counseling appointments were scheduled at the Pittsburg Campus and 1,407 general counseling appointments were scheduled at the Brentwood Center. The number of appointments scheduled at the Brentwood Center represent 15.3% of the total appointments available (9,216). The Brentwood Center experienced a 77% “show rate” compared to Pittsburg’s slightly lower 72% “show rate.” It is important to note that while 12.2 % of the total LMC headcount attend classes only the Brentwood Center, 15.3 % of all available counseling appointments are scheduled at the Brentwood Center.

| LMC Total | Pittsburg Campus | Brentwood Center |
|-----------|------------------|------------------|
| 9,216 | 7,809 (84.7%) | 1,407 (15.3%) |

Table 1 – General Counseling Appointments in 2013-14

Counseling services at the College were impacted in the last few years due to the economic downturn. As a result of new funding sources, such as the Student Success and Support Program (3SP), the College has hired additional counselors to provide more counseling support for all students – including students at the Brentwood Center – and to develop educational plans for all students (CR.1-2). During the fall 2014 and spring 2015 semesters, an additional 14 hours of DSPS counseling were added to the schedule for the Brentwood Center. The most current LMC student-to-counselor ratio is 543:1 (fall 2013), which is lower than the statewide ratio of 722:1 (CR.1-3, CR.1-4).

In fall 2014, a second full-time counseling position was approved for the Brentwood Center through the full-time faculty hiring prioritization (Box 2a) process. Beginning in August 2015, this counselor will provide counseling services to both DSPS and Veteran students, as well as general counseling hours. In addition, as of fall 2015, there will be six hours per week of ESL counseling at the Brentwood Center.

In the Brentwood Center Student Survey (CR.1-5), some respondents commented on the lack of personal (non-academic) counseling at the site. It should be noted that personal counseling and crisis counseling services are part of the regular

responsibilities of all counselors. LMC counselors offer assistance with personal, family, and/or other social concerns as they relate to the educational needs of students; those students with on-going needs are referred for therapy to external community resources. The College's counselors collaborate with the Mental Health Network that provides students with clinical support, childcare, elder care assistance, financial services, legal services, and daily living services ([CR.1-6](#)). If other health and support services are needed, counselors refer students to local agencies such as the Housing Authority, food banks, or County Social Services ([CR.1-7](#)).

Financial Aid

A new, full-time "Financial Aid Assistant I" was established to provide on-site assistance at the Brentwood Center. This permanent position was requested and approved through the College's Resource Allocation Process ([CR.1-8](#), [CR.1-9](#)), and the recruitment process is underway. The position will expand the availability of financial aid assistance from 5 hours per week to 40 hours per week, significantly improving the level of service for students at the Brentwood Center. In addition, another representative from the Financial Aid Office will have regularly scheduled hours one day a week to provide scholarship information and assistance to students.

At the Pittsburg Campus, there are two full-time, permanent Financial Aid Assistant I staff who assist students at the counter, provide FAFSA information, and process financial aid applications for a total LMC student headcount of 8,689 (fall 2014). With the addition of an identical position for the Brentwood Center, the access to service will be improved at the site, particularly for the 1,060 students (fall 2014) who only attend classes at the Center.

Bookstore

Previously, the Bookstore staff were on-site at the Brentwood Center during the first three weeks of each new semester. In fall 2012, based on low demand for services during the third week of the semester – along with implementation of the book rental service through the Pittsburg Campus and the ability to purchase textbooks online – on-site services at the Brentwood Center were discontinued. As a result of the comments in the latest Brentwood Center Student Survey ([CR.1-1](#)), the Bookstore will expand its availability and once again be on-site at the Brentwood Center during the third week of each semester, beginning in fall 2015.

In spring 2015, the Bookstore began offering two days of book buy-back services at the Brentwood Center during the week of final exams. The Bookstore currently offers six days of book buy-back services at the Pittsburg Campus.

The Bookstore has also begun advertising and selling LMC logo items and other merchandise on-site at the Brentwood Center two days each semester. The first such event was held in April 2015 and, as of the writing of this report, the fall 2015 dates are being identified. The Bookstore textbook sales for spring 2015 occurred January 8-22. In fall 2015, the textbook sales were held August 11-27 ([CR.1-10](#), [CR.1-11](#)).

Due to the lack of available physical space, the current Brentwood Center facility cannot accommodate a full-time, on-site Bookstore. The plans for the new permanent Brentwood Center include a dedicated space for the Bookstore. In addition to selling/renting textbooks and other merchandise, the Bookstore at the new Brentwood Center will provide food service for students.

Other Services

CalWORKS and EOPS services are being expanded at the Brentwood Center. Representatives from both programs, including counselors, will have regularly scheduled hours at the Center twice a month, effective fall 2015. Demand for these services will be monitored to determine if the hours of service should be adjusted. The College has also hired a full-time Assessment Center Coordinator to address significant changes in assessment identified in the 3SP Plan. This position, which had previously been filled in a part-time capacity, will support the assessment needs of students at both the Brentwood Center and the Pittsburg Campus.

The newly-formed Student Success & Retention Team has already begun to offer services to all students enrolled at the College, with workshops scheduled at both the Brentwood Center and the Pittsburg Campus. This team focuses on the needs of at-risk students and is currently working with students on probation or dismissal status ([CR.1-12](#), [CR.1-13](#)).

A full-time Director of Transfer & Career Services was hired in summer 2015 to provide enhanced career services at the Brentwood Center and the Pittsburg Campus. This position is responsible for, among other things, coordinating classroom presentations and scheduling career advisement services at both locations ([CR.1-14](#)).

Given the variety of new software options now available, the College is exploring additional online student support services. In fall 2015, in conjunction with discussions around the distance education strategic plan, the College will begin evaluating online counseling products for implementation in fall 2016. Another software package that is under review would provide a variety of support services to all students on a 24/7 basis, thus offering greater access to services such as career exploration, study skills, time management, financial literacy, and learning skills ([CR.1-15](#)). A new district-wide online orientation, which contains a variety of support modules, is already available for students 24/7 ([CR.1-16](#), [CR.1-17](#)).

The results of the last two Brentwood Center Student Surveys demonstrate that some students are not aware of all the services, special events, and activities already available at Center throughout the semester ([CR.1-1](#), [CR.1-5](#)). To keep students informed, a large television monitor will be installed at the entrance of the Brentwood Center to highlight the services offered and daily/weekly events scheduled on-site there. At the suggestion of the LMC Student Senate, the College is exploring the installation of additional monitors in the hallways to enable students to view the aforementioned information while entering or leaving their classes.

Standard II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of the evaluations as the basis for improvement.

Actions taken to address recommendations on Standard II.B.4:

- Brentwood Center students were surveyed over two weeks in March 2015 to provide feedback about support services offered at the site.
- An analysis was conducted of a six-year enrollment trend showing: the percentage of students taking classes only at the Brentwood Center; the percentage of students taking classes at both College locations (Pittsburg Campus and Brentwood Center); and related completion rates.

In fall 2013, students at the Brentwood Center were surveyed to determine their level of awareness of and satisfaction with services offered at the Center. Although a majority of the respondents (81% of 589 respondents) indicated that the availability and hours of service were sufficient to meet their needs, some students indicated they would like to have extended counseling hours, a dedicated library, and a bookstore at the Brentwood Center.

A follow-up survey was conducted in spring 2015 (March 13-26) ([CR.1-18](#)). The number of respondents totaled 452, which is approximately 17% of the enrollment at the Brentwood Center. Feedback was gathered on the awareness and usage of Student Services, the level of satisfaction with existing services, and the interest in additional services. The survey also yielded feedback on the most effective means for communicating with students about the services available.

Results of the survey:

- Ninety-five percent of the respondents indicated satisfaction with existing services at the Brentwood Center:
 - Outstanding: 18%
 - Satisfactory: 77%
 - Unsatisfactory: 5%
- Students still expressed interest in additional hours for counseling. This has been addressed with the addition of a second full-time counselor at the Brentwood Center in fall 2015. Students also specifically identified an interest in EOPS, CalWORKs, and DSPS counseling. This has been addressed with the hiring and scheduling of additional adjunct counselors at the Center for the fall 2015 semester.
- Students identified the need for more assistance with financial aid. A full-time Financial Aid Assistant I position is being hired for the Brentwood Center and will begin work there in fall 2015.

- Additional library services were also an area of interest by survey respondents, and the College's librarians are currently developing a plan to address this (see responses for Standard II.C.1, II.C.1.c, and II.C.2).
- Students expressed an interest in the availability of food services at the Brentwood Center, beyond the vending machines already located at the back of the existing facility. It is worth noting that, given the Center's current location within a business park, there are five restaurants/food service options sharing the same parking lot and within short walking distance (less than 300 feet). The options for food service around the Brentwood Center actually exceed the number of options available near the Pittsburg Campus.
- Students identified an interest in having additional parking and more classes offered at the Brentwood Center. At present, classroom space at the site is fully utilized Monday through Thursday; any additional expansion of course offerings will be scheduled on Fridays. The minimum number of courses currently offered on Fridays presents an opportunity to offer more classes at the Brentwood Center and to provide ample parking for students. In fall 2014, seven classes were offered on Fridays; in comparison, ten classes are being offered on Fridays during fall 2015 ([CR.1-19](#), [CR.1-20](#)).
- Other interests expressed by students in the latest survey include an increase in available Math Lab and Reading Writing Consultant hours and an expansion of general tutoring for students in Brentwood. Plans for addressing these services are addressed in Standard II.C.1, Standard II.C.1.c, and Standard II.C.2.

Research data requested in spring 2015 provided a snapshot of enrollment trends for students taking classes only at the Brentwood Center and those taking classes at both the Brentwood Center and the Pittsburg Campus. In fall 2014, 40% of the students at the Brentwood Center were enrolled in classes only at that location and took an average of 10.60 units; the remaining 60% of the Center's students attended classes at both campuses and took an average of 7 units. The percentage of students taking classes only at the Brentwood Center increased by 2.5% between fall 2009 and spring 2014. This increase could be attributed to two factors: 1) the opening of the science lab at the Center in fall 2014; and/or, 2) the continued increase in population in and around the City of Brentwood ([CR.1-21](#)).

Completion rate data indicate that, from fall 2009 to fall 2014, students attending only the Brentwood Center earned 61 Certificates of Achievement; during that period, no degrees by the same demographic. It was noted that students completing these certificates may have accrued units while enrolled in other colleges, prior to attending classes at the Brentwood Center. Of those who have taken classes at both the Pittsburg Campus and Brentwood Center during the same five-year period, 3,990 students earned associate degrees. As a result of reviewing this data to identify Brentwood-only completion rates, the College recognizes the need to develop a means for tracking more discreet demographic data for year-to-year completions. Going forward, this will be done in conjunction with the District Research Office.

Based on the actions and information outlined above, feedback from students, and steps to increase staffing and expand/enhance service levels beginning in fall 2015, the College anticipates being sufficiently prepared to address the identified interests and needs of students at the Brentwood Center. This will be monitored annually through data collection and student satisfaction surveys.

Standard II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Standard II.C.1.c

The institution provides students and personnel responsible for student learning programs and services, adequate access to the library and other learning support services, regardless of their location or means of delivery.

Standard II.C.2

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

Actions taken to address recommendations on Standards II.C.1, II.C.1.c, and II.C.2:

- The results of the Brentwood Center Student Survey were studied to determine the level of student awareness of available library materials.
- Circulation statistics were analyzed to determine the size and actual usage of the textbook reserve collection at the Brentwood Center.
- Scheduling data were reviewed, with regard to workshops offered at the Brentwood Center.
- Planning discussions are underway to explore the scheduling of non-class-specific library workshops at the Brentwood Center, as well as the need for in-person drop-in reference assistance at the site.
- The library staff is marketing its virtual reference services, which include chat reference and video conferencing.
- The librarians are developing a reference consultation appointment system specifically for on-site appointments at the Brentwood Center.
- Information and direct access to library resources have been incorporated into the online Student Services newsletter, specifically in the “Brentwood News” section, in order to highlight the resources available at the Center.

- The library staff will provide materials to be included in the Brentwood Center orientation packet for new students.
- In order to provide materials and information to students, the library staff will participate in “Mustang Day” at the Brentwood Center by staffing a during the first week of each semester.
- Student Assistants will be hired at the Brentwood Center to provide audio-visual support and to be available in the computer labs.
- To support the lab-based classes offered in the new science lab, the Center already has a lab assistant and a full-time Science Lab Coordinator. The latter is a classified position (10.5 months, 40 hours per week) that is dedicated entirely to the Brentwood Center science lab.
- Student assistants have also been hired to assist the Science Lab Coordinator with basic duties in the lab.
- The College is exploring the expansion of Friday hours in the Math Lab at the Brentwood Center. A second half-time Math Lab Coordinator was approved through the Resource Allocation Process to provide additional coverage during evening hours, which is comparable to Math Lab coverage at the Pittsburg Campus.
- Additional general tutoring hours were approved through the College’s Resource Allocation Process to create a proportional offering of peer tutor and reading/writing consultants at the Brentwood Center ([CR.1-22](#)).

Library

After analyzing the results of the Brentwood Center Student Survey, circulation statistics, and current scheduling information, the library team has decided to pursue more targeted and direct marketing of the materials, resources, and services available for students at the Center. For example, only 30% of survey respondents were aware of the library textbook reserve collection (which is a 4% increase from the 2013 survey); only 35% of the respondents were aware of the online library resources ([CR.1-1](#)). While the majority of respondents are satisfied with the services available, these data demonstrate that there is an opportunity to increase student awareness about the availability of library services both at the Brentwood Center and online.

The Brentwood Center reserve textbook collection has increased from an initial count of 111 volumes in 2011 to a current count of 178 volumes. The circulation has remained constant, with the number of checkouts ranging between 450 and 550 each fall semester since the program began. Increased marketing of this service, as well as guidance on how to search for a specific title in the collection, should help to increase circulation ([CR.1-23](#)).

The number of library orientation workshops offered by the College has increased in the last few years. In spring 2015, there were nine workshops offered directly within course sections at the Brentwood Center and 43 workshops offered directly within

course sections at the Pittsburg Campus. The percentage of workshops offered at the Brentwood Center (17.3%) exceeds the percentage of students taking classes only at the Center (12.2%). With an average of 30 students per class, approximately 270 students at the Brentwood Center and 1,290 students at the Pittsburg Campus have participated in a library information workshop ([CR.1-24](#)).

In order to create a full-time librarian position at the Brentwood Center, a proposal will be submitted in fall 2015 through the College's "Box 2a" process. Proposals will be reviewed for approval in September/October 2015, with hiring expected to occur in spring 2016 (for a fall 2016 start).

To better meet the needs of the students at the Brentwood Center, the library will begin offering specialized information literacy and related workshops in fall 2015. These workshops will be open to all students and will not be course-specific.

There will also be library orientation workshops conducted at the Brentwood Center for new students and new faculty. Scheduled drop-in reference assistance at the Center will be advertised in advance. Marketing will be enhanced for library services already available at the Brentwood Center, such as: online resources and materials; research support through phone, email, chat and video conferencing; scheduled on-site research consultations for individuals and groups; and book requests/delivery from the District libraries to the Center. In order to increase awareness and utilization of services, staff from the library and the Brentwood Center will begin marketing these services directly to the Center's students via the InSite portal, Desire2Learn (D2L) online course management system, and in-class presentations.

While students at the Brentwood Center would clearly benefit from having a dedicated library, the physical limitations of the current facility cannot accommodate that function. The new, permanent Brentwood Center, which is scheduled to open in 2018-19, will include a large designated space for library services ([CR.1-25](#)).

Computer Lab and Media Support Assistance

To provide improved service in the computer lab and with media support, Student Assistants will be hired in fall 2015 to assist in these areas at the Brentwood Center. It is anticipated that Student Assistants will be available for 16 hours per week when classes are in session (4 hours per day, for 4 days each week). These assistants will:

- Respond to student questions
- Assist with the pay-for-print system
- Restock paper and toner
- Keep labs neat and organized
- Make sure computers are working properly
- Report technical issues to the Business Coordinator
- Develop and maintain the lab-use calendar and monitor availability
- Assist faculty and students with media carts for instruction

Math Lab Hours

The 2015 Brentwood Center Student Survey results indicated an interest in having the Math Lab open for longer hours ([CR.1-1](#)). Currently, the Center's Math Lab closes at 2:00 p.m. on Friday afternoons. To address this identified student need, and to cover additional afternoon and evening hours, a half-time Math Lab Coordinator position has been approved for the Brentwood Center and will start in fall 2015 ([CR.1-9](#)).

Science Lab

To mirror the positions and services at the Pittsburg Campus, a full-time Science Lab Coordinator (10.5 month, classified staff position) was created to support the new science lab at the Brentwood Center. The individual hired to fill this position at the Brentwood Center is also qualified to teach courses in the College's Biology Department. The District collective bargaining agreement with the Classified Union (Local 1) permits qualified classified staff to teach with management approval, as long as the additional teaching assignment does not interfere or conflict with work schedules or responsibilities related to the classified position.

The College does not include instructional aides in its curriculum or staffing model for any science courses offered. However, a budget is provided to the Science Lab Coordinator for hiring Student Assistants. They provide direct assistance to the Science Lab Coordinator in the preparation and maintenance of the science lab. The Student Assistants do not provide any instructional assistance to the courses held in the science lab ([CR.1-26](#)).

Tutoring and Reading/Writing Consultants

The Center for Academic Support currently provides approximately 80 hours of tutoring services at the Pittsburg Campus, and only five to nine hours of tutoring services at the Brentwood Center. This figure represents only 5.8% of the College's total tutoring services, which is less than half of the proportionate 12.2% student headcount attending classes only the Brentwood Center.

Through the Resource Allocation Process, approval was granted to provide 20 hours of tutoring per week at the Brentwood Center, representing approximately 20% of the College's total tutoring hours – which is proportionately larger than the number of students taking classes only at the Center ([CR.1-27](#), [CR.1-9](#)). In addition, a RAP request was approved to install two more computers for the Reading/Writing Center ([CR.1-28](#), [CR.1-9](#)).

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Actions taken to address recommendations on Standard III.B.1:

- Options to expand parking facilities were explored with the City of Brentwood and with the owner of space currently open behind the Center.
- Expansion of the existing Brentwood Center facility was also explored with the City of Brentwood, and related costs were evaluated.
- Soft space, a secure area for studying or breaks, and Wi-Fi access will be provided outdoors at the back of the current Brentwood Center site.
- Instructional technology and media support have been improved at the Center.
- The number of “smart carts” has been increased at the Brentwood Center to improve technology for instruction.

Parking and Facilities

As a result of the population growth in east Contra Costa County and the increased demand for higher education in the area, the Brentwood Center facility has been expanded three times since it first opened in 2001:

- 2008: Three classrooms added (1,950 square feet)
- 2010: Math Lab and one classroom added (2,230 square feet)
- 2014: Science Lab added (1,817 square feet)

Based on a lack of viable options, it has been challenging to address the increased demand for parking with the incremental expansion of the Center. The College has attempted to expand parking through discussions with the City of Brentwood and with local business owners. The vacant parcel located directly to the North of the existing Brentwood Center facility is currently under review by City staff for a commercial development project, so it is not available to serve as an additional parking lot for students ([CR.1-29](#), [CR.1-30](#)).

The College administration considered other vacant parcels surrounding the Brentwood Center, however, the remaining plots of land – located predominately on the east side of Brentwood Boulevard – provide only one safe pedestrian crossing at the intersection with Sand Creek Road. Since Brentwood Boulevard is a main thoroughfare between the cities of Oakley and Brentwood, this parcel location was not viewed as a safe or feasible option for additional student parking. These concerns were reinforced by the LMC Student Senate during a discussion of this topic at their meeting on April 27, 2015 ([CR.1-31](#)).

Administration also discussed with the City of Brentwood the possibility of expanding the Brentwood Center facility and considered the cost of this potential expansion. The College recently expanded the Brentwood Center by 1,817 square feet with the addition of a new science lab and prep/storage room. This expansion project took more than 18 months to complete, once planning got underway and the conceptual architectural design was developed.

The total cost for construction of the science lab was approximately \$300,000. This amount did not include any furniture, fixtures, or equipment (FF&E), which cost an additional \$200,000. The science lab project was funded entirely by the HSI STEM Grant, and not by State or general funds. The additional cost of leasing the space from the City of Brentwood for the science lab is \$2,538 per month (\$30,456 annually), which is assessed at the rate of \$1.41 per square foot. The HSI STEM Grant is funding this additional lease cost through the end of the grant in September 2016, after which the College will absorb the additional lease cost.

For the Brentwood Center science lab, the cost of construction per square foot was approximately \$166. While there are many variables that could increase this amount, the \$166 per square foot cost is an appropriately conservative figure for planning purposes, should the College expand the existing Center. The site's landlord, the City of Brentwood, will charge the rate of \$1.41 per square foot to lease additional space to expand the Center ([CR.1-32](#)). In order to expand the existing Center by approximately 2,000 square feet for the creation of a library, lounge, and/or additional tutoring space, the College could pay \$332,000 in construction costs and approximately \$35,000 - \$75,000 in FF&E. The approximate total cost of \$367,000 - \$407,000 to expand the Center would be a one-time, non-recurring cost. The College would need to use State apportionment funds or funds from District/College reserves for this, as bond funds from Measure E cannot be used for the leased space at the Brentwood Center. The lease costs for this additional 2,000 square foot expansion would be approximately \$2,820 per month (\$33,840 annually).

The new permanent Brentwood Center, which will be located at the *Vineyards at Marsh Creek*, is slated for completion in 2018-19. For the purposes of this document, the subsequent calculations are based on the assumption that the new Center will open in fall 2019 (though it will likely open in fall 2018 or spring 2019). With a timeline of 18-24 months for planning and construction to expand the existing Center, and supposing a fall 2015 start for this project, the expanded facility would only be in use for a maximum of four to five semesters (spring 2017 – fall 2019) prior to relocating to the new Brentwood Center. The total construction and lease costs for this 2,000 square foot expansion at the existing Center would be approximately \$502,360 - \$542,360.

As an alternative to expanding the existing Center, the College explored the possibility of leasing additional facilities adjacent to the Center at 101A Sand Creek Road. Only one space was available – at 151 Sand Creek Road, Suite G – and was located directly across from and to West of the Center ([CR.1-29](#), [CR.1-33](#)). The

2,030 square foot space was divided into six offices, with a small reception area. This type of layout is not conducive to creating soft space for students and would require reconfiguration. The owner of this space was not interested in altering the layout for a short-term lessee (less than 3 years). The cost to lease this additional space from spring 2016 until fall 2019 would be approximately \$136,016.

Since this particular space is not physically connected to the Center, it would be necessary to have additional staff coverage for safety and service reasons. By staffing the space with a general office assistant position (e.g. Office Assistant II) during peak operating periods (Monday through Thursday from 8:00 a.m. to 7:00 p.m., and Fridays from 8:00 a.m. to 4:00 p.m.), the College would incur 52 hours of personnel costs to adequately maintain this separate space (CR.1-34). A temporary/hourly Office Assistant II would be paid \$16.92 per hour plus benefits (\$879.84 plus benefits for 52 hours per week). The combined cost for an 18-week fall semester, an 18-week spring semester, and an 8-week summer session would be \$38,712.96 (not including benefits). The cost to cover the three-year period from spring 2016 to fall 2019 would be approximately \$116,138.88 plus benefits. To employ a permanent Office Assistant II position, the cost would be significantly higher.

After analyzing all of this data, the College has determined that expanding the existing Center and/or leasing additional facilities adjacent to the current space are not viable or fiscally prudent options. Expending general funds of this magnitude for a relatively short period would not demonstrate good financial stewardship. The new permanent Brentwood Center, expected to open in spring or fall 2019, will include ample parking for students, staff, and faculty: approximately 1,350 spaces, which is approximately 50% of the parking available at the Pittsburg Campus. The new facility will also include dedicated tutoring space, a library, food service, a bookstore, and soft space for students ([CR.1-25](#)).

Soft Space for Students

A “soft space,” an area for students to use while on break between classes, is being developed at the rear of the existing Brentwood Center facility. There are already vending machines near this location, and the Wi-Fi network will be expanded to cover the outdoor seating. The door leading to this area, which had previously been locked during business hours, will now remain open during class hours – thus enabling students to relax or study at the outdoor tables and chairs throughout the day ([CR.1-35](#), [CR.1-36](#)).

IT & Media Support

In order to provide more timely technology and media support at the Brentwood Center, the Instructional Technology and Services (IT&S) Department has developed a staffing schedule for the Center. This new schedule will consist of two-hour blocks, from Monday through Thursday and varying each week, to support morning and afternoon classes. More hours will be added on Fridays as needed, or for scheduled projects such as lab re-imaging.

The schedule has been developed so that IT&S staff are present during the morning and afternoon of each weekday over a 2-week period. The following grid demonstrates the coverage:

| | Week 1 | Week 2 |
|------------------|---------------|---------------|
| Monday | Morning | Afternoon |
| | | |
| Tuesday | Afternoon | Morning |
| | | |
| Wednesday | Morning | Afternoon |
| | | |
| Thursday | Afternoon | Morning |
| | | |
| Friday | As needed | As needed |
| | | |

Currently, all of the College’s permanent IT staff support the Brentwood Center on a rotating basis and address all IT issues in a prioritized manner. IT staff also identify A/V and media-related issues and then address them, if possible. If there is not a quick resolution to A/V and media issues, the Electronics Technician will be dispatched to the Center as soon as possible.

At present, there are eight “smart” classrooms at the Brentwood Center. For other classrooms at the site, this technology is provided via “smart carts” that include a laptop with internet access, projector, DVD/VCR, and audio speakers. Newer versions of these carts also include a document camera. There are currently five smart carts in use at the Brentwood Center; with a RAP proposal approved in spring 2015, an additional cart will be added at the Center ([CR.1-37](#), [CR.1-9](#)). Approval has also been granted for the purchase of additional document cameras, which will upgrade the older smart carts. Although requests for support vary from day to day, having access to portable smart carts has been sufficient to address the identified need for technology in the Brentwood Center classrooms.

Eligibility Requirements

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institution mission.

Actions taken to address recommendations on Eligibility Requirement 14:

To support the educational needs of its increasingly diverse student population, the College provides all the support services typical of a California community college. These services directly support student learning and have learning outcomes that are assessed on a regular basis.

The Student Services unit is currently implementing the College's 3SP and Equity Plans with the budgets provided by the State to improve student access to services and student success ([CR.1-2](#), [CR.1-38](#)). To address these initiatives, Student Services staff are deliberate and intentional in the delivery of services, with decisions increasingly based on data and evidence. There needs to be an ongoing evaluation of disaggregated student achievement data, with regard to students attending only the Brentwood Center and those attending both College locations.

The Student Services unit is committed to fulfilling the mission of the College and to providing appropriate and quality services for all LMC students, regardless of the delivery mode or the location of courses in which students are enrolled.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Actions taken to address recommendations on Eligibility Requirement 16:

The College provides specific long-term access to sufficient information, learning resources, and services to support its educational mission and instructional programs in all formats and locations offered. These resources and services are provided by a number of organizational units, but are the primary responsibility of the IT&S department and library personnel.

The library at the Pittsburg Campus currently holds more than 25,600 print titles and more than 72,500 electronic books that are accessible to all users, regardless of location. Additionally, the library subscribes to 53 electronic databases that include access to thousands of full-text journals and newspapers. The library also holds 2,676 videos, DVDs, and CDs, along with the equipment needed to view or listen to these media. All current students, faculty, and staff at the Brentwood Center are able to borrow materials from the library at the Pittsburg Campus or either of the other colleges within the District (Contra Costa College and Diablo Valley College) through the interlibrary loan program. Students can also access the College's electronic databases and eBooks on-campus and from off-site locations ([CR.1-39](#), [CR.1-40](#)).

College/District Recommendation 1

Recommendation Identified by the Commission:

In order to meet the Standard, the Colleges and District should thoroughly integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes, including non-instructional faculty and staff. (Standard III.A.1.c)

Analysis and Evaluation

Immediately upon notification of the College/District recommendation in February 2015, District and college leadership began consideration of which employees have “direct responsibility” for student progress toward achieving student learning outcomes ([CDR.1-1](#), [CDR.1-2](#)). It was determined that all instructional and non-instructional faculty and all academic deans, senior deans, executive deans, vice-presidents and presidents have said responsibility. The District then immediately began discussions with the District’s faculty union, the United Faculty (UF), and the Management Council Executive Board (MCEB), who represents managers, supervisors and confidential employees in meet-and-confer matters, to modify the evaluation process for both groups to comply with the recommendation and Standard ([CDR.1-3](#), [CDR.1-4](#), [CDR.1-5](#)). Faculty evaluation is subject to collective bargaining and the District’s meet-and-confer agreement with MCEB stipulates that the changes to evaluation procedures, among other things, will follow that process.

The District has concluded negotiations with the UF and conferring with the MCEB. The District Governing Board approved the changes to the MCEB evaluation forms at its meeting on September 9, 2015, which are being implemented in fall 2015 and approved changes to the UF evaluation procedures at its meeting on October 7, 2015 for spring 2016 implementation ([CDR.1-6](#), [CDR.1-7](#)).

Modifications to the Faculty Evaluation Procedures

The process for faculty evaluation is found in Article 17, “Evaluation of Faculty,” of the UF collective bargaining agreement and is detailed in a lengthy series of appendices, each corresponding to a particular type of faculty member, including division by instructional or non-instructional faculty, full-time or part-time and tenured or tenure-track ([CDR.1-8](#), [CDR.1-9](#)). Although there is a separate appendix for each type, all share common overarching language and forms. The changes described are representative of modifications being negotiated to all types of faculty evaluation. Copies of each separate appendix are included as evidence.

In order to assure thorough integration of student learning outcomes (SLOs) throughout the evaluation process, the District and UF agreed that SLOs needed to be explicitly included at several points. The first change is found in the guidance language in the text of the evaluation procedure. Using the appendix for probationary classroom faculty as an example, the key factors in assessing classroom performance

are found in section X1.2.14. To clearly establish SLOs as a performance indicator to be evaluated in each and every evaluation, they are added as indicated in the sample section X1.2.14.1.10 below.

X1.2.14 PERFORMANCE CRITERIA FOR PROBATIONARY CLASSROOM FACULTY

X1.2.14.1.10 Regularly assess the teaching-learning process, periodically check student understanding, and modify strategies as necessary to improve student learning outcomes.

The criteria found in example section X1.2.14 became the basis of the evaluation forms, which subsequently informs each overall evaluation rating. The “Classroom Observation Plan” form is used by the evaluatee to set expectations for the particular classroom meeting being observed by the evaluator ([CDR.1-10](#)). Information on this form assists the evaluator in understanding and being prepared for the classroom visit in order to best evaluate the session against the criteria on the ‘Classroom Observation Plan’. Section 3 of this form was changed to say, “Explain how the content of this section fits into the student learning outcomes for the-course.” This change elicits direct communication between the evaluatee and evaluator on SLOs for each and every evaluation.

When conducting the classroom observation portion of an evaluation, the evaluator uses the “Classroom Observation Form” ([CDR.1-11](#)). Student Learning Outcomes (SLOs) are included in four separate sections to ensure that there is assessment of the instructor’s inclusion of SLO considerations at these points. Section #1 has been modified to read: “Objectives: The professor made a clear statement of the objectives of the session connected to the student learning outcomes of the course at the beginning of class or at another appropriate time.” Section #10 now reads: “Comprehension: The professor periodically assessed student learning and modified teaching strategies as necessary to increase effectiveness in achieving student learning outcomes.” Section #14 was modified to read: “Syllabus: The professor’s syllabus includes a description of course content, contact information, office hours if applicable, student learning outcomes, the means by which students will be evaluated, grading standards, and other relevant information.” Section #16 was modified to read: “Professional Obligations: The professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialogue about student learning outcomes assessment results, etc.).” (Standard II.A.3).

Taken together, the changes have the evaluator assessing if SLOs are included in written form on the syllabus, in some way communicated at the beginning of the classroom session observed, if they are monitored by the instructor during the class with appropriate adjustments made if necessary, and if there is dialogue about SLOs with peers and others. These changes are designed to improve teaching and learning thereby increasing the effectiveness of students attaining the learning outcomes (Standard III.A.1.c).

Students participate in the evaluation process as well through the “Student Evaluation Form” ([CDR.1-12](#)). This survey instrument solicits input from all students in a particular section being observed. An SLO component has been added using student-appropriate vernacular. Section #16 has been modified to read: (My professor) “helps me meet the goals and learning objectives/outcomes of the course.” (Standard II.A.3)

Explicit inclusion of Student Learning Outcomes (SLOs) in the criteria allows the department chair and/or dean to provide input through the “Summary Evaluation Form” on participation of the faculty member on SLOs at the program and/or course level, as appropriate ([CDR.1-13](#)). This is found in the fifth section of the form (‘Criteria-related input from dept. chair and/or dean’) (III.A.6).

Modifications to the Management Evaluation Procedures

Management evaluation forms consist of two components, “Goals and Objectives” and “Behavioral Skills” ([CDR.1-14](#), [CDR.1-15](#)). Consistent templates are used in all management evaluations, but specific goals and objectives vary by manager. In order to ensure Student Learning Outcomes are integrated into the evaluation of all academic deans, senior deans, executive deans, vice-presidents and presidents, changes to both sections have been made.

The behavioral skills component has been updated to include a new question, “f) Actively participates in ensuring the use of assessment results of student learning outcomes to improve teaching and learning” (III.A.6). This question will be rated by the supervisor in every evaluation cycle. In addition to the assessment by the manager’s supervisor, new managers and every fourth year for all managers after their first full year, the same questions are asked broadly in a survey to those who work with and for the manager. Thus, over the course of time, direct input is solicited from peers and subordinates to determine if the manager is including appropriate consideration of Student Learning Outcomes at the program and/or course level.

A new objective was incorporated into the District “Goals and Objectives” template, providing a specific area for those managers who are responsible for Student Learning Outcomes (SLOs), or who oversee faculty responsibilities related to SLOs, to be evaluated on his or her performance related to that objective. Section 1.2 has been added and reads “Conduct activities that improve learning, including the evaluation and use of student learning outcome assessment at the course and program levels” (III.A.6). Although individual goals will vary, the new objective will be used to assess appropriate managers on the level of compliance relative to SLOs, e.g. that written SLOs are established for all courses, as well as the use of SLOs in discussion of matters such as course/learning efficacy. Managers’ supervisors will use this objective area to ensure SLO evaluation is being performed correctly and consistently by faculty under their supervision.

Taken together, the changes made or being negotiated ensure Student Learning Outcomes (SLOs) are thoroughly integrated into the evaluation process for

appropriate faculty and managers. They look at both strict compliance, ensuring SLOs exist and are communicated at the program and course level, and at the use of assessment results from SLOs at the course and program level to improve teaching and learning (III.A.6).

Conclusion

This recommendation has been resolved and the College meets the Standard and has, along with the District, established processes and procedures that will ensure continued compliance with this Standard.

College Recommendation 2

Recommendation Identified by the Commission:

In order to improve the effectiveness of its resource allocation process, the team recommends that the College close the loop by systematically assessing the effective use of financial resources allocated through the Resource Allocation Process, and use the results of the assessment as the basis for institutional improvement.

(Standards III.D.1.a; III.D.4)

Resolution of the Recommendation:

The College received this recommendation to improve institutional effectiveness and determine the “return on investment” of its Resource Allocation Process (RAP). The approach outlined below is being implemented in two phases, with the first phase conducted as a pilot in spring 2015. The second phase will occur as part of the RAP cycle administered during the 2015-16 academic year, and it will include any improvements identified through the pilot process.

Standard III.D.1.a:

Financial planning is integrated with and supports all institutional planning.

Standard III.D.4:

Financial resource planning is integrated with institutional planning. The institutions systematically assess the effective use of financial resources and use the results of the evaluation as the basis for improvement of the institution.

Actions taken to address recommendations on Standards III.D.1.a and III.D.4:

The College has incorporated the evaluation of RAP-funded proposals into its existing Planning and Assessment Cycle ([CR.2-1](#)). In order to “close the loop”:

- The College’s Business Office identified all RAP proposals from the Fiscal Year (FY) 2014-15 Program Review and Planning process and confirmed that each request was aligned with at least one of the objectives below:
 - Student Learning Outcome Assessment and Departmental Goal
 - College Strategic Direction(s)
 - District Strategic Direction(s)
- The Recommendation Response Team developed and piloted a three-year “look-back” process to evaluate all funded RAP proposals: “Year 1” is the year in which the resources are requested; “Year 2” identifies when the resources are received and implemented; and “Year 3” is the year in which the impact of the resources is assessed to determine whether the expenditure improved student success and/or institutional effectiveness.

| RAP REQUESTS FOR FY 2013-14 | | | |
|--------------------------------|---|--|--|
| Resources Requested | Funding Notifications | Resources Received/ Project Implemented | Impact of Resources Assessed/ Reported |
| Feb. 25, 2013 (Spring 2013) | May 24 & Sept. 19, 2013 (Spring & Fall 2013) | July 1, 2013 through June 30, 2014 (Fall 2013 - Fall 2014) | May 12, 2015 (Spring 2015) |

To implement the pilot process, the following steps were undertaken:

- All RAPs funded for FY 2013-14 were identified
- A five-question assessment/reporting form, which addressed the impact of the allocated resources related to student success and/or institutional effectiveness, was developed and sent to all departments that received funds through the FY 2013-14 RAP cycle ([CR.2-2](#)).
- Assessment results were reviewed by the following groups, based on the categories of the funding request, and a worksheet was developed to help guide the evaluation process :
 - The President’s Cabinet reviewed the responses for all Program Maintenance proposals.
 - The Shared Governance Council is reviewing the responses for all proposals funded through Program Improvement & Development and Permanent Classified Staffing.
- Both groups provide the College President with feedback (including future process improvement recommendations) regarding the effective use of resources allocated for FY 2013-14 toward the enhancement of student success and/or institutional effectiveness.

The second phase, which will be implemented for FY 2015-16, includes:

- Utilizing the Planning and Assessment Cycle to ensure that the College systematically assesses the effective use of financial resources.
- Using the three-year “look-back” process to evaluate RAP-funded proposals.
- Reviewing and determining the appropriate composition of the committee(s) and/or group(s) responsible for the ongoing evaluation of the effective use of allocated resources.
- Considering feedback received from these committee(s)/group(s) during future funding decisions as a means for continuously improving RAP, the impact of approved proposals, and – by extension – institutional effectiveness.

The Planning Committee is currently finalizing a revised Integrated Planning Model for the College. The assessment of allocated resources will then be included in the Institutional Effectiveness Report, which is in the development stage.

Appendices

Statement of Follow-Up Report Preparation Evidence List (listed in alpha-numeric order)

- R-1 Accreditation Reaffirmation College-wide Email_BKratochvil 10Feb2015
- R-2 Accreditation Website Screenshot-Reaffirm Report and Letter
- R-3 Accreditation Steering Committee Agenda 27Feb2015
- R-4 Accreditation Steering Committee Minutes 27Feb2015
- R-5 Accreditation Follow-Up Report 2015 Timeline
- R-6 Accreditation Follow-Up College Assembly Powerpoint-02Mar2015

College Recommendation 1 Evidence List (listed in alpha-numeric order)

- CR.1-1 Brentwood Student Satisfaction Survey 2015 Results and Comments
- CR.1-2 SSSP Plan 13Oct2014
- CR.1-3 2015 CCCCCO LMC Student Success Scorecard
- CR.1-4 CCCCCO Statewide 2015 Student Success Scorecard
- CR.1-5 Brentwood Center Student Satisfaction Survey 2013 Results and Comments
- CR.1-6 MHN Brochure
- CR.1-7 East Contra Costa County Resources Guide_March 2015
- CR.1-8 2015-16 RAP Request for Financial Aid I
- CR.1-9 RAP Approvals for 2015-16 Funding Phase I_BKratochvil Email and Attachment
- CR.1-10 Student Services E-Newsletter Jan 2015 – Bookstore News Brentwood Center Hours
- CR.1-11 Bookstore Brentwood Center Hours – fall 2015 BEstrada Email_25Jun2015
- CR.1-12 Probation 2 Workshop Schedule summer 2015
- CR.1-13 Reinstatement Workshop Schedule summer 2015
- CR.1-14 Announcement of Director of Transfer Services and Career Center_Email DBelman 30Jun2015
- CR.1-15 StudentLingo.Com Webpage Screenshot
- CR.1-16 General Orientation Website Screenshot
- CR.1-17 District Online General Orientation Webpage Screenshot

- CR.1-18** 2015 Brentwood Center Survey Instrument
- CR.1-19** Fall 2014 Schedule of Classes
- CR.1-20** Fall 2015 Schedule of Classes
- CR.1-21** Brentwood Center Only Enrollment Trends Research
- CR.1-22** RAP Proposals for Tutor Program Asst and Math Lab-Classroom Tutor Hours
- CR.1-23** Number of Library Check-Outs fall 2014
- CR.1-24** Library Workshops Spring 2015
- CR.1-25** JCAF of Conceptual Building Layout Phase I
- CR.1-26** LMC Brentwood Center Science Lab Webpage Screenshot
- CR.1-27** RAP Proposal for Brentwood Center Tutoring
- CR.1-28** RAP Proposal for 2 additional computers for the Brentwood Ctr Read-Write Ctr
- CR.1-29** LMC Brentwood Center Aerial Map (reduced)
- CR.1-30** Email from City of Brentwood Staff regarding parking
- CR.1-31** LMCAS Meeting Minutes 4.27.15 Rev
- CR.1-32** Brentwood Center Estimate for Lease of Additional Space
- CR.1-33** Layout and Email for 151 Sand Creek Rd Suite G Brentwood Space
- CR.1-34** Office Assistant II Job Description
- CR.1-35** Outdoor Table Evidence
- CR.1-36** Email regarding outdoor table-soft space area at Brentwood Center
- CR.1-37** RAP Proposal for additional SMART Room at Brentwood Center
- CR.1-38** Student Equity Plan
- CR.1-39** Library A-Z Databases Webpage Screenshot
- CR.1-40** Library Homepage Webpage Screenshot

College/District Recommendation 1 Evidence List (listed in alpha-numeric order)

- CDR.1-1** Chancellors Cabinet Notes_24Feb2015-14Apr2015-26May2015
- CDR.1-2** Action Letter from ACCJC_06Feb2015
- CDR.1-3** United Faculty Negotiation Notes_06Mar2015-08May2015 and Joint Commission No. 1-03Mar2015
- CDR.1-4** Management Council Executive Board Meeting Notes_19May2015

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- CDR.1-5** Email from A. Illich to Gene Huff – 29Jun2015
 - CDR.1-6** Governing Board Minutes – 09Sep2015
 - CDR.1-7** Governing Board Draft Minutes – 07Oct2015
 - CDR.1-8** United Faculty Agreement Contract 2011-2014
 - CDR.1-9** United Faculty Agreement Contract Appendices
 - CDR.1-10** Classroom Observation Plan
 - CDR.1-11** Classroom Observation Form for Classroom Faculty
 - CDR.1-12** Student Evaluation Form
 - CDR.1-13** Summary Evaluation Form
 - CDR.1-14** 2014-15 Goals and Objectives Form for Managers and Supervisors
 - CDR.1-15** Behavioral Skills Evaluation Forms for Managers and Supervisors

College Recommendation 2 Evidence List (listed in alpha-numeric order)

- CR.2-1** LMC Cycle of Planning and Assessment
- CR.2-2** LMC RAP Reporting-Assessment Form FY2013-14



FOLLOW-UP REPORT

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