Contents

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

The College is committed to a mission that emphasizes student learning and achievement and acknowledges the changing and diverse population it serves. The mission is appropriate to an institution of higher learning and highlights the College's broad educational purposes of creating quality educational opportunities for students who can build abilities and competencies as lifelong learners. It expresses a primary purpose of focusing on student learning and success. The College's commitment to student success is demonstrated in our robust learning communities, extensive student support services, and varied course offerings.

As stated in the mission, the College creates educational excellence through continual assessment of student learning and its performance as an institution. Student learning and success are first priorities for the College. The College's commitment of resources and design of policies and procedures to support the mission are indicated in the mission statement.

I.A.1. Analysis and Evaluation

As part of Los Medanos College's commitment to student learning and achievement, Shared Governance Council (SGC) is presently working to revise the mission statement, as described in I.A.4. Among the topics to be considered, SGC will address that the College's mission does not indicate the types of degrees, credentials, and certificates. This revision process will also include embedding the mission review process in the final year of the Education Master Plan cycle, thus better aligning with planning and accreditation efforts.

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 qualitative data from the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) to inform the needs of our students and student engagement in support programs and services. Once completed and analyzed, these assessments then direct the College's priorities.

Adjacent to these assessments, 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.

Student Equity Plan

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 assures that the priorities of the College's programs and services are aligned closely with those of its mission.

I.A.2. Analysis and Evaluation

Los Medanos College placed greater emphasis on aligning the College's assessment process with its stated mission. This has largely been accomplished by the constituency engaged in Planning and Shared Governance via the mapping of the institutional goals with the Educational Master Plan and Program Review. Still, at the program and department levels, the College must continue to coordinate area-specific goals and outcomes with the College's mission.

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 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, the College has aligned its assessment processes, such as its course- and program-level student learning outcomes assessment, with program review and institutional planning. The Teaching and Learning Committee (TLC) Midway Report, the Comprehensive Program Review Assessment Report, and the TLC Midway Report outline the connection existing between assessment and planning.

In addition, noted in I.B.4-5, program review prompts departments and units to align local goals with the College's mission, vision and value while also requiring departments and units to review data relevant to the College's set standards. In the last cycle, during the College's comprehensive program review, all goals and objectives were correlated with the *Strategic Plan 2014-2019: An Educational Master Plan for LMC,* a document that directly supports the College mission, vision and values. Similarly, the College's resource allocation processes are aligned with these individual program and/or unit's program review, thus ensuring that the goals and resource requests adhere to those of the College's Strategic Plan.

Ultimately, as described in IV.B.3 and 5, the College president assures that programs and services are aligned with the mission. To this end, the President chairs the Shared Governance Council (SGC), a constituency 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. SGC also reviews the College's strategic plan in order to verify alignment of the plan with our mission, vision and values.

I.A.3. Analysis and Evaluation

Los Medanos College has made great strides creating greater coordination between the College's mission and the programs and services that carry out that mission. Still, the College is committed to further organizing its constituents around its central goals and values. At present, this commitment is shown in these three distinct initiatives:
1. Revising of the mission statement to more accurately reflect these goals and values.
2. Drafting of the *Educational Master Plan 2021-2026,* the chief guiding document for college planning.
3. Updating program goals as a part of our 5-year Program Review cycle, a process to which resource allocation is affixed.

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

The mission statement is published in both print and electronic formats for easy access, including the College Catalog, the Schedule of Classes, and the College website. It is also published in the program review process, our current strategic plan and our previous Educational Master Plan. Likewise, as noted in IV.B.6. the President is tasked with broadly communicating the mission, values, and programs to the communities served by the College, a charge the President executes through a variety of communication channels, including participation at local government agencies and community organizations.

The College ensures that any revisions to the mission statement occur through the shared governance process with widespread input from all College constituent groups before approval by the District Governing Board. This last occurred in June 2013 when the College's existing Mission Statement was reviewed and revised by a taskforce comprised of two representatives from each constituency group on campus. After getting local approval from individual bodies on campus, the Mission Statement was then approved by the Contra Costa Community College Governing Board. The Shared Governance Council (SGC) has since reviewed the mission annually. In the spring of 2019, SGC began the process of revising the statement.

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 spans all governing bodies on campus.

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog 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

The College has a deeply rooted culture of dialog that is embedded within its formal structure, as described in IV.A.5. Including its committee structure, its program review process, and its Educational Master Plan and strategic directions, the College's formal structure is intentionally designed to ensure conversation of student learning and achievement is both ongoing and substantive. This design revolves around robust student participation in the College's shared governance process, which in turn gives life to the data collected and disaggregated during course- and program-level reviews.

The Shared Governance Council initiates the College's effort on academic quality in charging the Planning Committee (PC) to lead the College's effort to establish short- and long-term strategic directions for the College via a deliberate and extensive peer review process. These objectives are defined for instructional, student services, administrative, and operational areas in the College's Educational and Strategic Plans. The Teaching and Learning Committee (TLC) and Student Equity Committee (SEC) lead campus efforts to ensure that learning opportunities and instructional practices and environments align with the Educational and Strategic Plan values and objectives. The Student Services Student Learning Outcome Committee (SSSLOC) informs efforts in student services to achieve similar ends, particularly those that relate to the college's environment and operations.

More specifically, TLC engages in substantive dialog about learning outcomes and promotes instructional pedagogies, as noted in I.B.4. SEC, too, engages in the similar dialog while placing greater emphasis on environmental and instructional influences on disproportionally impacted students. SSSLOC… In all, the formal structure under which these committees operate prioritizes substantive dialogs surrounding student learning and achievement.

The work of these committees then informs the College's larger professional development efforts, which is described in III.A.14. In particular, all-college assemblies and professional development programs, known as "Focused Flex," have been dedicated to discussions of student outcomes, equity and academic quality.

I.B.1. Analysis and Evaluation

Los Medanos College dedicates its resources to ensuring its faculty and staff are engaged in sustained and substantive conversations about outcomes, equity, academic quality and overall institutional effectiveness. The extent of this effort is shown in the larger organizational

structure, especially as it relates to the College's committee structure. Ultimately, the College's emphasis on creating and sustaining a formal structure of dialog flows through all areas of the college and permeates even the smallest discussion between faculty and staff.

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

In service of Contra Costa Community College District Board Policy 1012 and Administrative Procedure 1012.01, the College defines and assesses student learning outcomes for all instructional programs and student and learning support services (including assessment cycle, established process and procedure, and review process).

The College's assessment model, outlined in The *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. The following outlines the overview of this assessment model:

- Courses are placed into four cohorts for purposes of assessment and course outline revision.
- All course-level student learning outcomes (CSLOs) in all active courses are assessed once in each five-year assessment cycle.
- Program-level student learning outcomes (PSLOs) in all active instructional programs are assessed in year five of the cycle.
- Student Service PSLOs are assessed once during the five-year cycle.
- General Education (GE) SLOs are assessed in one or more years of assessment at the institutional level, as determined by the General Education Committee.
- CSLO, GE SLO, and PSLO assessment results, dialogue and improvement plans are documented in program review and planning reports, and posted on the college intranet.
- This assessment process informs the writing of new program objectives through the program review process, including requests for professional development and resource allocation.

Program Review and Assessment Cycle						
	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
Dept. Chair/Deans	Checking on Courses to be assessed and updated (COORS revised and sent to Curriculum Committee for Approval) each year					
Program Review	Comprehensive		Update		Update	Comprehensive
Assessment	CSLO	CSLO	CSLO	CSLO	PSLO	CSLO
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1
		COOR Updates for Courses Assessed in Previous Year				
		5 Year Cycle				

College Faculty participate fully in program review, which includes Comprehensive program review in year 1 of a five-year cycle, with updates in years 3 and 5. Comprehensive program review requires the analysis of student achievement data and SLO assessment results as documented in the program review templates. The templates also require the department and program to analyze curriculum relevancy and currency, course sequencing and time to completion, and rationale for any program changes. Once the program review is submitted, the Instructional Deans engage in dialog with the program lead(s) and provide feedback. The deans then certify that the program review was fully completed. The aggregated data is extracted from all certified program reviews and analyzed by relevant committees, such as the Teaching and Learning Committee (TLC). TLC then utilized that data to inform future professional learning opportunities to improve student success.

Instructional support services, learning communities and student support services participate fully in program review, which includes the comprehensive program review in year one of a five-year cycle, and updates in year three and year five. Comprehensive program review requires the analysis of student achievement data and SLO assessment results as documented in the program review templates. Once the program review is submitted, the Student Services deans and the library director engage in dialog with the program/unit lead(s) and provide feedback. The deans and library director then certify that the program review was fully completed. The aggregated data is extracted and then analyzed by relevant committees, such as the TLC and the Student Services Student Learning Outcome Committee. Both committees the utilized that data to inform future professional learning opportunities to improve student success.

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. However, despite such a clear process, the execution of it by individual departments is lacking. In 2017, at the end of the last five-year cycle, departments and programs scrambled to complete their outstanding assessments. This problem appears to be repeating in the present, as only 47% of courses assigned in Year One and only 36% of Year Two courses of the current cycle have been completed.

The breakdown of this process is difficult to qualify. At present, all course- and program- level student learning outcomes (CSLO, PSLO) assessments are sent to the Senior Administrative Assistant to the Office of Planning and Institutional Effectiveness, who tracks and publishes all reports on the campus intranet. Area deans are expected to monitor the tracking document and to pursue outstanding assessments with department chairs, who in turn are expected support faculty in the completion of the missing assessment(s). In addition to the area deans, the TLC and CSLO/PSLO Assessment coordinators monitor completed assessments and offer similar encouragement and support for faculty engaging in assessment. This method, however, has not yielded desirable results.

The program review and assessment cycle clearly outline the College's assessment process, but it does not indicate how the process is enforced. A campus-wide effort must be undertaken to more clearly define what measure of accountability would most effectively ensure assessments are completed in accordance with the cycle.

STUDENT SERVICES EVIDENCE? - Does SLO Committee meet (i.e. agendas, minutes, etc.)? What is the specific cycle of assessment for Student Services Programs (I.e. every 3 years, every 2 years, etc.) - currently states once in 5 years. Where does the PSLO assessment results live for Student Services? What is the PSLO Assessment template and where is it located?

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 are established in its Vision for Success (VfS) goals, which are required by the California Community College Chancellor's Office's (CCCCO) and Assembly Bill 1908. Prior to the VfS mandate, the College established mission-appropriate Institution Set Standards (ISS) as outlined by the by the CCCCO Institutional Effectiveness Partnership Initiative. These set-standards are ultimately discussed and approved through the shared governance structure, including Shared Governance Council, Academic Senate, Classified Senate, and Student Senate.

The College has integrated regular assessment of its set standards into its program review cycle, which is detailed in I.B.2. This process includes review trend metrics from the previous five years and development of action plans to improve our processes if the standards are not met. If the goals are achieved, the College will recalibrate its standards to further pursue student achievement.

All data and information relevant to the ISS are published within program review and on the Planning and Institutional Effectiveness webpage of the College's website.

I.B.3. Analysis and Evaluation

While Los Medanos College has established the process for setting its Institution Set Standards, the assessment process is still in its infancy. In tying it to the program review cycle, the College has made great strides in ensuring the assessment is both sustainable and substantive.

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

The College organizes its review of assessment data around its learning outcomes assessments, which is embedded in the program review cycle outlined in I.B.2. Utilizing Tableau, a data visualization software, the College analyzes achievement data to design actionable improvements in student learning.

As indicated in I.B.2, for all instructional and student services areas, both the course-level student learning outcomes (CSLO) and program-level student learning outcomes (PSLO) assessment processes require 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 actual outcomes, or even aspects of assessment methodology based on the results of the assessment. Likewise, during this process, 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.

The Teaching and Learning Committee offers professional development opportunities for faculty and staff to engage in conversations about teaching and learning, which includes topics related to assessment and learning outcomes. The CSLO/PSLO coordinator provides feedback to teams who are planning the assessment process to ensure that these processes reflect the achievement goals of the given department or program.

Likewise, as noted in II.C.2, the Student Services Student Learning Outcome Committee supports these assessment processes by engaging with its constituents 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.4. Analysis and Evaluation

Los Medanos College's assessment processes are clearly defined and organized around its program review cycle. This process enables and empowers faculty and staff to engage in meaningful review of relevant data. As a result of this process, most faculty and staff do indicate plans for improvement based on findings. While the College's comprehensive program review template – particularly question 7.1.5 – invites faculty and staff to reflect on the efficacy of their improvement plans, the College can enhance its process to include more longitudinal analyses, such as the incorporation of previous assessment results and action plans into current assessment templates.

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, occurring in years one, three and five. These processes utilize disaggregated quantitative and qualitative data to assess each program's progress relative to the College's strategic directions.

The Contra Costa Community College District (CCCCD) Research & Planning Office in collaboration with 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, a process described in I.B.6. The data is disaggregated by ethnicity, gender, disability, foster youth, veterans and low-income.

Additional to this process, the Office of PIE again in collaboration with the CCCCD Research & Planning Office, developed a data dashboard, utilizing Tableau's data visualization software. The dashboards create greater data democracy among constituents on campus while also infusing College assessment processes, like program review, with additional quantitative data. During program review specifically, departments and units use the data dashboard to review achievement data and to help design actionable improvements in student achievement.

Once such review of disaggregated data is completed, the College engages in analysis and summarization of individual program review documents to further evaluate programs and services for student learning and achievement. For example, the Office of PIE, in conjunction with the Planning Committee, assesses program review and comprehensive program review regularly and identifies common themes. During the 2017-2018 comprehensive program review (CPR), the Office of PIE extracted the data from each comprehensive program review and compiled themed reports for review by relevant committees, departments and/or constituency groups. One such report was a compilation of the goals identified in each of the 80 comprehensive program reviews. The Planning Committee then reviewed the report and evaluated the data included for goal alignment to our mission and institutional goals. Based on their review, an executive summary of their findings was designed and submitted to our Shared Governance Council (SGC). This goal-specific summary, along with the other thematic reports, will guide SGC's evaluation and revision of the College's mission. The CPR theme reports once reviewed, summarized and accepted by the identified committee or group are posted on the PIE website.

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 secondary review processes, like the comprehensive program review theme reports. Such an emphasis has developed a culture of continuous improvement, which the College sustains by further developing faculty and staff access to data, as well as to tools used to analyze and evaluate collected information.

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

The Office of Planning & Institutional Effectiveness (PIE) in collaboration with the Contra Costa Community College District Research & Planning Office 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 is disaggregated and analyzed in other institutional documents, including our Student Success and Support Program (SSSP), Student Equity Plan (SEP), Integrated Plan, the EMP 2006-2016 Closing the Loop Evaluation Report, Strategic Plan 2014-2019 Evaluation Report, and the Comprehensive Program Review theme reports.

As described in I.B.5, during the comprehensive program review period, disaggregated data packets are provided to each program in which students complete courses or access support services. The program review website also includes guides (for each administrative, student services and instructional program), the data packets and additional evidence. Adjunct to these packets, the College's data dashboard, a software-based data visualization and management system, is used to enhance the program review process, as well. 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 are designed so each program would complete a thoughtful review and evaluation of their program utilizing data and other evidence. The template includes a goal section in which programs were required to reflect and report on their program's goals from the previous comprehensive program review period, as well as to evaluate strategies used in the achievement of those goals. Additionally, each program develops three- to five-year goals and align each goal with either a college strategic direction and/or an integrated planning goal. During the review of previous goal achievement and new goal development, programs are directed to utilize the data and/or evidence provided to them as well as any additional data/evidence they may have collected.

This review process prompts programs and units to identify performance gaps and empowers them to implement or revise strategies to mitigate achievement gaps. When these strategies require additional allocations, programs and units utilize the College's Resource Allocation Process, 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 funding requests are approved, the Office of Business Services then surveys individual programs and units, asking each to evaluate the efficacy of funded strategies.

I.B.6. Analysis and Evaluation

Los Medanos College widely and meaningfully analyzes disaggregated data relevant to achievement metrics. However, no such analytical mechanism exists that would enable faculty to

review disaggregated student learning outcomes. Because the current learning outcome reporting template does not provide this function, many programs/departments elect not to pursue disaggregated outcomes. As a result, the College does not routinely review bigger trends in learning outcomes by subpopulation. In lieu of developing its own internal mechanisms to disaggregate learning outcomes, the College has opted to purchase and utilize eLumen, an enterprise tool that can make such data available for faculty to analyze. Still, the College is only in its first year of eLumen implementation, which means that curricular assessment tools, such as learning outcome disaggregation, won't be functional until 2020. In the interim, the Teaching and Learning Committee initiated conversations centered on embedding such disaggregation in our current processes in the fall of 2019. These conversations launched several pilots of modified CSLO assessment templates, which will be ... the Student Services Student Learning Outcome Committee for guidance on how to best disaggregate and analyze student learning outcomes.

Likewise, after a careful revision in the fall of 2018, the College's allocation process is now both clear and robust. For all its newfound transparency, however, the College does not yet have a process by which it evaluates the efficacy of its strategies.

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, the College engages in regular evaluation of its policies and practices. The Shared Governance Council (SGC) is the primary committee responsible for assuring the College's effectiveness in pursuit of academic quality and of the values highlighted in its mission. Utilizing the shared governance process, SGC charges various committees with the formal evaluation of the College's policies and practices, as noted in IV.A.5.

The Planning Committee, for example, designs and implements the mechanisms by which the College evaluates its processes and practices. The Planning Committee organizes its assessment around key institutional evaluative processes. First, the Planning Committee utilizes recurring surveys both to examine current attitudes and practices on campus and to monitor response trends over time. In addition to being administered in the 2018-2019 academic year, the Planning Committee also engaged students, staff and faculty in the Survey of Entering Student Engagement (SENSE), Community College Student Success & Engagement (CCSSE), and the LMC Employee Engagement surveys at least once in the previous six years. Once disaggregated and analyzed, the results are then reported out to the College's relevant committees. These committees disseminate information to their constituencies, who then use these data to infuse their own decision-making processes. The Employee Engagement Survey 2019, for example, was used to evaluate all areas of the College, such as student learning and support services, shared governance structures and the Resource Allocation Process (RAP), which is described in III.D.1.

Next, the Planning Committee assesses the College's effectiveness as part of the Strategic Plan process. As a result of its previous evaluation, the College streamlined its two major college overarching plans. The conclusion of *LMC Educational Master Plan (EMP) 2006-2016* exposed some redundancy between the College's Educational Master Plan and a Strategic Plan. In fall of 2017, as a result of input provided via college-wide surveys and activities, the College consolidated both reports into the *Strategic Plan 2014-2019: An Educational Master Plan for LMC*. In addition to this consolidation, the collaboration revealed the need for assessment of the College's *EMP 2006-2016*. Thus, later in fall of 2017, an "EMP Closure Workgroup" was formed. This workgroup developed the closure process and template for the *EMP 2006-2016*. As a result of this work, the Planning Committee have established a similar process for final assessment of the Strategic Plan 2014-2019. (Strategic Plan 2014-2019 Website).

Finally, comprehensive program review is a critical tool employed by the Planning Committee to monitor the College's effectiveness. Along with the President's Cabinet, instructional and student services' deans, and department chairs, the Planning Committee developed a validation process for the 2017-2018 comprehensive program review. In addition to this process, cross-

section theme reports were used to evaluate goal alignment, analyze achievement data, and direct professional development. These reports are described in I.B.5.

In total, these mechanisms, among others, inform the College's RAP, which calls for programs and units to align their funding requests with the College's assessment tools – the Strategic Plan in particular. SGC regularly reviews these proposals and makes funding recommendations to the President.

I.B.7. Analysis and Evaluation

While Los Medanos College regularly evaluates its policies and procedures, campus dialogue currently revolves around centralizing College processes and normalizing its review cycle for policies and procedures. The College, too, is focused on providing greater professional development around goal development so that program goals are assessible and in better alignment with those of the College.
*(*processes & timelines for plans, program review, assessment, and RAP)

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

The College regularly communicates assessment and evaluation activities to its constituents through a variety of modalities, including its website. Broader evaluation reports, such as the College's Educational Master Plan 2006-2016, the Comprehensive Program Review 2017-2018, and the Strategic Plan 2014-2019, are broadcasted via the College's shared governance structure and website. Likewise, more focused reports, like the comprehensive program review theme reports, are disseminated to expert groups and committees for feedback. Ultimately, these evaluation reports and theme reports are made available to all college constituencies and feedback is solicited relative to process strengths and weaknesses. Such feedback then is used to improve College processes and student achievement while also informing future planning efforts, like the Educational Master Plan 2020-2025.

Supplementing this process, individual committees provide the campus with information related to the committees' evaluative processes. The Teaching and Learning and the General Education committees, for example, provide intermediary and final reports on assessment and evaluation activities. These reports are disseminated to the College via its shared governance structure while also being published on relevant College webpages. As noted in I.B.4, the Student Services Student Learning Outcome Committee communicates the results of its assessments via its "InStep with Student Success Newsletter." The newsletter is distributed to all college faculty and staff every semester and highlights student services assessment results while also explaining how these results are being used to improve the quality of services.

I.B.8. Analysis and Evaluation

Los Medanos College communicates all assessment and evaluation activities both internally through the College's shared governance structure and externally via its website. Such broad communication practices assure a shared understanding of the College's strengths and weaknesses while also helping to set appropriate priorities.

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

As stipulated by Contra Costa Community College District Board Policy 1012 and Administrative Procedures 1012.01, the College integrates program review, planning, and resource allocation into a comprehensive, five-year cycle that not only focuses achievement of its mission, but also on the improvement of institutional effectiveness and academic quality.

Detailed in I.B.2, in the first year of its assessment cycle, the College engages in comprehensive program review, during which programs analyze student achievement data and student learning outcome assessments before setting or revising short- 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 report. Relevant committees, including the Teaching and Learning Committee, analyze achievement data and assessment results in order to inform future professional development. Program review is then updated in years three and five 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.

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- and long-term needs with larger institutional planning mechanisms. Although RAP proposals are submitted throughout the year, SGC reviews these proposals biannually and makes funding recommendations to the President. Further, as part of the process, the College assesses the efficacy of allocated funds, including human, physical, technology, and financial resources.

Just as RAP in an ongoing process, the College's planning efforts undergo continual examination, processes which are described more fully in I.B.5-7. 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. The College utilizes this evaluation, among other mechanisms, in its development of College short- and long-term plans. In total, the College engages in a comprehensive planning process: The assessment of effectiveness and quality undertaken by programs and units ultimately informs college-wide strategic directions, specifically the College's chief institutional planning documents: *Educational Master Plan 2006-2016* and *Strategic Plan 2014-2019: An Educational Master Plan for LMC*.

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- and long-term needs are established in relation to College goals. Still, the process used to evaluation the efficacy of its allocations is still in its infancy, although the College has made it a priority to institutionalize a sustainable mechanism for this evaluation.

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

The College conducts regular review of the information it publishes to ensure its clarity, accuracy, and integrity. This review includes the mission statement, learning outcomes, educational programs, and student support services, as well as the accreditation status of the College.

The Marketing and Media Design (Marketing department) assists in ensuring that the website is functioning properly in terms of speed, mobile responsiveness, accessibility. It also monitors search engine performance and the diversity represented within the website's content. Standards for style, graphics and content are posted on the College website and communicated to constituents. The Marketing department works with specific departments and units, including the Office of Instruction, Admissions and Records, and the Office of the President, to proofread the College catalog and course schedules for clarity and accuracy. Updated every academic year, the catalog publishes mission statement and learning outcomes, as well as information on educational programs and student support services. The catalog also publishes the College's accreditation status.

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.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

The College provides a print and online catalog for students and prospective students. The catalogs contain precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" listed in the ACCJC.

As described in I.C.1, all catalog and schedule content are reviewed by the relevant departments and units. The Office of Marketing and Media Design (OMMD) sends out proofs to departments and units, who then note any necessary changes. The Office of Instruction (OOI) reviews the course schedule after its been laid out in the publication several times to assure accuracy. A final draft of the catalog is then circulated to the OOI, Admissions and Records, and the Office of the President for final approval its accuracy and consistency.

I.C.2. Analysis and Evaluation

The College catalog, both those in print and online, are current, clear, and accurate. The College follows a precise drafting process in order to ensure accuracy and relevancy. As such, the College catalog fulfills listed "Catalog Requirements."

IC: Institutional Integrity

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, the College has a robust assessment process wherein student learning and achievement are evaluated across multiple-levels of the campus ecosystem. All facets of the institution, including learning outcomes, instructional and support services, and resource allocation processes, are assessed. Described in I.B.8, these assessments are documented and made public to current and prospective students, constituencies, and the public via the shared governance structure and the College website. Further, summative analyses and recommendations via the Program Review theme reports, Student Success Scorecard, and professional development reports, are also made public via the same platforms. Finally, to both democratize and better communicate its achievement data, the College has developed a data dashboard, which is available to College employees via its secure network.

I.C.3. Analysis and Evaluation

Los Medanos College communicates matters of academic quality to all constituencies via the shared governance structure and its 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

The College describes its certificate and degree programs in its catalog. The catalog specifically covers these areas:

- Purpose – program overview that outlines the purpose of the program
- Content – the total number of course units required and major elective units
- Course requirements – required and major elective courses by semester when appropriate
- Expected learning outcomes – Program learning outcomes by program

The course 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 also available via the website.

I.C.4. Analysis and Evaluation

Through various means of publication, Los Medanos College describes the College's certificates and degrees in terms of their purpose, content, course requirements and expected outcomes.

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

Codified by the Contra Costa Community College District (CCCCD) Board Policy 1012 and Administrative Procedure 1012.1, the College regularly reviews and evaluates institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs and services. As described in I.A.1-4, the College has a robust process for reviewing its mission statement. In brief, the College reviews and evaluates its mission approximately every four years before the development of the College's Educational Master Plan. The mission was reviewed in 2014 and is currently in the review process.

In addition to its regular evaluation of the mission statement, the College's policies are reviewed and approved by the CCCCD Board of Trustees. Once new or revised policies and procedures approved, the District office distributes them to relevant constituencies. The College's Business & Administrative Services Office, the Office of Instruction, and the Office of Student Services then initiate the process by which these policies are updated locally. Each division is responsible for reviewing and updating local policies to ensure alignment with those of districts. These divisions are also responsible for ensuring that policy and procedure updates are reflected in College publications, including the catalog.

Similarly, policies and procedures related to the CCCCD and College resource management undertake regular review. As described in III.D.5, the Office of Business Services engages in an internal review of its processes via the College's program review. Additional independent audits of CCCCD's financial systems, including the College's funds, are conducted annually while additional internal audits are conducted year-round by the CCCCD Internal Audit Services (IAS), a review process stipulated by Business Procedures 21.01-02.

Development of most College publications are done through the assistance of the Marketing department, which ensures that all catalog and schedule content is reviewed by relevant departments and programs. The process by which catalog 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. Outlined in I.C.2, this review process ultimately concludes with final approval by the Office of Instructions, Admissions and Records, and the Office of the President, who review the catalog for accuracy and integrity.

The Marketing department sets standards related to the College's website. Style and graphics guidelines are posted on the College website and communicated to constituents. Individual constituents are responsible for monitoring and updating their own content areas. The Web Advisory Group (WAG) assists in making recommendations for improvement of the College website.

I.C.5. Analysis and Evaluation

Los Medanos College reviews policies and procedures for publication integrity – particularly as it relates to the College catalog. The College website presents its own set of challenges, as individual areas are responsible for their own webpage's content. A Web Advisory Group (WAG) was established in Spring 2019 to provide a collaborative approach to proposed improvements to the LMC website.

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

The 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 and Records webpage. The textbook cost can be accessed through the Bookstore webpage. Financial support information is located on the Financial Aid webpage. This information is also available via the College catalog. To ensure accuracy, program information regarding textbook fees, and other program costs is updated with Marketing and Student Services.

In addition, based on a federal mandate, the primary venue to communicate all this information is included in Gainful Employment reporting. Gainful Employment reporting requires institutions to provide key information on program costs, how many students complete, how much they earn, and how much debt they may accumulate. The College publishes program related information on the College Career Technical Education and Workforce Development webpages, which also contains statistics on labor market and job-related information.

Total cost of education information is not consistently made available by the College and its programs. However, such information is available to students via the U.S. Department of Education's College Scorecard website.

I.C.6. Analysis and Evaluation

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

Although accurate information exists in various locations, this information is not easily accessible. Via various college webpages, students can only find incremental views of the total cost of attending LMC. The College does not provide a more complete view of the total cost of education, although students can access this information via the U.S. Department of Education's College Scorecard website. The College might consider providing a link to the relevant College Scorecard webpage.

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

The College publishes Contra Costa Community College District Governing Board Policy 2018, which covers academic freedom and responsibility, on relevant College webpages, as well as in the College catalog, the Faculty Handbook, and the Student Code of Conduct. In broadly publishing these policies, the College is ensuring an atmosphere of intellectual freedom for all faculty, staff, and students.

I.C.7. Analysis and Evaluation

Los Medanos College uses and publishes policies on academic freedom and responsibility, thereby ensuring the intellectual freedom of its faculty, staff, and students.

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

Stipulated by the Contra Costa Community College District Board Policy 2001, Los Medanos College establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. As noted in I.C.7, this policy is outlined in the catalog and both faculty and student handbooks **IS THERE A STUDENT HANDBOOK?**, including the Student Code of Conduct. In specific regards to statements of academic integrity, the College also provides additional guidance to the college, as the Office of Instruction (OOI) provides all faculty with instructions on developing their syllabi. In these instructions, the OOI strongly encourages faculty to include statements on classroom conduct and academic dishonesty.

Further prescribed in the CCCCD Board Policy 4005, Curriculum and Instruction Procedure 4005, and Student Services Procedure 3028, 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.

Faculty and staff orientation provided by the Contra Costa Community College District office and the College's professional development suite for first-year faculty and staff, called "Nexus," also outlines and promotes policies of academy honesty and integrity while also covering campus resources relative to student behavior and the consequences thereof. These orientations, however, are only available to full-time faculty and staff.

I.C.8. Analysis and Evaluation

The College establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. The orientation and professional development required of first-year, full-time faculty and staff is certainly evidence of that. However, such institutionalized trainings have not been available to part-time faculty and staff -- although some departments and units do provide their own local professional development on the College's policies and procedures. As a result, though the College fulfills the Standard, it might consider extending this robust professional development to part-time faculty and staff, as well.

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 Contra Costa Community College District Human Resources Procedure 1040.08, the College'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. Two of the 12 classroom observation criteria on which faculty are centered around academic balance. Criterion nine, in particular, evaluates how well faculty presents controversial material in a "balanced manner."

I.C.9. Analysis and Evaluation

All College employees, including faculty and staff, strive for academic balance. This balance means that faculty distinguish personal conviction from professional accepted views in order to present information fairly and objectively.

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

Although the College does attempt to instill specific beliefs or worldviews, it does give prior notice of specific codes of conduct of staff, faculty, administrators and students in the catalog and handbooks. As documented in I.C.2 and I.C.7-9, the College catalog, along with faculty and student handbooks and the District code of ethics, outline the expected conduct for all constituencies at the College.

I.C.10. Analysis and Evaluation

Los Medanos College clearly communicates its requirements of conformity to codes of conduct of staff, faculty, administrators, and students.

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 the College 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 Contra Costa Community College District Board Policy 1017, the College complies with policies and procedures of the Accrediting Commission for Community and Junior Colleges (ACCJC), including reporting, team visits and substantive changes. The College responds to requirements in the time period set by ACCJC and discloses all information requested.

- The College has made public on its Accrediation webpage all ACCJC required reports and documents pertaining to   compliance with ACCJC Standards and policies.
- The College has demonstrated that it consistently meets all reporting deadlines to the ACCJC.
- 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. Analysis and Evaluation

Not only has Los Medanos College agreed to comply with the all standards and requirements, but it also has met all such standards and requirements as enumerated by the ACCJC.

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

The 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 to the Accrediting Commission for Community and Junior Colleges (ACCJC), students and the public via its website.

The College demonstrates continuous compliance with external regulatory agency requirements, including those external auditors described in III.D.5 and 7. As stated in I.C.12, the College complies with all ACCJC standards and requirements. In addition, the College also complies with federal and state mandates, such as those US Department of Education publication notifications and the California Community College Chancellors Office Gainful Employment regulations.

I.C.13. Analysis and Evaluation

Los Medanos College's relationships with external agencies, including the ACCJC, are defined by the its honesty and integrity. Such integrity is not only shown in its compliance with regulations and statutes, but also in its communication involving matters of accreditation.

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

Detailed in the substandards of I.A. and I.B., all College faculty and staff relentlessly pursue a singular goal: Ensuring all students have equal access to a high-quality education, as well as an equal opportunity to achieve success in pursuit of that education. Aside from the State of California, the College has no other external interest. Thus, the College devotes its resources to achieving its goal.

I.C.14. Analysis and Evaluation

As evidenced in the previous standards and substandards, Los Medanos College is steadfast in its commitment to high quality education, student achievement and student learning.

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 College's instructional programs are indeed 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 (OI), all revisions to instructional programs, as well as newly adopted 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 (AS) 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 from the President. As such, a complete proposal addressing all curricular elements is vetted through the Curriculum Committee, AS, SGC, and the Office of the President before being submitted to the Contra Costa Community College District (CCCCD) Educational Planning Committee and ultimately the Chancellor's Office or the Regional Occupational Consortium, if necessary.

Adjunct to this process, the Curriculum Committee (CC), a subcommittee of the Academic Senate, engages in year-round curriculum review. Chief among its responsibilities, CC assesses new and existing courses to determine consistency and compatibility with College policies, including its mission, as well as to standardize degree-applicable courses as appropriate for college-level. In order to fulfill this duty, CC requires departments to itemize all changes to

curriculum and to document unique instructional methodologies to rationalize distance education offerings. CC engages in a full review of a course outline of record and online supplements when revisions alter the original justification for the course.

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 asses all student learning outcomes. This process occurs once every five years. Learning outcomes for all instructional programs are likewise evaluated once every five years. These assessments then inform the College's Program Review process, which is further outlined in I.B.1, 5, and 6. In year one of the Program Review cycle, departments and programs utilize disaggregated data relevant 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 years three and five.

II.A.1. Analysis and Evaluation

Utilizing a comprehensive program and curriculum review proceess, Los Medanos College aligns all academic programs with its mission. All programs end in the achievement of degrees, certificates, employment and/or transfer.

II.A.2. (*Applicable to institutions with comprehensive reviews scheduled after Fall 2019. [1]*)
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

The College ensures that content and methods of instruction meet academic and professional standards through collective design and revision of course outlines. All faculty, including 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 records (COORs) are ratified by individual departments. Once approved departmentally, the COOR then undergoes technical review by the Office of Instruction before being subjected to further review by the Curriculum Committee. Courses that fulfill General Education curriculum are subjected to additional scrutiny by the General Education Committee. 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.

Following approval, courses and programs undergo substantial review as part of the College's program review cycle, which is outlined in I.B.2. This cycle is initiated by course-level student learning outcome assessment, which then informs a more comprehensive program review undertaken by all departments and units, a process further detailed in I.B.5-6. This process requires departments and units 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, part-time, and 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.

The College also convenes the Teaching and Learning Committee (TLC) to support programs and units in assessments and guide efforts to improve the learning experiences of students. Central to the TLC's work, in addition to specific program- and course-level outcome assessment support, is providing faculty and staff 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. 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- and full-time faculty in the experimentation of new pedagogies, the extraction of data from these experiments, and the analysis of these data.

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 assure instructional methods meet prescribed standards.

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.

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

The College systematically assesses its learning outcomes for all courses and programs. This process is detailed in I.B.2. Course- and program-level student learning outcomes (CSLO, PSLO) are assessed once every five years. These assessments are supported by the Teaching & Learning Committee (TLC) and the CSLO/PLSO Coordinator. Once finalized, these assessments are reported to the Office of Planning and Institutional Effectiveness.

All course outlines of record (COORs), whether new or existing, include student learning outcomes. Distance educations 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.3. Analysis and Evaluation

Los Medanos College regularly assesses its program- 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 assure that students receive course syllabi that include those learning outcomes. The College has recently adopted eLumen, an assessment and curriculum management system. This system 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.

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

The College distinguishes its pre-collegiate curriculum via its curricular development and review process, which has been outlined in II.A.1-2. Specifically, the Curriculum Committee's pre-requisite/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 Pre-requisite/Co-requisite Validation Form. As part of this process, departments must also demonstrate how the pre-collegiate, pre-requisite or co-requisite curriculum develops those entry skills or knowledge.

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, this committee has been realigned under the Student Equity and Achievement Program (SEAP). 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.

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. 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.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

In order to align with California Education Code and Title 5 regulations, the Contra Costa Community College District (CCCCD) adopted Board Policy 4011 and Curriculum and Instruction Procedure 4007. These policies and procedures codify minimum degree requirements, including unit count, general elective breadth, and learning standards.

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

To ensure such practices are followed, the College engages in a comprehensive program review process, detailed in I.B.1, 5, and 6, that requires departments to evaluate its 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.

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.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

The College schedules courses in a manner that allows full-time students to complete AA-T degrees in 2 years, and most local degrees in 2-3 years, depending on the major. This is accomplished first through the program review process described in I.B.2. Program review requires 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.

This course sequencing is used by departments to develop schedules. Utilizing the Guiding Principles of Enrollment Management, departments together with relevant deans build schedules that enable program completion and the attainment of outcomes while maintaining the educational and fiscal integrity of the college. Specifically, principle five stipulates that learning outcome achievement, degree/certification completion in particular, be a primary factor in the development of the schedule. In conjunction these guiding principles, enrollment data aids departments and deans in the scheduling process. Such data includes the prior semester's enrollment head counts.

II.A.6. Analysis and Evaluation

Los Medanos College schedules classes in accordance with its Guiding Principles of Enrollment Management. Such principles focus on developing course schedules to allow students to complete their degrees and certificates in a timely manner. Adjunct to these principles, the College uses some data to inform its scheduling decisions. However, these data are often either insufficient or inaccessible, such as data relevant to wait listed students. Likewise, the processes by which the principles are used in conjunction with available data occur mostly informally. The College is aware of this gap, and the Strategic Enrollment Management (SEM) committee, in conjunction with the College's guided pathways taskforces, has convened to address such issues, as described in IV.A.5. SEM specifically is charged with developing comprehensive student enrollment goals aligned with the College's mission and Educational Master Plan. Using 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.

Additional gaps exist relative to the scheduling of distance education (DE) courses. As indiciated in II.A.7, the scheduling of DE courses is largely based on departmental preferences, instead of a more systematic review process. The College does not currently possess data that would indicate the number of DE courses needed to satisfy student education plans.

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

The 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.

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 (CC), a constituency group charged with responsibility for reviewing educational philosophy and pedagogy for each course. In an effort to fulfill this charge, CC requires that all course outlines of record (COORs) must detail how instructional methods and assessment instruments, the latter of which is shown through the detailing of sample assignments and activities. For courses in our General Education program, the General Education (GE) Committee reviews COORs to ensure alignment with the local GE student-level learning outcomes while also verifying the academic rigor is approriate for a IGETC or CSU transferable course. 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.

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

To further enhance its distance education offerings, the College charges the Distance Education (DE) committee with providing regular feedback to the Academic Senate and Curriculum Committee about distance education 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 many greater professional development and oversight in teaching methodologies relevant to distance education.

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.

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 such modes, methodologies and services are assessed and revised is outlined in the College's program review process.

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

The College validates its direct assessment of prior learning in accordance with Contra Costa Community College District Board Policy 4015 and Curriculum and Instruction Procedure 4014. 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 "Pre-requisite/Co-requisite Validation Form." Once approved by the Curriculum Committee, these prerequisites must then be validated every six years. Career Technical Education (CTE) courses engage in a prerequisite review process and certify their prerequisites for relevancy every two years. The process, too, is reviewed and approved at the Curriculum Committee.

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 who are responsible for the validation of effectiveness in measuring student learning and competency and for minimizing test bias. In programs where the College provides certification examinations, like Fire Technology, the College must submit the evaluation of 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. 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.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 attainment is the basis on which the 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 the Contra Costa Community College District (CCCCD) Curriculum and Instruction Procedure 4001. To assure outcome attainment, the College regularly assesses student learning outcomes and utilizes the results for course and instructional improvements, a process discussed in I.B.2.

The College likewise 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, the College 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 the provisions 34 Code of Federal Regulations part 600.2.

To ensure such standards are being met, the College charges the Curriculum Committee with the review of course outlines of record. 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.

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.

Do we consistently apply PCAH and Carnegie ratios?

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 College Catalog, in Admission & Records and on the College website. Transfer advising and application support are also available online and in person.

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 from is submitted, Senior Admissions & Records (A&R) associates 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 catalogues comparable courses offered in California Community College 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.

The College evaluates transfer trends to inform articulation agreement development. To this end, the College has also developed a robust articulation program with local high schools and adult education centers, as well as with various colleges and universities. Currently, we partner with 14 school sites and have 40 agreements in place representing 20 different college courses. The College implements articulation agreements created through Senate Bill 1440's Associate Degree for Transfer (ADT) partnership with California State Universities (CSU). The College presently has 20 of these ADTs. The College also has developed articulation agreements with Historically Black Colleges and Universities, the Association of Independent California Colleges and Universities, as well as local colleges and universities, such as Saint Mary's College (Moraga, CA) and Golden Gate University (San Francisco, CA).

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.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 the College have developed program-level student learning outcomes (PSLOs). These PSLOs vary, touching primarily on program-specific outcomes. The College does not possess institutional-level student learning outcomes (ISLOs) by 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 GESLOs align with the Standard as follows:

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

This integrated model requires GE courses align with the College's GE SLOs. The College charges the GE committee with reviewing 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 effective 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.

Alignment between GE SLOs does not occur at the program level, however. Likewise, Career Technical Education (CTE) SLOs do not align with the College's GE SLOs, and thus CTE courses only align with their individual program-specific outcomes.

Waiting for input from GE

II.A.11. Analysis and Evaluation

All programs at Los Medanos College have developed program-level student learning outcomes (PSLOs). The College does not have a mechanism by which these PSLOs are aligned to ensure the depth and breadth outlined in this Standard. Where many colleges have adopted institutional-level student learning outcomes (ISLOs) for such purposes, the College has opted to integrate its ISLOs with its General Education student learning outcomes (GESLOs). These GESLOs ensure that relevant courses do fulfill depth and breadth requirements and standards. The College's programs are not aligned with its GESLOs, however, and so gaps exist for programs that do not fulfill all five of the GESLOs. Math and English, for example, are not part of the College's GE program, but they are required for the College's local AA/AS degrees. In this way, such PSLOs do fulfill standards of depth and breadth. Likewise, Career Technical Education (CTE) learning outcomes only align to those belonging to individual CTE programs. Discussions are ongoing regarding the need to revise the College's ISLO/GESLO integrated model to be more inclusive of Math, English, and CTE programs to further ensure such learning outcomes fulfill higher education standards and expectations.

Waiting for input from GE and CTE

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 Contra Costa Community College District Board Policy 4011 and further codified in Curriculum and Instruction Procedure 4007, the College requires its degree programs include a component of general education 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.

The College likewise developed five General Education student learning outcomes, which have been outlined in II.A.11. These outcomes ensure that the College'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 constituents, the College's General Education Committee reviews all new and revised course outlines of record the appropriateness of the course for inclusion in the general education program.

II.A.12. Analysis and Evaluation

No consistent mapping of GE SLOs with PSLOs and CSLOs despite stipulation by Integrating GE SLOs form. Curriculum Committee is charged with this. eLumen will house this stuff and automatically map.

Do we want to update website so that it contains the most up-to-date version for the visiting team? Can we direct them to eLumen? Nancy will check with Nikki if eLumen will be available for this function in the spring for the visiting team to review.

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

Stipulated in Contra Costa Community College District Board Policy 4011 and in Curriculum and Instruction Procedure 4007, the College requires all degrees lead students through learning experiences focused on at least one area of inquiry or an establish interdisciplinary core. Of the College's Associate Degrees for Transfer (ADT) and Career Technical Education (CTE) degrees, all identify at least 18 units of specialized courses within an area of inquiry. The College's 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 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. Additional to the core coursework, all associate degrees must fulfill the colleges General Education (GE) requirement, which is described in II.A.11-12. As with PSLOs, all CSLOs in GE courses must align with GE student learning outcomes.

Outlined in II.A.1-2, the College relies on its robust program and curriculum development processes to ensure that its programs and courses are focused on student learning outcomes and mastery of key theories and practices. In short, the program and course approval processes require departments and programs to delineate relevant student learning outcomes and define appropriate mastery of those outcomes.

II.A.13. Analysis and Evaluation

LA Degree Task force is looking into this. Academic Senate will charge taskforce with comprehensive review? This could include looking at the lack of unique program-level outcomes for each.

The LA PSLOs are the same as GE SLOs. Some of the courses under the LA degree umbrellas, like Math and English, have not aligned their CSLOs to either the GE SLOs or any of the LA PSLOs. Should they if the interdisciplinary is supposed to be based on a specific SLOs and competencies?

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

The College assures 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, at minimum, biannually to review curriculum and entry-level competencies and to ensure relevance of the program content to industry practice and standards.

Additional support for CTE programs is provided by the College's Workforce Development unit, which collects, distributes and assists with interpreting labor market and similar program data. Workforce Development unit also provides recruitment for advisory committees by engaging in industry outreach while seeking membership in industry organizations, such as East Bay Industrial Association.

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.

To further assure its graduates meet employment and other standards, the College has partnered with a number of local community-based organizations, including Opportunity Junction and East Bay Earn and Learn, the latter of which provides CTE students with work-based college credits through the Cooperative Work Experience Education initiative.

EVIDENCE:

CTE Program	Demonstrated Success in Meeting the Standards
Registered Nursing	Accredited by the California Board of Registered Nursing, students are eligible for licensure as a California Registered Nurse **(II.A.14-21).** Pass rates for the National Council for Licensure Exam (NCLEX-RN) have been ___% to ___% for the past five years, which is ___ students **(II.A.14-22).**

	Licensed students are eligible to transfer to a baccalaureate nursing program.
Automotive	Maintains certifications through the National Automotive Technician's Education Foundation, Bureau of Automotive Repair, and the American Welding Society, resulting in direct job placements for students.
?	

EVIDENCE: LMC uses the CTE Outcomes Survey (CTEOS) to improve data collection and track employment of CTE students **(II.A.14-27)**. The CTEOS shows students who complete the LMC CTE courses have positive employment outcomes, whether they earn a credential or not:

- Almost ___% of students secured a job closely related to their program of study
- Students who secure jobs similar to their programs of study have greater wage gains
- Over ___% of the respondents were able to find a job within three months and ___% were in full-time jobs.
- The CCCCO's Workforce and Digital Futures recognized several of our CTE programs as Strong Workforce Stars because of their outstanding post-college outcomes: ___ Bronze Stars programs, ___ Silver Star Programs, and ___ Gold Star **Programs (II.A.14-28)**.

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.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

Contra Costa Community College District Board Policy 4008 provides the College with authority to outline its own course modification and discontinuance procedures. The Instructional Program Discontinuance Process (IPDP) describes the mechanism by which programs are discontinued, including the methods by which students may complete their education in a timely manner. Specifically, the IPDP charges the relevant instructional dean with developing a plan for program phase-out that would enable currently enrolled students to complete program requirements.

Likewise, for students with catalog rights, the College's catalog stipulates currently enrolled students must be allowed to complete their program of study. To support 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. 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.

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

The 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, 4 and 9, the College uses this process to direct its larger strategic planning efforts. Likewise, this 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.

As noted in II.A.7, the College 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 enrollment in the Open Education Initiative.

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). Detailed in II.A.2-3, 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.

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.

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 Library provides materials, services, and instruction to all students and faculty on the Pittsburg campus, at the Brentwood Center, at other off-site locations, and online.

At present, the library holds 25,672 print titles while also providing access to an additional more than 72,500 eBook titles. In addition to these titles, the library offers 1,924 reserve items in the collection, offering students more equitable access to their textbooks. The library also subscribes to 98 print journals and 53 electronic databases, which includes access to thousands of full-text journals and newspapers. Finally, the library holds 2,676 videos, DVDs, and CDs along with the equipment needed to utilize these items (evidence – update numbers). All resources, including both print and electronic, have been curated to reflect the breadth, depth and variety necessary to support student learning and achievement. Further, through the library webpage, all electronic resources can be accessed 24 hours a day, seven days a week.

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, Zoom video conferencing, and phone reference. The library also provides 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.

Learning Centers

The College holds 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.

The Center for Academic Support (CAS) provides academic support to all College students though reading and writing consultations, peer-tutoring, and workshops, as well as by housing professor office hours (a program referred to as "The Professor Is In") 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 CAS 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 the service is current and supportive, all peer tutors engage in rigorous training throughout their tenure at the CAS while faculty consultants are offered monthly professional development opportunities.

Available at both the Pittsburg campus and the Brentwood Center, the Math Lab is staffed by professors, student tutors, and Math Lab coordinators. The Math Lab offers help with math assignments, course concepts, computer software, and other assignments. The Math Lab 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.)

In addition to these larger labs, the College also offers additional learning services, including the Biology Learning Center (BLC), the English as a Second Language (ESL) Lab, the MESA Center the Honors Center, and the various music department labs. The BLC features lab equipment available to students, as well as guidance from Biology faculty. The ESL Lab contains sixteen 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, and molecular models, as well as tutor support. The Honors Center, too, offers computers and other technology along with the support of a program coordinator. Finally, the music labs include practice rooms or the Midi Lab wherein students work with tutors on concepts addressed in Music courses.

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 their Canvas portal, students in Math and English courses can access live tutors via NetTutor's video/audio/text chat platform.

Computer Laboratories

The College's Pittsburg campus has 21 student computer labs. This includes the Drop-In Lab, which is an open lab that offers 59 computers, as well as networking resources for students, faculty and staff. Lab equipment includes a standard set of software packages, such as the Microsoft Office suite, web browsers, and various accessory programs and plug-ins is installed on all computers and updated annually. Specialized discipline-specific software packages are installed as appropriate on computers in all discipline-specific computer labs. The Brentwood Center has one open computer lab with 32 computers installed with the same standard set of software packages. Discipline-specific software is also included on the computers in the Brentwood Center computer lab.

The College has also invested in mobile technology carts both at the Pittsburg campus and the Brentwood Center, thereby broadening computer and technology access to its constituents. The

English Department purchased 40 laptops for both locations (80 laptops in total) and 30 conversion tablets (with magnetic keyboard attachments) in order to expand their capacity to provide hands-on writing instruction. Likewise, the Math Department purchased X tablets...

Alternate Media

Disabled Students Programs and Services (DSPS) provides appropriate and individualized accommodations for students regardless of location. Accommodations may include alternate media, test accommodations, note-taking accommodations, priority registration, and adaptive software and hardware for computer access. Alternate Media Services provides conversion of instructional material 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. LMC also offers an adaptive computer technology course.

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 main campus upgrades. Likewise, in the 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 on-going drop-in technology support and professional development workshops.

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 with those offered at the Brentwood Center and for its 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 the spring of 2020. Still, it is incumbent on the College to continue to strive for greater equity in their service offerings between its two locations and its online space.

Biology Learning Center was not fully updated due to a lack of funds. Should we ask Biology about this?

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 are faculty and staff driven. This is largely enabled by the College's shared governance structure, wherein its committees are composed of faculty and staff from diverse areas of the institution. Detailed in IV.A.5, Such a committee structure ensures the selection and maintenance of all educational resources, including physical equipment and technologies, is heavily reliant upon the expertise of the College faculty and staff.

First, the library active seeks input from instructional faculty and staff in the selection of materials. Not only does the library webpage offer information about requesting new materials on its website, but the library also participates on College committees, such as the Career Technical Education (CTE) Committee, soliciting feedback on materials need to enhance its collection. Further, the library Collection Development Policy ensures that the 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 weed materials, identify areas of the collection that need development, and purchase new materials based on need.

The learning centers, too, rely heavily on faculty and staff to enhance their offerings. The Center for Academic Support (CAS), for example, works with a faculty lead, faculty consultants, and student tutors, as well as Student Equity & Achievement Program (SEAP) committee Do we have this? (previously the Basic Skills Initiative [BSI] and Student Success Services and Programs [SSSP] committees), to strengthen its support materials and equipment. This includes updates to both its equipment, such as the skeletal system model and piano keyboard, and instructional materials, like its Administration of Criminal Justice texts and assignment samples. The CAS also works with leads, faculty and staff to curate handouts on a broad array of topics are also available in the Center and online. The other learning centers on campus follow similar patterns of collaboration to ensure their educational materials and equipment advance the achievement of student learning.

The College's computer laboratories are maintained by its local network specialists, Information Technology and Services (IT&S). In concert IT&S, departments and programs select hardware and software, including specialized software packages, to support instruction. These materials are then maintained by IT&S. TAGs role in this?

In addition, Disabled Students Programs and Services (DSPS) works with various departments to enhance learning support services by participating on committees, including the SEAP committee 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.

Finally, learning technologies are just as faculty and staff driven as the other resources mentioned. Canvas was adopted only after extensive feedback was solicited from the College constituents. Likewise, faculty and staff contribute to all discussions of classroom technology upgrades. Is this true? Does DE contribute to these discussions?

II.B.2. Analysis and Evaluation

By utilizing its committee structure, Los Medanos College relies heavily on the expertise of faculty and staff to not just select the College's learning materials and technologies, but to also maintain such materials. All selected materials and technologies are intended to advance the quality of instruction and the College's learning environments. While the committee structure is undergoing revisions as a result of the Student Equity and Achievement Program (SEAP), the College's overall emphasis on shared governance is not. As such, the new committees being ushered in under SEAP will continue to rely on the expertise of its constituents.

Should we add something about the drop-in lab?

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. As explained in I.B. 2, 5, and 6, the College's program review process requires departments and units to evaluate its programs, assess its local student learning outcomes, and implement strategies to mitigate achievement and success gaps. This review process occurs every five years with biennial updates.

In addition to program review, the library tracks and evaluates the demand for informational and instructional services provided by library staff. These statistics inform decisions related to staffing needs, scheduling, and collection development. Additional tracking 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.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 assessment while other learning support services or the department charged with managing the service do not consistently and meaningfully evaluate their service.

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

Contra Costa Community College District (CCCCD) Board Policy 5014 and Business Procedure 1101 outline the oversight of formal agreements between the College and other institutions or services. These specific policies and procedures establish that agreements must be formalized, as well as secure, maintained and reliable. Likewise, as detailed in III.C.5, various policies and procedures have 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.

 As indicated in II.B.2., the College relies on faculty and staff expertise 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.

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.5-6. Further, the College employs additional methods of evaluation to ensure the efficacy 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.4. Analysis and Evaluation

Los Medanos College utilizes its committee 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. Further, the College evaluates its services as part of the College's program review process. Some services, such as the library, conduct

additional assessment while other learning support services or the department charged with managing the service do not consistently and meaningfully evaluate the resources.

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

The College supports student learning and students' success in attaining their academic goals by providing an array of academic and student development support services. These support services, taken together, provide comprehensive support for students across multiple locations/methods of attendance, and services are regularly evaluated to ensure that they support student success and the furthering of the college mission.

The assessment cycle used by the College to regularly evaluate its programs and services is detailed in I.B.2. However, the college 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 LMC to capture the perspectives of different student populations, and each provides the college with data related to the quality of LMC's student support services.

In effort to advance the College's mission, all constituencies use these evaluation tools. The process by which the institution utilizes such tools is reflected in I.A.2. More locally, Student Services employ a variety of surveys to evaluate the efficacy of its programs and services. In 2018-19, for example, student services utilized the results from the CCSSE and SENSE surveys to better understand and evaluate how students spend their time on campus and interact with faculty members, staff and peers, as well as 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.

Likewise, the College survey students at its satellite location, the Brentwood Center, and its distance education population. More specifically, the LMC Brentwood Center - Student Support Services Survey was conducted in Fall 2018. The survey has been generally implemented 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 and awareness of supports services and delivery of support services.

In addition to student surveys, student services engage in the Program Review process to enhance its efforts to achieve the College mission. As explained in I.B.5-6, Program Review prompts departments and units to evaluate its programs, assess its local student learning outcomes, and implement strategies to mitigate achievement and success gaps.

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.

However, while there are broad 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 and Institutional Effectiveness developed data user-friendly dashboards to empower department and units, like student services, to view and analyze data relevant to their student populations. Student service managers have specifically engaged with the Senior Dean of Planning & Institutional Effectiveness to integrate data from these new data dashboards in evaluation of its activities and outcomes.

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.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

The College regularly assesses student learning outcomes 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, are required to identify and assess student learning outcomes. These assessments ultimately determine what desired outcomes were achieved and what areas still need improvement.

These student learning outcome assessments are then used to inform the program review process, which provides the opportunity for regular holistic evaluation of student support services. As shown in I.B.5-6., 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 SLO assessment and develops future goals and objectives based on assessment results.

To support these assessment processes, the Student Services Student Learning Outcome committee meets twice per semester. Comprised of the Vice President for Student Services and representatives from each student services program, the committee ensures the continuous assessment of our student services programs and services by engaging with its constituents 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.

II.C.2. Analysis and Evaluation

Los Medanos College engages in assessment of student learning outcomes related to student support programs and services and utilizes assessment results for enhancing student learning. To further improve and ensure the continuous use of student learning outcomes assessment, the College developed a detailed tracking tool to monitor the timely and regular completion of assessment by all student services departments. This tool was launched in the spring of 2019.

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

The College is committed to promoting comprehensive and reliable student access and success for all students regardless of service location or method of delivery. Using SQL data reports... Student Services Managers and Program Coordinators track student data related to access and demand of our services (in-person, by location, or online/remotely). How do they do this? SENSE Survey? CCSSE

At present, students have the option to use in-person services at two campus locations along with services available at the Pittsburg campus and the Brentwood Center, East Contra Costa County high school students may take advantage of in-person contacts at their high school campus. In 2018-2019, Outreach, Counseling, and Early College Credit programs provided in-person contacts at 17 area high schools.

Many of these services are also available via video chat, email or phone. Extended Opportunity Program & Services (EOPS) counseling sessions are available as video chat or email appointments. Likewise, Transfer & Career Services offer coaching with college personnel and university admissions representatives through video chat and email. General counseling appointments, too, may be accessed through video chat or phone consultations.

In addition to the College's person-to-person services, the college web site provides information related to all student support services, including the following: 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 mobile campus system, where students are able to log-in and view course information, register for classes, look up personal information related to their account balance, view unofficial transcripts, review their program information, and access the college email.

In order to fully support students engaged throughout all locations and in distance education, student services continue 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 college locations. This has improved the quality of DSPS counseling services at the Brentwood Center, where there was previously limited access to information for the counselors to work with. 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.

Furthermore, in order 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. Through the first All College Progress Survey (Fall 2018), the college was able to connect with 2,972 students.

II.C.3. Analysis and Evaluation

Los Medanos College assures 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.

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. To help broaden services, the College created the Student Services Distance Education Task Force in the fall of 2018 and planned meetings with the Contra Costa Community College District Dean of Distance Education for the spring of 2019. However, the task force has not meet since that fall and never convened meetings with the CCCCD Dean of Distance Education.

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, the College offers a wide array of co-curricular and athletic programs. Each contributes to a rich and rewarding educational experience at the college through various social, cultural, and educational activities.

Many co-curricular activities are offered through the Office of Student Life (OSL). The OSL 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 OSL 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 OSL provides leadership training through the Associated Students of Los Medanos College (LMCAS). Under the guidance of the OSL, LMCAS advocates for students by participating in the College's shared governance structure. In total, the OSL enhances the educational experiences of its students, involving all in the planning, organizing, marketing and production of college events and activities throughout the year.

Awarded the inaugural Bay Valley Conference Commissioner's Cup, 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 discuss standards for behavior based on the Student Code of Conduct. Not only is this event mandatory for all student athletes, but also all relevant coaches and staff, including the Athletic Director and athletics counselors, are required to participate in this annual event. 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.

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 the College's business office and ensure that these programs

appropriately follow District policies related to fiscal accountability/processes and student participation.

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 District procedures regarding their operation.

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

The 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 and associated pathways.

TYPES OF COUNSELING SERVICES	OFFERINGS
Academic Counseling Appointments	Drop-in, phone, teleconference, and email
Eight Instructional Courses (inc. 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	Athletes, 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	New Student, Ed Planning, Student Success, Transfer & Career, and partnership various Instructional departments' presentations.
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.1-2. 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 assure that they are informing students with accurate information. For students enrolled 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.

To prepare and continually support counselors in their roles, counselors and relevant staff are encouraged to participate in monthly two-hour departmental training and are required to attend departmental meetings. These trainings and meetings orient staff to new academic requirements and other useful information necessary to accurately serving students and the campus community. Additionally, all full-time counselors adhere to mandatory professional development flex obligations, attend new hire trainings, and conferences on topics relevant to the specific function of each counselor.

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 SLO assessment results as documented in the program review templates. Likewise, all counselors participate in a rigorous evaluation process that includes student evaluations, peer review, and management input. This process is detailed in III.A.5.

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 staff.

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

The College adheres to Contra Costa Community College District Board Policy 3022, 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 College website.

In addition to informing students online and in print, the College also advises students on information relevant to academic pathways, a process which is outlined in II.C.5. In short, 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.

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 IGETC/CSU general education requirements. Likewise, 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 ASSIST, the College maintains the publicly available *UC & CSU Degree Explorer* tool, which aids students in identifying fields of study, majors, and relevant coursework at California's public 4-year universities.

Finally, the Counseling department works in close collaboration with Transfer & Career Services to clarify and highlight the variety of transfer pathways and preparation requirements for University of California, California State University, private universities, and out of state universities. Transfer & Career Services offers a wide variety of workshops focused on transfer and career goals. Some workshop topics include 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 gain direct information and advising from university specialist. Programs offered include Transfer Days each semester, monthly university tours and weekly university representative visits.

II.C.6. Analysis and Evaluation

Los Medanos College adheres to adopted admission policies that are consistent with the college mission. These policies are clearly defined in District board policy. Pathways to complete degrees, certificates, and transfer goals are communicated to students through multiple methods including in the college catalog and 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.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

The College utilizes standard admissions instruments for admitting students to the college and its programs. Students applying to the college must complete the CCCApply online application used throughout the California Community College system. Los Medanos College also utilizes program specific admissions practices as appropriate including the completion of required pre-requisite 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 Contra Costa Community College District.

Since spring 2019, LMC has been in full compliance with California state legislation AB 705 and AB 1805 that direct placement processes in these areas. Students utilize the Multiple Measures Assessment Project (MMAP) to determine their initial placement. Based on their MMAP results, if students do not have a placement or feel their placement result doesn't accurately reflect their skill level, they may view assessment alternatives or make an appointment to meet with assessment staff for further guidance including the ability to complete the pre-requisite/course challenge process. Support for students engaging in the placement process is provided by the college Assessment Center, Welcome Center, and in workshops conducted at area high schools.

In determining MMAP questions, rules, and placement recommendations, the English and Math departments utilized state guidance related to the implementation of AB705. Following the implementation of placement and curricular changes designed to comply with AB705, in Fall 2019, staff and faculty from the Assessment Center, the Office of Planning and Institutional Effectiveness (PIE), the English department, the English as a Second Language (ESL) department, and the Math department collaboratively developed a process for on-going validation and evaluation of the College's placement practices. In English and Math, this included the development of research protocols that will provide data that correlates 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 Contra Costa Community College District Research & Planning Office to provide this data annually to English, ESL and Math departments.

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.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

The 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, Contra Costa Community College District (CCCCD) Board Policy 3013 and Student Services Procedure 3026 govern and guide the release of student records. Additionally, Administrative Procedure 1900.01 governs and guides the retention requirements (including length of retention period) and destruction procedures for student records.

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 College staff and in new faculty orientations. The policy for release of student information is published in the College Catalog and is available on the College website.

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 (CCCCD's document imaging system). The CCCCD Information Technology department backs up this system weekly. This backup is securely transferred to a storage facility.

The following highlights additional specific methods used to ensure the accuracy and security of student records:

- 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 staff.
- College computers that can access digital student records require staff credentials (passwords) for access.
- Training regarding confidentiality of student records is provided to all staff including 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 CCCCD 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 each college.
- 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.

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 adhering to Education Code sections 87100, 87400, and 88003, the College assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff. As outlined in the Contra Costa Community College District's (CCCCD) Uniform Employment Selection Guide and codified in Human Resource Procedure 1010.02, the College engages in a multi-step employee selection system. The first step in this process is the creation of the job announcement, which includes a description of the job as it relates to the College's mission, both desired and minimum qualifications, and a brief description of the selection procedure. Once completed, the description is vetted by members of the hiring department or program, human resources, and the College president. This description is then published on the CCCCD website.

Applicants are then screened by the CCCCD 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. Once culled, remaining applicants undergo an initial screening interview, wherein a committee of College faculty and staff ensure that the applicant's qualifications match the programmatic need.

Following the initial screening interview, remaining applicants undergo an in-depth evaluative interview 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 Human Resources Procedure 1010.04, these reference checks validate given answers and the perceptions of the interview committees.

To ensure that hiring procedures are consistently followed, the College documents all parts of the hiring process, including a complete descriptions of who performed the evaluations and interviews, how and when the evaluators were trained, and how "reject/accept" decisions were made, as well as summaries of all applicants and when and how they were rejected or accepted. Finally, in compliance with Education Code 53003 and CCCCD's Equal Employment Opportunity Plan 2016-2019, the College requires all employees involved in this process undergo biennial training covering the requirements of federal and state nondiscrimination laws, the requirements of the CCCCD's Equal Employment Opportunity Plan and other policies on nondiscrimination, recruitment, and hiring, as well as principles of diversity and cultural humility.

Updated district EEO plan? Emailed Dio.

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 the College hires qualified faculty and staff, which thus assures the integrity and quality of programs and services offered.

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 the College recruits and hires new personnel is comprehensive, ensuring that faculty possess relevant knowledge and requisite skills necessary to perform the given service quality and integrity. As outlined in the Contra Costa Community College District's (CCCCD) Uniform Employment Selection Guide and codified in Human Resource Procedure 1010.02, 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. Prior to more comprehensive evaluative methods, applicants are screened to ensure they have meet minimum qualifications by the CCCCD human resources department.

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. Like the minimum qualifications, desirable qualification should be specific enough to be evaluated objectively. These qualifications are also evaluated during the hiring process by initial screening committees.

Finally, faculty job descriptions include a sampling of duties and responsibilities. Among these is the assessment of student learning through the grading of student work. Curricular development and assessment are also included in faculty job descriptions. Likewise, the United Faculty Contract 2017-2020 details areas of participation for departments and their constituents, 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- and program-level student learning outcomes.

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 for new faculty. During recruitment, the College establishes minimum qualifications that specify employment factors including education, training, experiences, and expertise. 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.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

Outlined in III.A.1, the process by which the College recruits and hires new personnel is comprehensive, ensuring that administrators possess relevant qualifications and requisite skills necessary to perform the given service quality and integrity. 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 outlines distinguishing characteristics and examples of essential functions for all managers and administrators.

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.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 and the Uniform Employment Selection Guide, the 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 United States Secretary of Education.

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. This process requires that candidates provide conclusive evidence of equivalent qualifications. Such qualifications must be as clear and reliable as the college transcripts from an institution recognized by accrediting agencies. These qualifications often include graduate-level course in related fields, relevant work experience, and appropriate licensure from professional state or national boards. If the equivalent degree or course work is from a foreign institution, the College requires applicants obtain degree evaluations from the National Association of Credential Evaluation Services or any other agency agreed to by the Faculty Senates Coordinating Council, as mandated by the section 20.3.1.3.2 in the United Faculty Contract 2017-2020 and Human Resources Procedure 3050.05. Once submitted, this evidence is then reviewed by relevant stakeholders, including members of the hiring department or unit and the Academic Senate president.

III.A.4. Analysis and Evaluation

In its Human Resources Procedure 1010.02 and relevant hiring guides, Los Medanos College, under guidance from the Contra Costa Community College District, only recognizes degrees held by faculty, staff and administrators from institutions accredited by accrediting agencies. Constituents 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.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

The College assures the effectiveness of its programs and services by regularly and systematically evaluating all faculty, staff, and administrators. All evaluations are done in accordance with negotiated agreements with each constituency's collective bargaining unit.

Probationary full-time faculty are evaluated during their first, second, third, fifth, and seventh semesters. Once tenured 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- or full-time status, are evaluated per Appendix X of the United Faculty Contract 2017-2020. 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 member 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 for review and placed in the personnel file of the evaluatee.

All new classified staff serve a 12-month probationary period and are evaluated at the end of the third, sixth, ninth, and eleventh months of service. Permanent classified employees with fewer than five years of service are evaluated at least once annually and may be evaluated more frequently "for good cause". When a classified employee receives a promotion, 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 2017-2019 Local 1 Contract, 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.

Administrators and managers are evaluated in a four-year evaluation cycle. Codified in Board Policy 2026 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.5. Analysis and Evaluation

Los Medanos College ensures the effectiveness of its human resources by evaluating its constituency groups in a manner agreed upon as part of each group's collective bargaining unit. 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.

Ultimately, however, outside of the probationary-period evaluations, there are instances wherein classified staff are not consistently evaluated at intervals stipulated by the Local 1 contract. The Office of Business and Administrative Services (OBAS) has made initial plans to provide broader communication regarding those staff who are contractually obligated to undergo evaluation. These plans center on expanding OBAS's service awards reporting and communication such that it includes a breakdown of staff employment tenure, which would thus inform relevant managers of those staff that need to be evaluated.

~~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

The 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 Student (FTES). Likewise, the College allocates funds in pursuit of greater compliance with Education Code section 87482.6 and the Contra Costa Community College District's faculty obligation number.

Include chart of number of full-time faculty?

In addition to apportioning a significant portion 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.1-2. 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 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 assures that faculty are able to fulfill those responsibilities that are essential to the quality of the College's educational programs and services.

III.A.7. Analysis and Evaluation

In order to assure 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, the College also utilizes robust hiring, training, and evaluating process to ensure its faculty are able to fulfill responsibilities essential to the achieving the College's mission.

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

Described in III.A.14 and codified in Contra Costa Community College District Board Policy 2020, as well as Human Resources Policy 1030.02, the College offers multiple opportunities for all faculty, including part-time and 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 their Admissions and Records and their individual departments and units. Likewise, many departments and programs offer professional development credit to part-time and adjunct faculty members for participating in their opening week department meetings.

The College also engages part-time and 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.

In addition, the College offers part-time faculty with opportunities for greater integration into campus life. Part-time and adjunct faculty are encouraged to participate in the College's share governance structure via membership in any number of committees or task forces. The College also invites its part-time and adjunct faculty to participate in the Faculty Advising and Mentoring program, which provides additional paid office hours, as well as professional develop aimed at bridging the academic achievement gap. Finally, the College engages a number of part-time and adjunct faculty in its Pedagogy Innovation Project, which is a cohort-based program that provides an encouraging, safe space for faculty to innovate their pedagogical practice and instructional design.

III.A.8. Analysis and Evaluation

Los Medanos College policies and practices support its part-time and adjunct faculty through various processes, including professional development, evaluation, and shared governance. While the College is in compliance with this standard, there is 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 College and its resources. As a result of this gap, stakeholders at the College, including the Office of Equity and Inclusion and Student Success and Retention Programs, have been working to create greater equity in trainings and orientations offered. Such works 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.

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 Contra Costa Community College District eliminated Business Procedure 18.03, 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, the College has tasked individual programs and units with determining the sufficient number of staff needed to support the effectiveness of the program or service. As explained in I.B.5-6, 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 outlined in III.D.1. Ultimately, RAP steers the budgetary decisions related to staff fulfillment, as programs and units request additional hires in support of their operational effectiveness. These requests are then reviewed by the President and the Shared Governance Council (SGC) and are measured against other institutional needs, such as maintaining a minimum one percent site reserve and funding liabilities. President's Cabinet also assesses staffing needs and vacancies. This assessment focuses on whether to fill current vacancies or to reallocate the vacancy to cover staffing needs elsewhere. Once all considerations have been made and SGC and President's Cabinet have made recommendations, the President makes the final determination relevant to how the College will fulfill its staffing needs and requests. **How does management set its hiring priorities and how/when are those communicated to the College so that constituents can use it to inform their program review/RAP documents/requests?** As of now, the College employs 180 classified professionals, 105 of which are full-time.

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 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.

III.A.9. Analysis and Evaluation

Los Medanos College engages in a multi-tier process in order to ensure it employs the staff necessary to support the effective educational, technological, physical, and administrative operations. This process is initiated via the Colleges program review process and culminates in vetting through the shared governance structure. Adjacent to this process is 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.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

The College ensures it employs a sufficient number of administrators by utilizing the processes outlined III.A.7 and 10. All new administrative positions funnel through the College's program review process, as detailed in I.B.5-6, and its Resource Allocation Process, outlined in III.D.1. The filling of vacant administrative positions are assessed by the President's Council, which determines whether to fulfill vacancies or to reallocate the vacancy to cover staffing needs elsewhere.

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

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, 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, including the fulfillment of the vacant Senior Dean of Planning & Institutional Effectiveness (PIE) position and the reallocation of the vacant Senior Foundation Director position to create a new Dean of Equity & Inclusion (E&I) position.

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. Further, utilizing robust hiring and evaluative processes, the College ensures administrators are well prepared and possess the requisite expertise to execute administrative duties.

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

The Contra Costa Community College District has established and published over 500 policies and procedures, in addition to a catalogue of collective bargaining and cooperative agreements and personnel manuals. Among these policies and procedures, CCCCD has established and published over 180 human resources procedures and 140 Board Policies and Administrative Procedures that guide and regulate the College's employees. 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.

Per Board Policy 1001 and Administrative Procedure 1001.01, these policies and procedures are vetted through the CCCCD shared governance structure, including review by Classified and Academic Senates, United Faculty and Local 1 bargaining units, and the CCCCD Governance Council, as specifically required by Board Policy 1009 and Administrative Procedure 1009.2. These vetted policies and procedures are then formally approved by the Governing Board. After formal approval, all policies and procedures on published on the CCCCD website. Per Administrative Policy 1012.01, 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, CCCCD ensures that is policies and procedures are fair and equitable.

To further ensure the fairness and equity of its policies and procedures, CCCCD adopted Board Policies 2001 and 2052, both of which has been proceduralized in Human Resources Procedure 1010.01. Board Policy 2001 stipulates that no student, vendor, or person employed or seeking employment denied full and equal access to CCCCD's programs and services. It further establishes CCCCD'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 CCCCD's commitment to inclusivity, particularly in its hiring processes, as the policy commits CCCCD to promote the total realization of equal employment through a continuing equal employment opportunity program.

In order to guarantee these policies are administered consistently and fairly, CCCCD adopted Board Policy 2059, which also has been established in Human Resources Procedures 1010.01 and 1010.02. 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. Analysis and Evaluation

The Contra Costa Community College District (CCCCD) and Los Medanos College establish, publish, and adheres to written policies and procedures. All policies and procedures are available for review on the CCCCD website.

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 detailed in III.A.11, Contra Costa Community College District (CCCCD) 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 CCCCD's plans and manuals, including its Uniform Employment Selection Guide, Equal Employment Opportunity Plan, and Management, Supervisory, and Confidential Employees Personnel Manual.

CCCCD also convenes a District Equal Employment Opportunity Advisory Council (DEEOAC), which advises the CCCCD administration on the development and implementation of effective districtwide equal employment, staff diversity and disability access programs. DEEOAC is comprised of faculty, staff, and management from all colleges in the district, as well as CCCCD administrators. Chief among DEEOAC's duties is the compilation of the annual CCCCD diversity report, which informs districtwide employment guides, the Equal Employment Opportunity Plan, in particular.

The College employs an Office of Equity & Inclusion (OE&I) to further commit itself to supporting its diverse personnel. In order to enhance existing efforts and develop new support systems, OE&I provides diverse and equitable academic and cultural resources for all members of the College community. These directives are measured and revised as part of the College Student Equity Plan (SEP), which reviews College 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.

The College also charges various committees with assessing its employment equity and diversity. Made up of faculty, staff, managers, and students, Equal Employment Opportunity committee monitors campus diversity data, facilitates professional development, and examines cultural representations on campus. A constituency group as well, the Institutional Development for Equity and Inclusion (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*, which is a widely disseminated document used to advance greater diversity among the College's faculty and staff.

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 both support its diverse personnel, but also encourage practices to create greater diversity in its workforce.

While the College engages in assessment of its hiring practices, there is a lack of employee demographic data, which creates a gap in the oversight of greater campus diversity. **Add something about the lack of salary increase pathways for classified.**

(Is this true, lack of employee demographic data? Does it create obstacle for campus diversity?)

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

DISTRICT

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

Codified in Board Policy 2020, the Contra Costa Community College District (CCCCD), and thus the College, is committed to supporting employee professional development opportunities that are consistent with CCCCD and College strategic directions. To this end, Human Resources Policy 1030.02 reserves staff development funds 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 to the financial resources, the College also offers a variety of professional development activities. Known as the Flex, or Flexible Calendar, the College's professional development offerings are coordinated by Professional Develop Advisory Committee (PDAC) and the Local Flex Planning Group (LPG) under guidance from the Office of Equity and Inclusion (OE&I). Constituency-based 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 and staff. Each proposal requires alignment with the College's strategic directions. Once approved, these professional development activities are made available to employees districtwide via the CCCCD intranet.

==Adjunct to the vetting process, all internal professional development activities are evaluated. Administered by OE&I, Flex evaluations are conducted via participant survey. **What happens with these? How are they used to evaluate our professional development offerings?**==

==The needs are identified by employees in the annual Districtwide Professional Development Survey, as well as surveys and evaluations conducted as follow-up to professional development activities such as Focused Flex days, All College Days, and individual workshops. **Is this true? I can't find any information on the district or college website.**==

==The College has established a Student Equity Plan and its goal is institutional equity for all students. This focus has been integrated into the LMC culture for several years now and it is embedded in many campus initiatives and practices. LMC's Student Equity Plan (SEP) reflects a comprehensive effort by faculty, staff and management to consider the needs of the campus holistically including 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. **To what degree did the impact of professional development have on SEP?**==

I saw some old PD evaluations, but nothing current.

III.A.14. Analysis and Evaluation

The College meets the standard. The vision of the Equity-in-Action Empowering Change Initiative is to provide significant professional learning opportunities for faculty, staff, managers, which directly support the Student Equity Plan (SEP) goals and the advancement of equitable practices, pedagogies and policies on campus.

The College evaluates all of its Flex workshops and other professional development activities with a common evaluation from developed by the Office of Equity and Inclusion.

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

Contra Costa Community College District (CCCCD) established provisions for the security and confidentiality of employee records in Human Resource Procedures 1040.01 and 1040.04. Procedure 1040.01 prohibits unauthorized access to the personal data of the CCCCD district, including current and former employees. 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.

Through their respective collective bargaining units, CCCCD faculty and staff have access to their personnel records. Article 15 of the 2017-2019 Local One contract provides staff with the right to examine their personnel file outside of 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.15. Analysis and Evaluation

Los Medanos College, under the guidance from the Contra Costa Community College District, secures and makes confidential all personnel records. These records are available to employees in accordance with the agreements made by their collective bargaining units.

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 College 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. In order to ensure compliance with this policy, the College utilizes Facilities Utilization Space Inventory Options Net, a database used to monitor alignment with facilities space and use standards. The Pittsburg campus and new Brentwood Center possess a combined 440,000 assignable square feet of campus space. This includes 119 classrooms and X number of parking spaces. These facilities are constructed under guidance from the Division of the State Architect, which includes compliance with the Field Act. The Department of Maintenance and Operations (M&O) maintains these facilities to assure access, safety, security and a healthy environment to work and learn. M&O operates under the guidance of the various regulatory agencies that inspect campus facilities, including the Contra Costa County Fire Department, Cal/OSHA Elevator Unit, Contra Costa Health Servies, Keenan Associates, and Contra Costa Schools Insurance Group. M&O likewise assesses accessibility issues and removes barriers in compliance with the Americans with Disabilities Act. In addition to adhering to regulatory guidelines, M&O also operates the Buildings and Grounds Work Order Request system, which allows faculty, staff and students to report safety issues or needed repairs. M&O assigns to these requests to the appropriate technician within 24 hours of receipt, although actual repair times vary.

To ensure the security of its constituents, the College's Police Services employs X number of campus police offers and an additional X student police aids. **Check in with police services.** 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 the Department of Maintenance and Operations (M&O), have installed classroom notification systems in all classrooms. These systems connect all classrooms to Police Services. This system not only gives faculty and staff quick and easy access to emergency services, but also provides Police Services with a campus-wide emergency broadcast system.

The College also uses its shared governance structure to ensure its physical spaces are sufficient and safe. The College convenes a Safety Committee, which promotes safe environments for all students, faculty, staff, administrators, and visitors to the College. Comprised of all constituency groups, including Vice President of Business & Administrative Services, the Director of Maintenance and Operations, the Director of Police Services, and other campus stakeholders, the Safety Committee reviews and updates campus emergency preparedness procedures and develops emergency response protocol for managers, including establishment of and training for

an Emergency Operations Center. The College charges the Sustainability Committee with researching and promoting sustainable practices, as well. The Sustainability Committee, too, is a constituency group comprised of the Director of Maintenance and Operations and other stakeholders at the College.

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 Department of Buildings and Maintenance and by local authorities and government agencies. The College further ensure that its resources are safe, secure, and healthy by utilizing its shared governance structure.

In order to improve its mechanisms by which safety is assured, the College ought to convene more consistent meetings for its Safety Committee, as the group has not met since October of 2018. Turnover in Committee leadership position has made consistency a challenge. The College might consider merging the committee with another or creating a larger committee with additional charges to increase constituent participation, such as a Facilities, Technology, and Security Committee or Advisory Group.

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

To assure the effective development and use of its facilities, the College relies upon a comprehensive planning process initiated by its master plan. The previous master plan, titled *Educational Master Plan (2006-2016),* served as the foundation for the development of the *Facilities Master Plan (2007)* and *Eastside Campus Master Plan Update (2010).* From these plans, the Contra Costa Community College District's Facilities Planning team works with the College to create a Capital Improvements Program Implementation Plan, which is a step-by-step implementation guide. In addition to these local planning efforts, the Contra Costa Community College District (CCCCD) 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 CCCCD Facilities department and ultimately vetted by the Governing Board. In total, these processes identify local goals and objectives for each building project and align them with the larger districtwide strategic directions and plans.

In creating such alignment in its facilities development processes, CCCCD and the College have assured its physical resources support its programs and services. Initiated by the College's previous master plan, there has been significant construction and renovation in support of programs and services, including a remodel of the Student Services center, technology updates in College Complex classrooms, and construction of new Physical Education and Student Union buildings, as well as construction of a new Brentwood Center. Ultimately, facility plans are updated decennially. At present, the College's new master plan, *Educational Master Plan (2020-2025)* is under development. Once this plans has been reviewed through the College's shared governance processes, the College will then engage in developing the *Facilities Master Plan (2020),* which will not only align with the *Educational Master Plan (2020-2025),* but will also include similar processes to ensure effective use of the College's assignable square footage.

III.B.2. Analysis and Evaluation

Los Medanos College manages its physical resources in support of its programs and services. These management processes are grounded in College strategic planning documents, such as its *Educational Master Plan (2006-2016)*. In tying these facility plans to larger campus goals and directives, the College has assured effective utilization of its assignable square footage.

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 Department of Maintenance and Operations (M&O) 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.2, the College's program review process requires departments and units to evaluate its programs, assess its local outcomes, implement strategies to remediate inefficiencies, and request financial resources through the Resource Allocation Process. M&O utilizes this process to not only evaluate their own internal process, but to also monitor campus needs. Likewise, while developing its facilities master plan, M&O engages in system review of campus facilities and equipment, as described in III.B.2. Also, noted in III.B.1, M&O solicits campus feedback on its resources through its Buildings and Grounds Work Order Request.

Under guidance from the Contra Costa Community College District, the College further evaluates its facilities using the Facilities Utilization, Space Inventory Options Net (FUSION) program. As noted in III.B.1, FUSION tracks condition assessments and develops cost modeling for maintenance projects, enabling colleges to plan budgets and to compare available physical resources with enrollment demands.

III.B.3. Analysis and Evaluation

Los Medanos College uses processes and programs such as Program Review, Resource Allocation Process, and FUSION to assess the feasibility and effectiveness of physical resources and the Facilities Planning department and Maintenance and Operations (M&O) department to plan and evaluate facilities and equipment.

While there are procedures relevant to the planning and evaluation of its facilities, the College has found it challenging to uphold such procedures when repairs are needed, particularly in the case of emergencies. When unexpected repairs or replacements are needed, M&O often bypasses formalized procedures and prioritizes these repairs or replacements, potentially to the detriment of M&O's operating budget. These repair costs coupled with a lack of state-level funding makes assuring the feasibility of its total cost of ownership a significant challenge. As such, the College might consider greater alignment between M&O and its programs and services, such as by including a M&O budget as part of all local funding and grant requests.

Likewise, although M&O clearly serves programs and services that support student learning, its program review doesn't directly address its specific impact on such programs and services. Here, too, greater alignment between M&O and other campus-wide programs and services might allow improved effectiveness around the College's use of its physical resources.

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.

Evidence of Meeting the Standard

<mark>DISTRICT</mark>

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

DISTRICT

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 Contra Costa Community College District (CCCCD) office and the Shared Governance Council (SGC), the College's Information Technology and Services (ITS) department ensures the technology infrastructure is acquired, upgraded, and replaced appropriately to support the mission and strategic goals of the College.

Central to this planning process is in the College's Resource Allocation Process (RAP). As outlined in III.D.I, RAP allows departments and units to submit funding proposals to the budget request database, which ITS, along with the College president and SGC, use to plan and allocate available funds. Additional funding and technology requests are also identified and submitted to the budget request database as part of the annual program review process. As explained in I.B.5-6, the College's program review process requires departments and units, including ITS, to evaluate its programs, assess its local outcomes, implement strategies to remediate inefficiencies, and request resources through RAP. ITS utilizes this process to not only evaluate their own internal process, but also to ensure the technology infrastructure adequately supports the College's programs and services.

Aside from the larger campus review processes, ITS constantly evaluates its performance, as well as the failure rates of existing technologies, and creates or revises internal processes to prioritize needs. Traditionally, the College documents these evaluative measures in a technology plan. However, while developed, this plan never matriculated through the shared governance structure, and thus was neither vetted nor implemented. In its place, the Technology Systems Manager, under direction from the Vice President of Business & Administrative Services, developed the *Core Infrastructure Assessment* (CIA), a document which evaluates the current technology environment at the College. The 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.

In addition to the College's processes, ITS also engages with the CCCCD Information Technology (DOIT) department to ensure the College's network and telecommunication infrastructure (switch, router, firewall, wireless system and telephone system) is adequate. A comprehensive DOIT-led plan, the Infrastructure Upgrade Project (IUP) not only replaced all CCCCD college's network and telecom infrastructures with a Voice over IP (VoIP) system, but it will also refresh the equipment in 2020, thus ensuring the adequacy of network and telecom equipment. To further assure its infrastructures are robust and current, DOIT is working on a districtwide WIFI upgrade, as well. The WIFI Infrastructure Upgrade and Expansion Project will not only broaden WIFI access to its constituents, but also enhance the security of its internal networks.

Development of the three new College buildings, two across the Pittsburg campus and the new Brentwood campus, underwent similar planning processes. CCCCD and the College engaged in a systemic and rigorous review of technology infrastructures at the College's locations to ensure that plans were adequate in terms of capacity and quality. Such planning includes regular review the weekly Facilities Planning meetings. These include participation with relevant stakeholders, including the Office of Business and Administrative Services, DOIT and project contractors. Overall, such a process has ensured that new technological infrastructures would both integrate with and enhance the existing technologies offered by the College.

III.C.2. Analysis and Evaluation

Los Medanos College charges its Information Technology & Services (ITS) department to ensure its technological infrastructure can support its mission, operations, programs, and services. ITS engages in continuous assessment of its existing infrastructure to ensure its quality and capacity and makes plans for updates or replacements as necessary. Outside of the program review and resources allocation processes, these planning and assessment efforts are not proceduralized. The College formalized some of these processes by charging them to the Technology Advisory Group, which reconvened in the fall of 2019. Combined with administrative turnover and inadequate staffing, the planning and assessment processes engaged in by ITS have been inconsistent.

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

<mark>DISTRICT</mark>

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

To ensure faculty have adequate support, the College's Information Technology and Services (ITS) provides training and advisement on instructional software platforms and audio/visual operations, such as classroom technologies, through the Technology Training and Development Coordinator. This service provides instructional faculty with one-on-one learning management systems training, classroom technology orientation, professional development workshops and activities, and pedagogical best practices for online or hybrid courses.

Although no such support system regarding effective use of technology exists for administrators, staff, and students, training and support are available in various locations across the campus. The Office of Planning and Institutional Effectiveness offers training and support for faculty using the College's data visualization software. Likewise, ITS offers all constituencies access to online tutorials on the effective use of Outlook and OneDrive via the College website. ITS also offers troubleshooting support for most issues related to the College's technology systems, including email and software installation. These constituencies can either contact ITS via phone or through the Contra Costa Community College online help desk.

Other instruction and support for software used by Financial Aid or the Counseling department happens informally. Often, these groups rely on more experienced staff to provide orientation and support for other faculty, staff, and administrators. This can be problematic, however, given that different users are granted different permissions to access student information, as required by the policies and procedures outlined in III.C.5.

Students are offered some additional support in the Drop-in Computer Lab. This lab is staffed by a Computer Technician, as well as student assistants, who can provide some general technology guidance to students.

III.C.4. Analysis and Evaluation

Los Medanos College does provide robust and appropriate instruction to faculty regarding the effective use of available learning technologies. However, no such instruction formally exists for staff, students, or administrators, although such instruction often happens locally and informally. Outside of ITS's direct phone number and the online help desk, the College does not offer avenues for support related to its technology systems. As with the challenging with the assessment and planning of technological resources, the lack of appropriate instruction and support stems in part from administrative turnover and inadequate ITS staffing. Likewise, inconsistencies in the oversight of its technology resources, such as computer labs, has lead to inconsistencies in the support mechanisms offered. Alignment of all technology resources under the purview of ITS is currently underway.

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

III.C.5. Evidence of Meeting the Standard

Board Policy 5030 and Business Procedure 10.06 outline the acceptable use of technology for all Contra Costa Community College District (CCCCD) employees, including those of the College. These policies and procedures prohibit individuals utilizing CCCCD technology resources from disclosing or disseminating CCCCD student information. In this regard, CCCCD adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), and therefore considers all student files kept on CCCCD technology resources as educational records. In addition to detailing student privacy rights, Business Procedure 10.06 also identifies the following areas as appropriate use of technology for both students and faculty. Appropriate use for students includes use of software programs licensed by CCCCD and access to campus networks to complete required coursework. Faculty use 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.

Business Procedures 10.54 and 10.56 describe processes for granting access to and safeguarding the CCCCD's electronic assets, including student information. Detailed in II.C.8, these procedures ensure CCCCD 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 CCCCD provides access to technology resources that are required for the performance of job duties. This access is facilitated by the CCCCD Information Technology department, which utilizes a central account authentication system for accessing all CCCCD 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 CCCCD technologies.

In conjunction with Business Procedure 10.06, Board Policies 4003 and 4006, as well as Curriculum and Instruction Procedure 4003, guide the appropriate use of teaching and learning software. These policies stipulate CCCCD'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.

<mark>Do we have any specific college written guidelines for using technology in the classroom or in online courses? The aforementioned board policies and DO procedures do not touch on learning processes. How does Federal Section 508 accessibility define appropriate use of technology?</mark>

III.C.5. Analysis and Evaluation

<mark>TAG review appropriate use for learning processes? Or, if no TAG, then where? should it go to TLC or DE or library?</mark>

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 the College are sufficient to support and sustain student learning programs and services and improve institutional effectiveness.

Contra Costa Community College District (CCCCD) distributes the majority of its unrestricted revenues through the internal revenue allocation model codified in Board Policy 5033 and Business Procedure 18.01. This internal revenue allocation model allocates funds based on calculations related to the number of full-time equivalent students (FTES) in attendance at each college, as well as supplemental and student success factors. CCCCD also distributes a total operating allocation to each college. The College then builds its local budget from these allocations. Additional to these allocations, 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. The total allocations received by the College support and sustain its learning programs and services while also enabling the enhancement of overall institutional effectiveness.

Once unrestricted revenues have been apportioned, the College is then responsible for allocating its general fund, or "Fund 11 dollars," to its constituencies. To ensure the distribution of Fund 11 dollars supports the development, maintenance, and enhancement of the its mission, the College adopted the Resource Allocation Process (RAP). 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, such as maintaining a minimum one percent site reserve, funding liabilities, and ensuring adequate faculty and staff. 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.

Under guidance from CCCCD, the College also manages their financial affairs with integrity. CCCCD offers significant budgetary support to the College. In particular, CCCCD develops its budget in accordance with Business Procedure 18.06. Initiated by the Governor's Proposed Budget in January, CCCCD vets these assumptions through the monthly Chief Business Officer's meeting, Chancellor's Advisory Team, Chancellor's Cabinet and District Governance Council (DGC), which is comprised of faculty, classified professionals, managers, and students from all colleges. Upon finalizing the assumptions, District Office populates budget templates from which colleges can begin developing tentative budgets. Additionally, in April, the CCCCD Governing Board receives a "Budget Study Session" report and solicits feedback via budgetary forums.

Overall, the College's funding allocation model has ensured strong financial stability. Not only has the revenue allocation model allowed for consistent course offerings, but it has also enabled the College to maintain adequate reserves and strong fiscal viability. As shown in the table below, the College's finances are strong and stable with the fund balance over the past three years ranging from approximately 17 to 20 percent of the total expenditure budget. Further, as a testament to the commitment of the colleges to put funds into the classroom, the College's 50% law calculation is significantly higher than the minimum compliance standard.

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%

III.D.1. Analysis and Evaluation

Los Medanos College, under the guidance of the Contra Costa Community College District, manages its resources effectively and with integrity, ensuring its learning programs and services have the resources to not only sustain themselves, but to also enhance and mitigate areas of need. Specifically, the Resource Allocation Process assures institutional effectiveness through the alignment of program and unit assessment with strategic plans and directions.

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

As indicated in I.A.3, the College's mission and goals direct all processes for the institution, including financial planning. Through alignment of all its evaluative processes, the College has ensured that its financial planning mechanisms are integrated with its strategic plan and other institutional planning documents. More specifically, the College's five-year program review cycle, outlined in I.B.9, directs its Resource Allocation Process (RAP). Detailed in III.D.1, the RAP process ensures the allocation of resources is not only sound and stable, but also conducive to the College's mission and strategic goals and directions. After review by the Shared Governance Council, RAP proposals are either approved or denied, at which point constituents are informed of individual financial decisions by the College president. This financial information is also available via the Budget Request Database (BRD), which is located on the Business Office webpage.

Just as the Contra Costa Community College District (CCCCD) provides guidance relevant to the distribution of resources, which is outlined in III.D.1, CCCCD also provides strategic directions with its goals and objectives, as well as its policies and procedures. Per Board Policy 5031, CCCCD financial planning is coordinated with both its short- and long-term goals and objectives, thus ensuring the stability of its resources. Board Policy 5031 also establishes that fiscal policies, objectives, procedures, and constraints are effectively developed and communicated to all CCCCD constituents, including the Governing Board, faculty, staff, and students. The primary means by which financial information is disseminated are budget forums lead by relevant CCCCD administrators, including the Chief Financial Officer and the Executive Vice Chancellor of Administrative Services. The College president, too, transmits additional information to the College via email.

III.D.2. Analysis and Evaluation

Integrated into its evaluative processes, Los Medanos College's financial planning supports its mission and strategic goals. Further, the College's policies and procedures, which are established the Contra Costa Community College District (CCCCD), guarantee sound and stable financial planning. These policies and procedures also establish clear guidelines for communicating all financial information to relevant constituents. In following these guidelines, CCCCD and the College disseminates financial information effectively.

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

Established in Business Procedure 18.01, the College's financial planning and budget development are monitored by its Office of Business Services (OBS). OBS develops the College budget in collaboration with relevant staff at the Contra Costa Community College District (CCCCD) office. Described in III.D.1, the development process includes budget forums, at which all constituencies are given the opportunity to participate in the budget develop process. Likewise, stakeholders at the College, including the President, Vice Presidents, Senior Deans, Deans, departmental managers, program managers and the Shared Governance Council (SGC), are also consulted throughout the development process. Once vetted by its stakeholders, the budget is submitted to the CCCCD governing board for final approval.

III.D.3. Analysis and Evaluation

Guidelines and processes for financial planning and budget development are clearly defined by Los Medanos College and the Contra Costa Community College District (CCCCD). Constituents from both the College and CCCCD office are given ample opportunity to participate in the planning and development of financial resources.

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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

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, which requires the Chief Financial Officer of Contra Costa Community College District (CCCCD) 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- 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 CCCCD 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 CCCCD office. As indicated in III.D.1, this finalization process includes consultation with the Chief Business Officer, Chancellor's Advisory Team, Chancellor's Cabinet and District Governance Council (DGC).

Once the CCCCD office apportions available resources, the College develops its budgetary plans in accordance with Business Procedure 18.01. Outlined in III.D.3., this process ensures collaboration across the College and the CCCCD office, as the Office of Business Services (OBS) engages with all major stakeholders in developing and vetting local budgets prior submitting it to the CCCCD governing board. Once adopted, OBS, together with the individual departments, monitor the College's budget throughout the year to ensure that its financial resources are stable.

III.D.4. Analysis and Evaluation

Under guidance from the Contra Costa Community College District, Los Medanos College adheres strictly to policies and procedures governing the assessment and development of financial resources.

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 College's internal control structure, the Office of Business Services (OBS), provides stewardship of its financial resources. The Contra Costa Community College District systematizes OBS's control mechanism in its policies and procedures. Described in III.D.1, 2, and 4, Business Procedures 18.01 and 18.06 ensure the College's financial resources are managed responsibly.

Further, OBS collaborates with all CCCCD and College stakeholders, providing timely and reliable information. In addition, OBS audits financial resources throughout the year, ensuring alignment between financial plans and campus expenditures. The CCCCD office also reviews all transactions for compliance with financial plans and strategic directions. Such collaboration ensures that that financial decisions are sound. To test their financial stability and to assure expenditures comply with local, state, and federal regulations and standards, CCCCD and the College conduct external and audits. Independent audits of CCCCD's financial records, including the College's funds, are conducted annually while additional internal audits are conducted year-round by the CCCCD Internal Audit Services (IAS), as stipulated by Business Procedures 21.01-02. The IAS compiles a risk assessment of various CCCCD and College departments and processes. With input from the Governing Board Finance Committee and Chancellor's Cabinet, IAS assesses internal controls for adequacy, efficiency, and effectiveness. IAS then identifies priorities and improvements and disseminates them to relevant CCCCD and College staff, who develop and implement actionable improvement plans.

OBS also oversees the dissemination of the College's budget and financial information. This information is presented in a variety of forums, including all-college assemblies, Shared Governance Council, President's Cabinet, and President's Council. It is also available via the College's intranet, which allows program and department managers to run and monitor their respective budgets. Additional financial information, including audit reports, is available via the CCCCD website, as well as on the College's OBS webpage.

While IAS audits districtwide business procedures and practices, OBS engages in a local review of its internal controls through the College's program review cycle. As explained in I.B.5-6, the College's program review process requires departments and units, including OBS, to evaluate its programs, assess its local outcomes, and implement strategies to remediate inefficiencies. Under the direction of the Shared Governance Council, OBS engages in this process to update the local Resource Allocation Process, which is detailed in III.D.1. This review process occurs every five years with biennial updates.

III.D.5. Analysis and Evaluation

In its Office of Business Services (OBS), Los Medanos College has a strong internal control structure. The control mechanisms by which OBS governs its financial resources, communicates financial information to its constituents and solicits feedback on its processes to ensure financial stability and soundness. With support from processes at the Contra Costa Community College District, OBS regularly evaluates its practices to improve its internal control systems.

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

The College's financial documents comply with California state law and education codes. The Contra Costa Community College district revenue allocation and budget development is based largely on Senate Bill 361 and is stipulated in Board Policy 5033 and Business Procedures 18.01. This procedure allocates funds based on the number of full-time equivalent students (FTES) in attendance at the college. As noted in III.D.1, the College allocates apportioned funds to support student learning programs and services. The College also reserves a portion of its allotment to safeguard against shortfalls in FTES targets and productivity rates, as described in III.D.9. Such reserves assure the College can meet its financial obligations, including salary and benefit increases. Detailed in III.D.5., the College charges the Office of Business Services (OBS) with further ensuring alignment between its budget, expenditures, and any additional criteria established by a funding agency. OBS closely follows district policies and procedures regarding financial documentation and communication.

The College is further compliance with the California Education Code 41020, which requires an audit of all funds under CCCCDs control. Since 2013, CCCD has been audited by two separate external audit firms. The results of these audits showed were clean, as the auditors found no material weaknesses or deficiencies. In addition, external rating agencies Standard & Poor's Financial Services and Moody's Investors Service rate CCCCD's credit as AA+ and AA1 respectively. The latter rating is only one notch below the highest rating available, a rating primarily reserved for basic aid districts.

III.D.6. Analysis and Evaluation

Led by the Contra Costa Community College District, Los Medanos College credibly and accurately develops its financial documents, including its budget. Its documents further reflect sound fiscal responsibility with respect to its allocation of resources to support student learning.

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

III.D.7. Evidence of Meeting the Standard

As noted in III.D.6., the College undergoes regular audits as required by California Education Code 41020. Upon completion of these audits, the Contra Costa Community College District (CCCCD) then disseminates audit findings to its constituents. In addition to uploading information relevant to fiscal conditions and audits results on its website, CCCCD also communicates this information to the College throughout the audit process. In accordance with California Education Code 84040 and Board Policy 5007, the CCCCD accounting department communicates this information, along with remediation plans, to the College's Vice President of Business and Administrative Services (VPBAS), who then works with College stakeholders to further disseminate financial information and to implement the corrective plans within 12 months. **Is there a business procedure we can point to that codifies this 12 month response time?** The VPBAS is then responsible for updating the CCCCD office on the audit-prompted remediations.

III.D.7. Analysis and Evaluation

The Contra Costa Community College District and Los Medanos College communicate and respond to audit reports promptly and effectively.

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

As indicated in III.D.5-7, the Contra College Community College District (CCCCD) and the College uses both internal and external processes to evaluate its validity and effectiveness. Both these evaluative processes direct efforts by CCCCD and the College to improve their financial planning and control mechanisms.

Described in III.D.7, CCCCD uses external auditors to assure its compliance with federal, state, and local codes and procedures. From these audits, the CCCCD accounting department generates remedial plans for the College. Noted in III.D.5, the College's Office of Business Services (OBS) also monitors financial resources throughout the year to ensure alignment between financial plans and campus expenditures. Likewise, CCCCD's Internal Audits Services engages in annual review of CCCCD's internal controls. Further assessment is conducted by OBS and directed by the Shared Governance Council in the College's program review cycle, as OBS biennially evaluates their effectiveness and develop strategic goals and improvement plans as a result of its assessment.

In addition to these mechanisms, CCCCD conducts monthly Chief Business Officers (CBO) meetings, which are attended by the Vice Presidents of Business and Administrative Services of the three colleges, Director of Payroll Services, Director of Purchasing, Chief Finance Officer, Executive Vice Chancellor, Associate Vice Chancellor, Director of Finance Services, Vice Chancellor of Facilities Planning and Construction, Director of Construction Program Control and Director of Internal Audit Services. These meetings engage stakeholders in review and revision of CCCCD processes, such as time sheet reporting and leave request management.

III.D.8. Analysis and Evaluation

The financial and internal control systems for the colleges within the Contra Costa Community College District, including Los Medanos College, undergo robust evaluative processes. These processes include exhaustive audits from both external and internal auditors, in addition to a number of other assessment processes. The results of these processes prompt timely and comprehensive plans for improvement.

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

As noted in III.D.4, the Contra Costa Community College District manages College funds, which are held in the county treasury. The county receives property taxes twice per year and follows the "Teeter Plan." Under this plan, CCCCD is granted an advance on all anticipated property taxes from the fiscal year, which ensures CCCCD will start each year with a credit equal to 24% of its total revenues. This credit, along with enrollment fee collections, state apportionment distributions and the size of its reserves, ensures that CCCCD has sufficient cash flow.

CCCCD's Board Policy 5033 ensures that 5% of the budget is reserved for risk mitigation and to cover the minimum prudent standard set by the State Chancellor's Office. Business Procedure 18.01 also codifies an additional reserve of 5% be set aside for unforeseen, or temporary, fiscal emergencies. Further, Business Procedure 18.01 requires each college to maintain a 1% minimum reserve as further contingency against financial emergencies and unforeseen occurrences. In addition to these reserves, CCCCD addresses risk management by maintaining adequate insurance coverage through the Bay Area Community College District Joint Powers Authority. This coverage guards CCCCD and its colleges against unexpected cash outlays resulting from loss or legal actions. To cover self-insured retention and losses that are less than the deductible of denied claims, CCCCD maintains a self-insurance reserve that is replenished annually.

III.D.9. Analysis and Evaluation

The Contra Costa Community College District has demonstrated its ability to maintain reserves at adequate levels to address unforeseen needs.

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

As indicated in III.D.5-7, the Contra College Community College District (CCCCD) and the College practice effective oversight of financial resources. Specifically, CCCCD's Internal Audits Services (IAS) stewards CCCCD's financial resources. IAS regularly reviews the reliability of financial/operating information, conducts internal control and compliance audits, and reviews departmental accounting and record keeping procedures at all colleges. CCCCD's Director of Purchasing and Contract Services also reviews College finances, providing contract management and approval.

The Office of Business Services also provides oversight to the College, offering detailed month- and year-end budget analysis to program managers, thus assuring the integrity of the College's budget.

Additional to IAS oversight, financial aid directors/managers from the three colleges established districtwide teams, known as District Financial Aid Directors Financial Aid (DFADFA) teams, to review financial aid systems processes, including new federal and state mandates and regulations. DFADFA teams have revised a number of CCCCD's financial aid processes, including the application process, the guidelines for distributing Supplemental Educational Opportunity Grant (SEOG) and Federal Work Study funds, the satisfactory academic progress procedures and the student appeals process.

Review for evidence of oversight in the following areas: externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.10. Analysis and Evaluation

The District exercises effective oversight of finances. Internal and external audits show CCCCD and Los Medanos College to be in compliance with state requirements, District procedures and generally accepted accounting principles.

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 assure the effective planning and implementation of policies, initiatives, and other matters of college-wide importance.

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 constituent participation in this effort, a commitment to collaborative leadership that involves all members of the College community.

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 ten sub-committees 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.

One such example is the Teaching & Learning Committee's (TLC) "Pedagogy Innovation Project" (PIP), which demonstrates the partnership between faculty leaders and administrators toward promoting innovation. Jointly launched by the Academic Senate and Office of Instruction, the PIP is a cohort-based program that provides faculty – full-time and part-time – with an encouraging, safe space for exploring best practices in working with students, collecting data on teaching effectiveness, and observing each other in action within the classroom. The goal is that the PIP will address identified College needs in teaching and learning, including: a deeper conceptual understanding of the connection among student learning outcomes (SLOs), pedagogy that supports the attainment of SLOs, and assessment of SLOs: identification and sharing of best practices in instructional design and pedagogy; and enhancing a culture of reflection around instructional planning, assessment, and pedagogy.

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 constituents 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.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, the College provides its administrators, faculty, classified professionals, and students with opportunities to participate in decision-making processes. Administrative Procedure 1009.01 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 constituents 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.

Similar to CCCCD Board Policy 1009 and Administrative Procedure 1009.01, Board Policy 1012 and Administrative Procedure 1012.01 require involvement of managers, 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 constituent groups, thereby giving all areas of the College opportunity to guide its planning policies and procedures.

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. 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 constituents can bring forward ideas for institutional improvement.

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 and Administrative Procedure 1009.01 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. 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.

Also described in IV.A.2, Board Policy 1012 and Administrative Procedure 1012.01 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.

As outlined in III.D.1, College administrators and faculty have a substantial role in the budget process. Codified in Board Policy 5003 and Business Procedure 18.01, budgetary development engages all CCCCD constituents, 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), 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.

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. 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.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 outlines the academic and professional purview of faculty. Administrative Procedure 1009.01 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.

To ensure that faculty and administrators have ownership over curricular processes, the College follows Curriculum & Instruction Procedure 4008, 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:

- 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.

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.

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.

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 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.

To assure substantial inclusion and support of diverse perspectives in institutional decision-making and dialogue, the SGC reviews and approves the charges of its sub-committees with furthering this effort. As noted in III.A.12, one sub-committee, the charges of the Equal Employment Opportunity (EEO) committee include: making recommendations regarding implementation of the district-wide EEO Plan; developing and implementing effective EEO practices and programs at the College; sponsoring or facilitating trainings and activities that promote EEO practices, employment and retention of diverse personnel; and cross-cultural communication and collaboration. Another sub-committee, the Institutional Development for Equity and Access (IDEA) committee, is charged with: reviewing institutional language and practices through an equity lens; identifying diversity issues on campus; 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),

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 constituents, 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 Program; support curriculum development in GE courses; coordinate professional development for faculty teaching GE courses; and, working with TLC, garner funds to support assessment work in GE and fund actions that respond to assessment results for the purpose of GE program improvement.

The College utilizes its constituent 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 sub-committee of Shared Governance Council (SGC), designs and implements the mechanisms by which the College evaluates processes and practices related to institutional planning. The Teaching and Learning Committee 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 managers in the continuous assessment of the College's student services programs and services, as noted in I.B.1.

The College likewise 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.

Endorsed as a sub-committee 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.

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.

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, 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.

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.

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.

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.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.

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 sub-committees 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. 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.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 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.

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.

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. 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.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, 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.

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.

Insert reference to VP restructuring from III.A.7 and III.A.10.

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. 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.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement 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 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 [evidence – 4CD Board Rules & Regulations]. 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

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. Outlined in I.B.1-7, 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 (PIE) 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.

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 College's Resource Allocation Process (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.

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.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 mandates compliance with Accreditation Standards and Commission policies at all times. The President assure 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.

The President fulfills such leadership charges by not only attending ACCJC trainings and serving as team chair, but also involving the College constituents 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, staff, 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. 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.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.1-4, the President assures 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 requires that the President exercises leadership and direction in support of the CCCCD mission. Board Policy 1009 and Human Resources Procedure 4000.16 provide the President with delegating authority and control over the administrative framework of the College. Board Policy 1012 and Administrative Procedure 1012.01 establish administrative oversight over the development and assessment of institutional missions and policies. And, Board Policy 5033 and Business Procedure 18.01 grant the College President control over unrestricted funds.

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.

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 20XX, 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. Analysis and Evaluation

The President ensures that College processes and decisions are in accordance with district-, state-
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.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.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.