EXTERNAL EVALUATION REPORT

for

Los Medanos College

2700 East Leland Road
Pittsburg, CA 94565

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Los Medanos College on October 6-9, 2014

Helen A. Cox, Ph.D., Chair

Los Medanos College
External Evaluation Visit Team Roster
Monday, October 6-Thursday, October 9, 2014

Chair
Dr. Helen Cox
Chancellor
Kauai Community College

Assistant
Ms. Cammie Matsumoto
Director, Community Relations
and Special Projects
Kaua`i Community College

ACADEMIC REPRESENTATIVES

Faculty
Dr. Susan Inouye
Professor, English
Kapiolani Community College

Faculty
Ms. Virginia May
Faculty: Professor of Mathematics/Statistics
c/o Sacramento City College

Faculty
Dr. Anthony Zambelli
Professor Emeritus, Economics, Business
Cuyamaca College

Dr. Irene Malmgren
Vice President of Instruction
Mt. San Antonio College

Dr. Carolyn Inouye
Dean of Math, Science, Health, PE, Athletics
Oxnard College

Ms. Jenny Langrell
Systems Librarian
Saddleback College

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Honolulu Community College

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Vice President Administrative Services
Grossmont College

Dr. Marie-Elaine Burns
Vice President, Student Affairs
San Jose City College

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Senior Director, Institutional Research,

Dr. Randy Peebles
Associate Vice Chancellor - Economic
Development

Assessment, and Planning
Santa Barbara City College

South Orange County Community College District

Summary of the Report

INSTITUTION: Los Medanos College

DATES OF VISIT: October 6-9, 2014

TEAM CHAIR: Dr. Helen A. Cox, Chancellor, Kauaʻi Community College

A twelve-member accreditation team visited Los Medanos College (LMC) from October 6-9, 2014 for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the College is meeting the Commission standards for accreditation, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

On July 17, 2014, Dr. Cox attended the ACCJC Team Chair Training in Oakland, California. Additionally, in preparation for the visit, team members, team chair, and team assistant attended an all-day training session on September 12, 2014, in Los Angeles, California, conducted by the ACCJC, and studied Commission materials prepared for visiting teams. The team chair and assistant conducted pre-visit meetings with LMC president and senior dean of Planning & Institutional Effectiveness and Accreditation Liaison Officer on August 22, 2014, to clarify expectations and assure that all arrangements for the visit were in good order.

Prior to the visit, the External Evaluation Team members reviewed the *Self-Evaluation Report of Educational Quality and Institutional Effectiveness* completed by the College and submitted to the Commission on June 27, 2014, as well as recommendations and responses from the October 2008 Comprehensive Evaluation and Midterm Report. They reviewed institutional policies and procedures, records, reports, board and committee meeting minutes, and other supporting documents. Team members completed written evaluations of the LMC Self-Evaluation Report and identified areas for further review. All members of the team were asked to complete the online Accreditation Basics course developed by ACCJC for orientation of team members.

Since Los Medanos College is one of three colleges in the Contra Costa Community College District, the team chair and one member of the team participated in meetings at the Contra Costa District Office with Contra Costa District administrators on Monday morning, October 6, 2014 as part of the evaluation team assigned to the District Office review.

On Monday afternoon, October 6, the team convened to discuss their views of the report and evidence provided by LMC and to finalize meetings and activities for the week. Prior to the visit, the initial findings and concerns of the team, as gleaned from the advance work of team members, were discussed. This proved helpful in focusing the team's attention and subsequent

discussions. Also, on October 6, the team traveled to the College for a tour of the campus and brief introductions, received an orientation to the team room, and participated in a technology check to assure that the connections among the team members' laptops, college printers, and college Wi-Fi were established and in good working order. The day concluded with a team dinner at the Concord Hilton, the hotel in which the team was lodged, and a final team meeting to prepare for Tuesday's work.

On Tuesday, October 7, 2014, the visit began in earnest. Two team members visited the Fire and Police academies where over 50 percent of the Fire and Police academies programs are held. On Wednesday, two team members visited the Brentwood Center where students can complete an AA/AS or certificates. Two open forums were conducted by the team chair Tuesday afternoon and Wednesday morning. Four team members attended each forum, and approximately 55 people attended the two forums, which allowed comment from any member of the campus or local community. Comments the team heard were all positive, indicating the high-level engagement faculty, staff, and students have in college activities and the pride they take in them. Team members also participated in more than 50 individual and group interviews and meetings, and visited more than 45 classes including 11 Distance Education (DE) classes. At the close of the visit, the team chair presented an exit report to a large group of College employees and students, and the team was treated to a standing ovation.

The two team members assigned to participate in the District office evaluation coordinated their observations and findings on college matters with the chair of the District office evaluation team and other District office team members via teleconferences on Tuesday, October 7, Wednesday October 8, and Thursday October 9.

Overall, the College and District offices were well-prepared for the team's visit and could not have been more welcoming and hospitable. Understanding of the accreditation process was widespread throughout the college. For the most part, requests were met quickly, and employees were open and candid in their responses to team members' questions.

The College provided transportation daily. The team's workroom was well-equipped with excellent technology support and workspaces. The College provided a team workroom at the hotel as well, and provided for Wi-Fi in the team workroom and in each team member's hotel room.

The current LMC accreditation self-evaluation process was initiated with the formation of an Accreditation Steering Committee (ASC) in August 2012. The Committee met twice a month to discuss accreditation-related issues and drafted the Response to Previous Recommendations from the 2008 Accreditation Site Visit. By the end of August 2012, the Standards Committees were formed and co-chairs were selected. More than 65 names are listed in the self-evaluation as having participated on various self-evaluation teams. A comprehensive timeline listing all milestones in the self-evaluation process was developed.

The Evaluation Team found that the Institutional Self-Evaluation Report was well-written and well-organized, with an active and accessible layout. Overall, the team found that the Self Evaluation Report provided the team with a fair and accurate depiction of the College and its work. For the most part, evidence was available in separate electronic folders sent prior to the

visit, online at the LMC planning website, or in the team room. However, at times team members could not access evidence online and this caused some frustration for team members. Throughout the visit, team interactions with faculty, staff, administrators, and students confirmed what was portrayed in the report, or filled gaps that team members found in the written report.

The team found Los Medanos College to be in compliance with most of the Eligibility Requirements, all of the policies, and most of the Standards. Clearly the College has done much good work, some of it exemplary, in the important areas of learning outcomes assessment, program review and institutional planning, and in engaging the institution in dialog regarding data-informed improvement. The visiting team found the College enthusiastic and focused on building on its legacy of student-centered higher education. However, the rapid growth at the Brentwood Center has made it difficult for the College to maintain adequate support services while the College proceeds with planning for an 88,000 square foot new facility in March Creek. Also, the previous District recommendation regarding Student Learning Outcomes (SLOs) being a part of evaluations for those with direct responsibility for student learning outcomes had not been fully addressed. These issues led to team recommendations in these two areas. The District team also included a recommendation regarding SLOS as part of evaluations.

Introduction

Los Medanos College (LMC) was established in 1974 as the third and newest college of the Contra Costa Community College District (CCCCD). Established in 1948, the District is now composed of: Contra Costa College in San Pablo; Diablo Valley College in Pleasant Hill and its Center in San Ramon; and Los Medanos College in Pittsburg, along with its Center in Brentwood. In fall 2013, the District enrolled 35,561 unduplicated students.

Los Medanos College is situated on a 120-acre site in Pittsburg; the campus is located in eastern Contra Costa County and borders the city of Antioch. The Sacramento Delta, east of the College, is a thriving agricultural area and offers excellent recreational activities. The Sacramento River, north of the College, is lined with heavy manufacturing industry, petroleum refineries, and power generating plants with access to docking facilities. The foothills of Mount Diablo provide the western and southern backdrop to access the rest of the San Francisco Bay Area.

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

During the summer of 1998, with the steep growth of residents in East County and the demand for higher educational options, the College first offered classes in Brentwood in rented classroom space at the Liberty Adult Education Center. Brentwood, located 13 miles east of the Pittsburg campus, was the fastest growing city in the state for many years; it grew from 7,563 residents in 1990 to 51,908 residents in 2009. After lengthy, but successful negotiations with the City of Brentwood, Los Medanos College entered into a 10-year lease for 17,500 square feet of space in half of a former supermarket; the first classes were offered at the new Brentwood Center in fall 2001. After beginning with 493 students that first semester, the Center enrolled over 2,300 students in fall 2013. Based on student demand, LMC expanded the Brentwood Center twice during its first decade, adding another 4,180 square feet. The College has most recently added 1,817 square feet for a multi-purpose science lab, which opened in fall 2014. In order to continue to expand and improve educational opportunities for East County residents, in 2012 the Governing Board of the Contra Costa Community College District approved the purchase of a 17-acre parcel in *The Vineyards* at March Creek development. As a result of the construction bond approved by the residents of Contra Costa County in June 2014, a permanent 88,000 square foot Brentwood Center facility will be constructed on this site. The Center received official "Center Status" in spring 2012 from the State Chancellor's Office. In addition to the city of Brentwood, the Brentwood Center serves the communities of Oakley, Bethel Island, Knightsen, Byron, Discovery Bay, and parts of southeast Antioch.

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

Brentwood, California. The College also operates Fire and Police academies at the Contra Costa County Fire Training Center and Law Enforcement Training Center.

Los Medanos College offers 42 Associate Degree programs (including 18 degrees for transfer), 34 Certificates of Achievement, and 36 locally-approved Skills Certificates

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

Since the 2008 Los Medanos College Self Study in Support of Reaffirmation of Accreditation, the College has seen major developments in its leadership, organizational structure, construction, and student demographics. Los Medanos College hired its sixth permanent president in July 2012. Shortly after being appointed, the new president authorized the recruitment of a new vice president of Instruction and Student Services; the search process was successfully completed and the new vice president was hired in fall 2012. The 2012-2013 academic year was a year of transition. A new organizational structure was developed, received Governing Board approval in May 2013, and was implemented in July 2013.

Changes included: a new senior dean of Planning and Institutional Effectiveness position to oversee integrated planning and accreditation; a new dean of student success position to oversee transfer programs, learning communities, and other student success initiatives; and a restructured position entitled dean of Counseling and Student Support. The existing administrative structure for the office of instruction – which consisted of one senior dean and two deans – was restructured into three deans. The existing senior dean of Student Services was appointed as the lead administrator for the Brentwood Center. The senior dean of Student Services also serves as the Chief Student Services officer (CSSO) for the College. The responsibility for instructional programs at the Pittsburg campus and the Brentwood Center lies with the vice president of Instruction and Student Services, who serves as the Chief Instructional officer (CIO) of the College.

Construction projects since the last visit include: expansions to the current Brentwood Center; and renovations to the College Complex. A one-stop Student Services Center remodel began in December 2012 and will be completed by January 2015. The Electrical and Instrumentation Technology program was redesigned, and the lab component of the curriculum was relocated to the College from industry. A modular lab was constructed on the LMC campus next to parking lot C; this project was funded entirely through industry donations of close to $400,000, along with more than $2 million of donated equipment.

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

Los Medanos College has steadily increased in the headcount of unduplicated students over the last 40 years. Student headcount peaked in fall 2009, and dropped markedly in fall 2010 when the state instituted "workload reductions" The student headcount at the Brentwood Center continues to increase at a greater rate than at any of the colleges or centers in the District, since Brentwood and the cities around it are experiencing the fastest growth in the county. Enrollments in all courses by instructional method also peaked in fall 2009. The greatest growth has been in hybrid instruction. An interesting trend is the increase in student population in the 20 to 24 age group, from 26 percent in fall 2008 to 35 percent in fall 2013. This is currently the largest group of students at the College. This is also the fastest growing population in the service area – East County.

The growth at the Brentwood Center has led to expansion of that Center more than once, and a new, much larger center is planned. However, student services at the Center have not kept pace, and the team found that student support services at the Center are inadequate.

The demographics of the diverse East County region continue to change. In terms of ethnicity, the Hispanic population has seen the greatest rate of growth, followed by the African American and Asian/Pacific Islander populations. In addition, the foreign born population is also growing rapidly in East Contra Costa County – increasing by 51 percent between 2000-2011. At the same time, the white population has decreased. Approximately eight percent of the residents between the ages of 18 and 64 attended Los Medanos College in 2011-2012.

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

The College is implementing various strategies designed to reduce the time to achieve completion, transfer or employment. These approaches include connecting like-minded students through participation in learning communities and motivating students to successfully finish their respective programs.

Team members found the Institutional Self Evaluation Report visually appealing, well written, and complete. Overall, the report presents a fair and accurate portrait of the institution. Prior to the visit, team members greatly appreciated the availability of most evidence online, via a flash drive. However, there were several instances in which links did not work. Evidence in the team room was well organized, and team members were eventually able to locate needed data through a combination of the team room collection, the flash drive and web links, and requests to college staff.

The team found a vibrant college with a culture in which student learning is palpable. The college has clearly demonstrated its commitment to its students, and the team found numerous examples of a clear cycle of planning, assessment and using the results of assessment for

resource allocation decisions and improvements in student learning. Despite this clear engagement in developing, assessing, and using SLOs, there was no evidence that this has become a required part of the evaluations of faculty and others with direct responsibility for student learning. In addition, the College has not been able to have student services keep up with the rapid growth of the Brentwood Center.

Commendations/Recommendations

Commendations

College Commendation 1: The team commends the College for its robust textbook reserve program. The initiative provides all or most of the required textbooks for courses at LMC and gives unparalleled access to textbooks for students who are struggling to finance their education.

College Commendation 2: The team commends the College for its inclusive culture that has fostered an environment for innovation and institutional excellence. The College recognizes and embraces research to improve student success.

College Commendation 3: The team commends the College for fostering a collaborative environment focused on empowering student leadership and encouraging students to contribute innovative ideas that strengthen the College and promote student success.

College Commendation 4: The team commends the College for its shared commitment to excellence in teaching. Professional development, department meetings, SLO dialog, and new faculty orientations all deliberately support quality teaching to facilitate student achievement.

College Commendation 5: The team commends the College for its commitment to and focus on Professional Development of all categories of employees. The development of processes and tools for compiling the professional development needs of the College is inclusive and proactive, and is integrated with the program review process.

District Commendation 1: The accreditation District Team commends the entire Contra Costa Community College District for its work in reviewing and revising the budget allocation model. The District Team acknowledges the time and effort and the comprehensive nature of the feedback sought from throughout the District to develop a budget model that would adhere to certain principles: transparency, flexibility, accountability, local control, and shared governance.

District Commendation 2: The accreditation District Team commends the Contra Costa Community College District for taking deliberative and measured steps in reviewing and consolidating redundant District and college functions as it did in centralizing the roles and responsibilities of institutional research. The District Team noted that, as result of this effort, there has been increased capacity for institutional research support for the colleges' focus on student achievement and success.

District Commendation 3: The accreditation District Team commends the Contra Costa Community College District's steps in developing and implementing a New Employee Orientation program which includes training conducted by the chancellor on the Code of Ethical Behavior.

District Commendation 4: The accreditation District Team commends the Contra Costa Community College District for its successful passage of a third bond election totaling $450 million signaling strong support from the communities it serves.

Recommendations

College Recommendation 1: With specific reference to the Brentwood Center, in order to meet the Eligibility Requirements and Accreditation Standards, the team recommends that the College ensures it is meeting identified needs of students at the Brentwood Center including quality and availability of student services, technology, facilities, and library support services. In addition, it must demonstrate that these services and resources, regardless of location or means of delivery, support student learning and enhance student achievement, fulfilling the mission of the institution.
(Standards II.B.1; II.B.3.a, II.B.4; II.C.1, II.C.1.c, II.C.2; III.B.1, and Eligibility Requirements 14, and 16)

College Recommendation 2: In order to improve the effectiveness of its resource allocation process, the team recommends that the College close the loop by systematically assessing the effective use of financial resources allocated through the Resource Allocation Process, and use the results of the assessment as the basis for institutional improvement. (Standards III.D.1.a; III.D.4)

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

Responses to Recommendations of the 2008 Visit

2008 College Recommendation 1

Although the college has made significant strides in developing institutional and program SLOs, the team found that approximately 75 percent of the college's courses do not have SLOs as part of the course outline of record. Therefore, the team encourages the college to accomplish what it set out to do in meeting its timeline for reaching proficiency in its course-level SLOs by 2012. Furthermore, the team recommends that processes be implemented so that by 2012 the college will have developed and implemented methods for assessing those SLOs and use the results of those assessments to improve student learning in all its courses.

In response to this recommendation, the team found that the College appointed a taskforce to oversee the process to update 100% of the College's outlines to include SLOs. All new courses must have SLOs and assessment information in order to be considered by the Curriculum Committee.

The College has spent substantial time in improving its SLO assessment model, to re-evaluate, redefine, and streamline assessment of outcomes at the course, program, and institutional levels. A cycle is in place that requires all course SLOs be reviewed, assessed, and revised if necessary every five years. The team found evidence that courses that have come through the new cycle have used the results of assessment to improve student learning.

The College has satisfactorily addressed Recommendation 1, resolved the deficiency, and meets the Standard.

2008 College Recommendation 2

The team recommends that the college develop mechanisms to ensure the closer alignment of the Brentwood Center with college operations, services, and practices.

The College has developed mechanisms and has improved alignment of the Brentwood Center. These include changing the management structure of the center, increasing the staffing of student services staff, and creating more efficient scheduling of instructional programs.

The Brentwood Center was more closely realigned through a campus re-organization process to change the leadership of the Center from a full-time faculty member with 100% release time to an executive level team member, the senior dean of student services, who visits the campus regularly.

The College has satisfactorily addressed Recommendation 2, resolved the deficiency, and meets the Standards.

2008 College Recommendation 3

In order to increase effectiveness and respond fully to the previous recommendation, the team recommends that the college implement an integrated professional development plan to ensure

that employees have regular structured training on information technology and instructional design.

As a result of this recommendation, the College's shared governance council authorized the Professional Development Task Force. This task force developed a proposal on improving professional development on campus, which was accepted by the administration. The proposal included a mission statement, related values, outcomes, guidelines, and operational procedures. This resulted in the creation of the Professional Development Advisory Committee (PDAC). The Advisory Committee developed a strategic plan in 2013.

The Professional Development Advisory Committee has developed six standing sub-committees to address "strands" of needed training and development. These six strands include: conference review, health and wellness, leadership, orientation, teaching and learning, and technology.

The team has satisfactorily addressed Recommendation 3, resolved the deficiency, and meets the Standards.

2008 District Recommendation 1:

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

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

The three district colleges (Contra Costa, Diablo Valley and Los Medanos) described a comprehensive, participatory process begun in 2008 aimed at revising the budget allocation formula. The Chancellor's Cabinet agreed on 20 guiding principles for the allocation model and determined that the model decided upon would be a "College First" model. The model delineated clearly the college and District roles and allowed for financial decision to be made at the college level.

To ensure a transparent formula development process, a series of meetings and open forums were held throughout the District. The new budget model replaced the individual funding formulas for adjunct, management, and classified positions as well as for technology and other district wide costs. In its place were "assessments" taken off the top to pay for regulatory, contractual or committed costs. After these obligations were met, all sites received an allocation which required each site to "live within it means."

The elements of the model were memorialized in District Business Procedure 18.01 and 18.02.

The accreditation District Team noted that the process undertaken to revise the budget model has been extensive and comprehensive. The process involved development of preliminary models

which adhered strictly to SB 361 before determining in 2009 that strict adherence to this model would not be feasible. Subsequently, forums were conducted throughout the District during which a budget model was presented which combined the elements of SB 361 with a "College First" model.

The District Team noted that although discussions began with the Chancellor's Cabinet, input was sought throughout the District with the District Governance Council taking a prominent role. The budget model was reviewed and refined for implementation in fiscal year 2010-11. Additionally, two business procedures were revised and adopted by the Governing Board in 2014.

The District and College Teams reviewed business processes that had been updated to reflect the new funding formula including: Business Procedure 18.01, The Contra Costa Community College District General Fund Budget and Business Procedure 18.02, Parameters for Budget Development and Preparation.

The District Team noted that the District has implemented a phased-in approach to stabilizing funding for district wide technology to address the recommendation regarding technology funding. The District Team confirmed that the first phase of this approach began in 2009-10 with a number of upgrades which had previously been funded through one-time dollars.

The District Team concluded that the District has addressed the recommendation, resolved the deficiency, and meets the Standards.

2008 District Recommendation 2:

In order to meet the Standard, the district should establish a written code of professional ethics, which includes managers. (IIIA.1.d)

A Code of Ethics applicable to all members of the District, including managers, was adopted by the Governing Board on October 21, 2009 (Board Policy 2056, Code of Ethics). Previously, the Chancellor's Cabinet had adopted an Employee Code of Ethical Behavior on April 5, 2005 which covers all employees, including administrators (District Human Resources Procedure 1040. 08, Employee Code of Ethical Behavior).

The accreditation District Team noted that the Code of Ethics has been developed and approved by the Governing Board as a Board policy. The District Team further noted that the District has adopted a parallel administrative procedure: District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior. An anonymous Hotline to report fraud has been available as of 2012 with a link on the District's webpage. The Hotline is coordinated internally by the internal auditor and the associate vice chancellor for human resources (III.A.1.d) Additionally, the District developed a New Employee Training Program during which the Code of Ethical Behavior is explained and reviewed in depth by the Chancellor or her designee.

The District Team concluded that the District has addressed the recommendation, resolved the deficiency, and meets the Standard.

2008 District Recommendation 3:

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

The District reached agreement with the United Faculty to revise the faculty evaluation forms to include two questions as part of the faculty self-evaluation process (United Faculty revised evaluation forms):

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

United Faculty and the District agreed to modify an article in their agreement to add to department chair duties to "oversee and facilitate the development and assessment of course and program-level student learning outcomes." (United Faculty Contract, department chair duties)

The accreditation District Team reviewed the statements which are included in the faculty member's self-evaluation questionnaire. The District Team acknowledged that this is only one aspect of a faculty member's evaluation. However, it was unclear to the District Team how, during a faculty member's evaluation, the faculty member's self-report is validated. Interviews among District Office staff confirmed that the faculty evaluation process is managed at each college under the auspices of the vice president for Instruction. Review of redacted evaluation forms indicated that no validation other than the faculty member's self-report occurs with regard to integration of student learning outcomes in the evaluation process. The District Team noted that other members of a college's academic team, such as counselors and deans, also have responsibility for student learning outcomes. Evidence was not provided showing that the evaluation of these college staff has included integration of student learning outcomes.

More specifically, as stipulated in the 2008-2011 United Faculty contract, Appendix X, faculty are provided with forms to use throughout the evaluation process. Forms are available on the District and college websites. Those forms include in-class observation, outside of class activity, and a checklist that individual faculty use as a guide for their personal self-reflection. However, it is suggested, not required, that the faculty reflect on two statements related to SLO participation: 1) I use appropriate and varied tools for evaluating and assessing student learning outcomes; and, 2) I participate in department committees/tasks, which include curriculum development, assessment of SLOs, course outline rewrites, and course content review. Peer and administrative comments about the faculty member's teaching may or may not include specific reference to SLOs.

A review of random full-time faculty evaluation personnel files at the three colleges, revealed inconsistent responses to the issue. Team members noted that the depth of comments concerning student learning varied widely, both from individuals being reviewed and those participating as evaluators. Although much discourse seems to have taken place regarding student learning

outcomes, there is little evidence that the faculty evaluation systematically, consistently, and thoroughly includes attention to SLOs. (Standard III.A.1.c)

The District Team determined that this Standard has not been met. (See 2014 College/District Recommendation 1)

2008 District Recommendation 4:

In order to meet Standards, the district should develop a policy and implement procedures for evaluating the effectiveness of the district's administrative organization, the delineation of responsibilities of the district and the colleges, and the governance and decision making structures. The results should be widely communicated and used as a basis for improvement. (IV.A, IVA.1, IV.A.2, IV.A.3, IV.B.E., IV.B3.a., IV3.b., IV.B.3.e., IV.B.3.f, IV.B.3.g)

A document, "District and College Roles, Responsibilities and Service Outcomes," was developed in 2010 and updated in 2013 (Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment, and Continuous Improvement). The document delineates the roles and responsibilities between the colleges and the District and is scheduled to be reviewed every four years by District Office staff and their counterparts at the colleges.

Two Board policies were revised to clarify institutional leadership/governance and institutional effectiveness (Board Policy 1009 and Board Policy 1012). A District Governance Survey was developed to gauge effectiveness of the governance and decision-making process; it was administered in 2010, 2011 and 2012. The District Governance Council distributes the results to constituency groups. Additionally, the Chancellor's Cabinet conducts an annual self-evaluation.

The District Team noted that the District and College Roles, Responsibilities and Service Outcomes Functional Map clearly delineates the roles and responsibilities of the District Office versus those of the corresponding college office. Evidence was presented as a result of confirming interviews with District Office staff that a periodic program review process is in place and that District level services are evaluated on a regular basis.

The District Team concluded that the District has addressed the recommendation, resolved the deficiency, and meets the Standards.

Eligibility Requirements

1. **Authority**

   The evaluation team confirmed that Los Medanos College is a pubic, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges. Los Medanos College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

2. **Mission**

   The evaluation team confirmed that Los Medanos College's updated mission statement was adopted by the College Governing Board in June, 2013. The mission statement includes a focus appropriate for a community college. It is published widely throughout the college, including the College's Catalog and website, and in the College's planning documents.

3. **Governing Board**

   The evaluation team confirmed that the Contra Costa College District is governed by a five member Board. The members of the Governing Board are elected to four-year terms and each represents specific areas within Contra Costa County; the Board membership is sufficient in size and composition to fulfill its responsibilities.

   The team confirmed that the Board makes policy for the District. Members of the Governing Board do not have employment, family, ownership, or other personal financial interest in the institution. The District conflict of interest policy requires the disclosure of any interests; assures that such interests neither interfere with their impartiality, nor outweigh their duty to the Governing Board; and ensures the academic and fiscal integrity of the institution.

4. **Chief Executive Officer**

   The evaluation team confirmed that the Los Medanos College president serves as the chief executive officer who has primary authority and responsibility for leadership and management of all programs and services provided by the College. The president is appointed by the Governing Board of the Contra Costa Community College District; neither the College president nor the District chancellor serves as chair of the Governing Board.

5. **Administrative Capacity**

   The team confirmed that the College has adequate staff in number, experience, and qualifications to provide administrative support and oversight to facilitate accomplishment of the institution's mission.

6. **Operational Status**

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

7. **Degrees**

Los Medanos College offers 42 Associate Degree programs including 18 degrees for transfer. The College also offers 34 Certificates of Achievement, and 36 locally-approved Skills Certificates.

8. **Educational Programs**

The evaluation team confirmed that Los Medanos College's educational programs are consistent with its mission of providing a quality education within its diverse community. The programs are based on recognized fields of study, including a number of degrees matching state Transfer Model Curriculum requirements. They are of sufficient content and length, and maintain appropriate levels of quality and rigor.

9. **Academic Credit**

The evaluation team confirmed that Los Medanos College awards academic credits in a manner consistent with generally accepted higher education practices and based on Title 5, Section 55002.5, of the California Administrative Code and using the Carnegie formula.

10. **Student Learning and Achievement**

The evaluation team confirmed that Los Medanos College defines course, program/degree, and institutional learning outcomes, assesses these student learning outcomes, and engages in meaningful dialog leading to continuous quality improvement.

11. **General Education**

The evaluation team confirmed that Los Medanos College incorporates general education into its degree programs to ensure breadth of knowledge and promote intellectual inquiry. Five broad student learning outcomes for all general education courses have been identified and are being assessed. Degrees require competence in both writing and mathematics. There are comprehensive learning outcomes for the students who complete the general education component.

12. **Academic Freedom**

The evaluation team confirmed that Los Medanos College has adopted an Academic Freedom Statement to ensure that faculty and students are free to examine and test knowledge appropriate to their discipline or area of major study as judged by the general academic/educational community. Both the full-time and part-time faculty contracts address issues of academic freedom and responsibility.

13. **Faculty**

The evaluation team confirmed that Los Medanos College meets the minimum legal requirement of the Faculty Obligation Number (FON) and the 50 percent instructional resources requirement. The College currently has 113 full-time faculty members and 258 part-time faculty members. All faculty meet the requirements listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Faculty responsibilities, which include development and review of curriculum and the assessment of

learning, are stated in Governing Board Policies, the *United Faculty Contract*, and the *Faculty Handbook.*

14. **Student Services**

The evaluation team confirmed that Los Medanos College provides appropriate services to support the educational needs of its increasingly diverse student body. Support services directly support student learning and have learning outcomes that are assessed on a regular basis. However, services at the rapidly expanding Brentwood Center have not kept pace.

15. **Admissions**

The evaluation team confirmed that the admissions policies of Los Medanos College are consistent with its mission and conform to the requirements of Education Code, Title 5, and District regulations. These policies are published in the College Catalog, in the Schedule of Classes, and on the College website.

16. **Information and Learning Resources**

The evaluation team confirmed that Los Medanos College provides specific long-term access to sufficient information, learning resources, and services to support its educational mission and instructional programs in all formats and at most locations. However, services at the rapidly expanding Brentwood Center have not kept pace. Resources and services are provided by a number of organizational units, but are the primary responsibility of Information Technology and the Library.

17. **Financial Resources:** The team confirmed that the College in conjunction with CCCCD has the necessary financial resources, and financial development processes to address financial stability. The primary sources of income for the College and District are State general funds, tuition and fees, grants and contracts. Through prudent planning utilizing the College and District shared governance processes, the College and District have managed the state economic recession and subsequent budget reductions while maintaining and improving student learning. The College and District maintain sufficient ending balances to address any unforeseen issues or emergencies.

18. **Financial Accountability**

The team confirmed that the College in conjunction with CCCCD undergoes annual independent external audits, and makes these audits available to the public. The District received unqualified audits on its financial statements as well as the Los Medanos College Foundation, and Proposition A Bond funds for the past six years. The College and District have responded to quickly resolve all audit findings regarding compliance and internal control issues.

19. **Institutional Planning and Evaluation**

The evaluation team confirmed that Los Medanos College regularly and systematically evaluates how effectively it is accomplishing its purposes and shares information about those efforts with the public. Evidence of college wide planning and improvement mechanisms exists within processes for program review, resource allocation, and measuring student achievement.

20. **Integrity in Communication with the Public**

The evaluation team confirmed that the mission, purposes, and objectives of the College; course, program, and degree offerings; admissions requirements; fees and refund policies; requirements for degrees, certificates, graduation, and transfer; academic credentials of faculty and administrators; names of Board members; major policies affecting students; and related items are published in the catalog, the class schedule, and other appropriate documents, and are also posted on the college website.

21. **Relations with the Accrediting Commission**

The evaluation team confirmed that Los Medanos College adheres to the Eligibility Requirements, Accreditation Standards, and Policies of the Commission and describes itself in identical terms to all its accrediting agencies. The College publishes accurate information regarding its accreditation status both in printed documents and on its website.

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and Correspondence Education

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

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

The team confirmed that the College provides adequate technological, financial, and human resources through established structures to ensure that the stipulated outcomes are achieved. The three colleges in the District provide distance education through a common Learning Management System, Desire2Learn, which is maintained by the District Office in collaboration with the College's Instructional Technology and Services (IT&S) Department. The College's Distance Education Committee is co-chaired by two faculty provided reassigned time for their leadership, to coordinate professional development and support the development of distance education curriculum, programs, and services. The vice president of instruction and student services serves on the Distance Education Committee and oversees all aspects of distance education compliance.

The College has provided the Commission with advance notice of the intent to initiate a new delivery mode, such as distance education, through the substantive change process. The College reviews certificates and degrees to determine whether 50 percent or more are to be offered through distance education and notifies the Commission of the intent to offer these degrees through the substantive change process. Since the *2008 Self Evaluation Report*, the College has submitted and received approval for one substantive change proposal for distance education for ten programs (two associate degrees and eight certificates of achievement) in which more than 50 percent of the courses may be offered through distance education.

Faculty are required to use the College's current Learning Management System, Desire2Learn, as the home page for all online courses. The College has processes in place to establish that the student who registers in a distance education course or program is the same person who

participates in the course or program and receives the academic credit. The institution verifies the student's identity by requiring a secure log-in through a unique student ID and password as part of the distance education learning management system. The District and colleges work to ensure that each student's password is protected against public disclosure. The District makes available to each student, at the time of registration, a statement of the process to ensure student privacy. Policies that ensure the protection of student privacy are published in the College Catalog.

The College complies with the Policy on Distance Education and Correspondence Education.

Policy on Institutional Compliance with Title IV

The team confirmed that the College offers both federal and state Financial Aid programs and is in compliance with federal regulations, per Title IV of the Higher Education Act (HEA). The College demonstrates diligence in keeping loan default rates at an acceptably low level and complies with program responsibilities as defined by the U.S. Department of Education. Board Policy 3023 states that "all financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency and will incorporate federal, state and other regulatory requirements."

The College complies with the Commission Policy on Title IV.

Policy on Representation of Accredited Status

The team confirmed that educational programs and services are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities, including those presented in electronic formats. All statements are clear, factually accurate, and current. The College Catalog is readily available in print and electronic formats, and accurately depicts all the required elements in the Commission policy. Supporting documentation is kept on file in the Office of Instruction. The Marketing Office collaborates closely with the Office of Instruction and other offices in the College to ensure accuracy of content.

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

The team confirmed that student recruitment is guided and conducted by well-qualified professionals whose credentials, purposes, and position with the institution are clearly specified. These professionals accurately represent the College and its programs. The College does not use any independent contractors for recruiting purposes. Awards of privately-endowed restricted funds, grants or scholarships are made only on the basis of specific criteria related to merit or financial need.

The College's accredited status is affirmed in the College Catalog and other official publications and is stated accurately and fully, identifying the accrediting body in the manner required by ACCJC.

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

Policy on Institutional Degrees and Credits

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

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

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

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

The College Catalog includes a description of the relationship between units and college credit. Board policies and procedures are congruent with ACCJC policy requirements.

The College complies with the Policy on Institutional Degrees and Credits**.**

Policy on Institutional Integrity and Ethics

<u>Upholds and Protects Integrity of Practices</u>
The team confirmed that Los Medanos College upholds and protects the integrity of its practices through its mission, values, College procedures, Contra Costa Community College District

Board policies, and compliance with the California Education Code and California Code of Regulations, Title 5.

Responding to Commission Requests

The College provides the Commission with accurate, complete and readily available reports on matters that may have a material impact on the institution's integrity. The team reviewed documents including the 2014 annual ACCJC reports, 2008 through 2012 annual audit reports, and the college responses to previous recommendations from ACCJC, which provide evidence that the College complies with reporting, licensing, and auditing requirements. The team concludes that Los Medanos complies with all Commission reporting requirements accurately and in a timely manner.

Institution Reports are Clear and Accurate

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

Institution Policies Ensuring Academic Honesty, Integrity in Hiring and Preventing Conflict of Interest

The team confirmed that Los Medanos College and the Contra Costa Community College District have policies and procedures to ensure academic honesty including CCCCD *Student Services Procedure* 3027, *Student Code of Conduct*, and *LMC Student Code of Conduct*.

Policies to ensure integrity in the hiring process include CCCCD HR Procedure 1010.02, *Uniform Employment Selection Guide*.

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

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

The District Administrative Procedure 1001.01, *Process to Introduce New or Revise Existing Governing Board Policy* (CP-26), provides the process for revisions and additions to policies and

procedures and regular review of policies through the shared governance process. All policies and procedures are widely available online.

Institution Demonstrates Integrity and Honesty in Interactions with Students
The team confirmed that Los Medanos College demonstrates integrity and honesty in all interactions with students and prospective students. The College's accreditation status is posted on the College's website, and included in printed Catalog and Schedule of Classes. Transfer-of-credit policies and information about licensure examinations are included in the College Catalog in print and electronically.

Institution Establishes and Publicizes Policies Regarding Institutional Integrity and How Violations are Resolved
The team found that Los Medanos College publicizes policies ensuring institutional integrity in the College Catalog and through the *Student Code of Conduct*. It is widely available online and in print to all students, staff, and faculty.

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

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

Institution Cooperates with Commission on Site Visits
The team found that Los Medanos College holds accreditation as a high priority, and cooperates with the Commission to prepare for site visits, receive evaluation teams and Commission representatives collegially. The College maintains a spirit of openness and commitment to external evaluation and assists peer evaluators in performing their duties.

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

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

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

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

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

The College ISA has been approved by the Commission through the Substantive Change process. The College is responsible for the quality and academic integrity of the performance of necessary control functions for the ISA educational offerings.

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

Policy on Student and Public Complaints against Institutions

The institution has clear policies and procedures for handling student and public complaints. These are accessible in the College Catalog, in the Student Handbook and online. Students also may request copies of the grievance procedures and related forms for initiating a complaint through the student services offices on both the campus and at the Brentwood Center.

At the bottom of every LMC and the District webpage, there is a link to the "4CD Confidential Hotline." This site is hosted by EthicsPoint, an external agency not part of the Contra Costa Community College District, to gather complaints in a confidential and safe manner from the community. At the top of every LMC webpage is "Quick Links," from where in "About LMC" there is a section on "Accreditation," which gives the public information about the College's accreditation status as well as ACCJC contact information for additional information including for filing complaints.

The College complies with the Commission Policy on Student and Public Complaints against Institutions.

Policy on Public Notification of an Evaluation Visit and Third Party Comment

The president notifies the campus community of the date and purpose of each ACCJC educational quality and institutional effectiveness review and any Follow-Up Reports or team visits requested by the commission. The College has made appropriate and timely efforts to solicit third party comment in advance of a comprehensive evaluation visit. The College website provided notice of the opportunity for submission of third-party comments by the public and the process for doing so. At the top of every LMC webpage is "Quick Links," from where in "About LMC" there is a section on "Accreditation," which gives the public information about the College's accreditation status as well as ACCJC contact information for additional information including for filing complaints. Information regarding the evaluation visit, evaluation team composition, dates of the visit, and the team schedule and activities are posted on the website. The campus scheduled two open forums during which any member of the campus community could bring to the attention of the visiting team any issue related to the institution's accreditation.

The College complies with the Commission Policy on Public Notification of an Evaluation Visit and Third Party Comment.

Standards and Performance with Respect to Student Achievement
The College has defined elements of student achievement performance across the institution and within each instructional program, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements. Defined elements within instructional programs include job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. Other elements of student achievement performance for measurement are appropriate to the College mission.

Los Medanos College standards for programs and across the institution guide self-evaluation and institutional improvement and results are reported regularly across the campus. These results are then used in program and institution wide planning. In areas where performance is not at the expected level, the College takes appropriate measures to improve its performance. (See Standard I.B, p. 36)

The College complies with the Commission's requirement for Standards and Performance with Respect to Student Achievement.

Standard I
Institutional Mission and Effectiveness

Standard I.A. Mission

General Observations:

The Los Medanos College mission statement is appropriate for an institution of higher learning and matches the student population and institutional vision. The mission statement defines the College's overarching educational purposes, identifies the diverse student populations it serves, and communicates its dedication and commitment to student learning. The mission statement aligns with and is supported by the College vision and values. The College recently reviewed its mission statement utilizing a task force of the Shared Governance Council (SGC), the College's highest shared governance body that includes all constituent groups. The College reaffirmed that its current mission statement clearly defined its educational purpose, intended student population, and its commitment to achieving student learning. The Governing Board approved the mission statement at its June 2013 meeting, and the statement is included in the College Catalog, and posted on the College website.

Student learning and success are the central components of the Los Medanos mission statement and express a commitment to assist students in meeting their educational goals. In addition, Los Medanos College, in concordance with the District's planning cycle, has identified four planning priorities as part of its 2012-2014 Interim Strategic Priorities: These priorities are to:

- Increase and accelerate student program completion;
- Build stronger relationships among faculty, staff and students to increase engagement and student success;
- Increase and accelerate student completion of basic skills sequences, and
- Improve the academic success of African American students.

The College provides appropriate student services as well as student learning and ancillary programs to meet the needs of its students and community no matter the modality of location.

The College supplied evidence during the site visit that mission statement review is becoming a cyclical process every three years. This cycle is shown in a draft document showing all of the planning cycles entitled *Planning Cycles*. During the recent review process, the College surveyed students, faculty, staff, managers, and community members to ensure that it had input from all constituencies. The survey asked how accurately the mission statement reflected Los Medanos College's purpose and if the mission statement needed to be revised. The survey questions were designed so the survey results could be seen as an aggregate and disaggregated based on the survey respondent's role within the College or community.

Los Medanos has a well-developed, integrated planning and resource allocation process. The College also has developed interim strategic priorities for fall 2012 to spring 2014 to ensure alignment with District Strategic Plan time schedules. The interim priorities and objectives are incorporated into the newly updated program review and resource allocation program and automatically create linkages to governance and decision-making processes. These linkages ensure that planning and decision-making are based on the institutions mission, vision, and values.

Findings & Evidence

Los Medanos College has a mission statement that clearly defines the College's broad educational purposes, its intended student population, and its commitment to achieving student learning.

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

The College Shared Governance Council reaffirmed the mission statement, and it was approved by the Governing Board at its June 2013 meeting. The mission statement is published on the College website and in the College Catalog and other documents, and the College community is keenly aware of the College's mission. (Standard I.A)

The College mission and purpose is clearly outlined within its mission statement and is appropriate for a California community college. The mission statement identifies Los Medanos College's intended student service area which includes: East Contra Costa County, which includes Clayton, East Concord, Bay Point, Pittsburg, Antioch, Oakley, Brentwood, Knightsen, Byron, and Discovery Bay. (Standard I.A)

The College has established student-learning outcomes (SLOs) and tracks those outcomes throughout the institution. The Student Learning Outcomes: A New Model of Assessment, developed by the College's Teaching and Learning Committee and approved in 2012 by the Shared Governance Council, provided the mechanism to align course, program, and institutional assessment cycles; and integrated assessment with program review and resource allocation. Los Medanos has set institutional goals that are outlined in the 2006-2016 Educational Master Plan (EMP) and Interim Strategic Priorities 2012-14. These goals align with the Mission Statement and serve as the basis to guide college activities and goal planning. (Standard I.A)

The College's mission is central to institutional planning and decision-making. Interviews with faculty, classified and administrators who made up the Mission Statement Taskforce provided evidence that decision-making is based upon evaluation and prioritization processes. The mission statement is embedded in the College Educational Master Plan, and was used as the basis for the development of the college's Interim Strategic Priorities 2012-14. College governance and

operational groups such as Shared Governance Council, The Planning Committee, the Teaching and Learning Committee (TLC), and the Institutional Development for Equity and Access (IDEA) Committee regularly review data, and align reporting with the mission statement and College goals. (Standard I.A.1)

The College programs and services provided align with its mission and stated goals. Included in the degree numbers are 18 transfer degrees in support of California Senate Bill1440. The College also offers two Associate Degrees and eight certificates in a distance education format to meet the varying needs and educational requirements of its students. The College has been extremely successful in garnering grants to provide additional support for students including two U.S. Department of Education Hispanic Serving Institution grants, and a Department of Labor grant. In response to its students' needs, the College has developed both co-curricular and instructional programs targeted at the general and specific student populations. These programs include typical student services such as academic and financial aid counseling, disabled student services, computer labs, tutoring, a library and others. It is evident that the College has developed strong ties with industry and the community it serves in its programs. Los Medanos College has also developed programs that align specifically with the institution's strategic priorities, in particular, learning communities, which are linked courses with a cohort of students that are centered around specific student success and engagement themes such as Academy for College Excellence, Transfer Academy, Umoja Scholars program (focused on African American students) MESA (Mathematics, Engineering, Science Achievement) and others. (Standard I.A.1)

The College regularly assesses its services quantitatively and qualitatively through surveys, SLO assessment, and College wide discussions at a variety of governance and open college meetings. Examples of institutional effectiveness assessment include program review, SLO assessments, Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), and the 2013 Los Medanos College Student Satisfaction Survey. The 2013 Student Satisfaction Survey reported that 86 percent of students surveyed were satisfied or very satisfied with the quality of the academic programs, and 90.7 percent were satisfied or very satisfied with the overall quality of instruction. Vision 20/20: Preparing Tomorrow's Workforce Today is an initiative which began in fall 2011 to develop the College's first Workforce Development Strategic Plan. According to I.A.1-8, an external agency was hired to facilitate the process, which included participation by a broad range of campus, community and industry constituents, retreats and interpretation of employment and program data. The plan itself lays out strategic goals. (Standard I.A.1)

The College reaffirmed the College mission statement in 2013 after completing a comprehensive survey of students, faculty, staff managers, and community members. Survey results indicate that the majority of the respondents felt that the mission statement accurately reflected the College's purpose, and governing board-meeting minutes of June 26, 2013 confirm that the board voted unanimously (including a student advisory vote) to approve and reaffirm the existing mission statement. The survey results reported to the Governing Board appears to have been reported in an aggregated format. The report showed that 63 percent of the 366 survey respondents thought the mission statement was fine, while only 37.5 percent thought it should be revised. Although the mission statement was reaffirmed, the disaggregated college mission statement survey results showed that 58.1 percent of classified staff, 51.6 percent of faculty, 68 percent of managers, 22

percent of students, and 53 percent of the community members polled thought the college mission statement should be revised. (Standard1.A.2)

The Self Evaluation Report provided evidence of an inclusive mission statement analysis and revision process, and that the process and resulting reaffirmation were communicated throughout the College. The communication process included college assemblies on February 4, 2013; an all campus e-mail from the College president dated February 8, 2013; and the creation of a representative task force charged by the Shared Governance Council (SGC) to assist in the mission statement review process. The task force included classified, faculty managers, and students as documented by the February 4, 2013 college assembly presentation, and the mission statement review process incorporated into the governing board meeting minutes of June 2013. The self-study provided evidence that the results of the survey were reported to the college through the Shared Governance Council on February 27, 2013 and that SGC recommended reaffirming the mission statement without change at their May 8, 2013 meeting. . (Standard I.A.3)

Despite the robust review process the mission statement recently underwent, there was no evidence in the Self Evaluation Report that a regular review had been incorporated into the College planning processes. (Standard I.A.3). However, the College supplied evidence during the site visit that mission statement review is becoming a cyclical process every three years. This cycle is shown in a draft document showing all of the planning cycles entitled *Planning Cycles*. (Standard I.A.3)

Los Medanos College planning and resource allocation models tie to the College's mission, vision, and values. The process links program review to institutional goals that are central to fulfilling the institutions mission. The college has annual and comprehensive program review cycles, and has developed and incorporated a Program Review Submission Tool (PRST) and a Resource Allocation Program (RAP) process that link planning and resource allocation to the institutional goals. The District and College have worked together to incorporate a District wide strategic planning cycle that will help ensure connectedness. The College continues to review and revise its planning and data collection processes to improve institutional effectiveness. The team was able to review the PRST and RAP forms and completed program reviews which highlight that Los Medanos College mission is central to its planning and decision making process. (Standard I.A.4)

A commitment to serving its diverse student and community needs is also reflected in the programs it offers such as Umoja Scholars, Puente, Academy for College Excellence (ACE,) Career Advancement Academy, Transfer Academy, Honors, Math, Engineering and Science Achievement Program (MESA), Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), California Work Opportunity (CalWORKs), Cooperative Agencies Resources for Education Program (Care), and the grants the institution has successfully secured, including two U.S. Department of Education Hispanic Serving Institution grants, and Department of Labor grant. (Standard I.A.4)

Conclusions

The evidence provided through site visit interviews validate that the College mission is central to the planning and decision making process. The College mission and purpose are clearly outlined within the mission statement, and the statement is appropriate for a California community college. The College commitment to student access and success as identified within the mission statement is regularly discussed throughout the College.

Los Medanos College has engaged in a number of surveys and other data collection activities regarding student access and success. Program Review and SLO assessment provide examples of how the institution is closing the loop in regards to outcomes driving further improvements.

The College recently reviewed and reaffirmed their mission statement. The College communicated its mission statement review process and outcomes to all constituent groups through the Shared Governance Council and through college assemblies. The College's mission is central to institutional planning and decision-making, and is reflected in the programs and services it offers and how resources are allocated.

In order to ensure the mission statement is reviewed on a regular basis so that it continues to accurately define the institution's broad educational purposes, its intended student population, and its commitment to achieving Student, the College should make official the three-year cycle that has been proposed for regular mission statement review. (Standard I.A.3)

The College meets the Standard.

Recommendations

None

Standard I
Institutional Mission and Effectiveness

Standard IB Improving Institutional Effectiveness

General Observations

The College clearly values institutional effectiveness and the continuous improvement of processes to support student success. There is ongoing, collegial, self-reflective dialog focusing on student learning and achievement. All areas of the campus play an important role in contributing to institutional effectiveness and overall student success. The College sets goals to improve effectiveness, develops specific measurable objectives, and determines the degree to which these goals and objectives are met. There are clearly defined processes for strategic planning, program review, and resource allocation. These processes are reviewed, refined, and changed as needed based on input from all constituency groups.

There has been broad-based input and discussion on the College's strategic planning process that is tied to the District strategic plan. Strategic priorities were developed which directly support student engagement, student completion, and student success. The College's planning process is ongoing, especially with the new District priorities and strategic directions that were developed this past year. The Planning Committee and the Shared Governance Council actively support and oversee these processes.

There has been continual progress on the development and assessment of student learning outcomes at the course, program, and institutional levels. College wide dialog is strong and occurs within programs and units, at department meetings, and in committees. The Teaching Learning Committee has taken the lead in developing a new model of assessment for the College that brings together the assessment, course outline revision, program review and planning, professional development and resource allocation processes.

The planning, program review, and assessment processes all rely heavily on research, data, and other evidence. The centralization of research at the District Office of Research and Planning has been positive with increased research support for the College. The College makes a concerted effort to share information with all campus constituencies as well as the community at large. The College and District websites are the primary means to disseminate information. The Office of Planning and Institutional Effectiveness plays a key role in bringing together all areas of the College to focus on improving planning, program review, and evaluation processes to support student learning and promote student success.

Findings and Evidence

There has been ongoing, collegial dialog at the College that has centered on institutional effectiveness and the continuous improvement of institutional processes that support student learning. It is evident that students come first at LMC. Faculty, staff, and administrators alike take great pride in finding ways to increase student engagement in the college environment, to support student learning, and to increase student achievement and success. These dialogues on student learning take place in departments and programs across the campus, in committee

meetings, and through the many institutional processes set up for continual improvement such as program review, planning, and assessment processes. The College's mission statement, strategic priorities and supporting objectives, educational master plan goals, as well as the District strategic goals further support these emphases. (Standards I.B.1, I.B.2)

The College has set goals to improve its effectiveness based upon the priority it places on student learning and success, continuous quality improvement, and overall institutional effectiveness. As one of three colleges in the district, LMC has realigned its strategic planning process with the timeline for the District wide strategic plan. An Interim Strategic Plan was created to cover the period from fall 2012 through spring 2014. The College's Planning Committee oversaw the process leading to the development of four strategic priorities:

- Increase and Accelerate Student Program Completion
- Build Stronger Relationships Among Faculty, Staff and Students to Increase Engagement and Student Success
- Increase and Accelerate Student Completion of Basic Skills Sequences
- Improve the Academic Success of Our African American Students

Each strategic priority was linked to goals for both the District wide Strategic Plan and the College's Educational Master Plan. Supporting objectives for each strategic priority were created and listed in very specific, measurable terms outlining the increases expected over baseline figures for a particular timeframe. A great deal of discussion and thought went into the process to identify the most important strategic priorities, as well as reasonable but ambitious goals to achieve. Baseline figures came from a number of data sources including Accountability Reporting for the California Community College (ARCC) data, survey data on student and faculty engagement from Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), and Community College Faculty Survey of Student Engagement (CCFSSE), and other district and state system sources. (Standards I.B.1., I.B.2, I.B.3, I.B.4).

Over the last academic year, a District wide effort took place to develop a new District Strategic Plan for 2014-2019. Representatives from across the District including faculty, staff, students, administrators, board members, and community members participated in a series of charrettes to identify district priorities and strategic directions for the next few years. The College is in the process of updating its strategic plan to align strategic priorities with the new District strategic plan.

The U.S. Department of Education requires colleges to set student achievement standards at the program as well as institutional levels. The standards need to be related to the institution's mission and be reasonable, measurable, and assessed. The LMC standards at the institutional level were established during the spring of 2013 through college wide dialogue including department chairs, the Academic Senate, the Teaching Learning Committee, the Shared Governance Council, and the Management Council. Standards were set for course completion,

fall to fall persistence, degree completions, certificate completions, and transfer to 4-year colleges/universities. Progress data on the institution-set standards for the past three years are available on the Office of Planning and Institutional Effectiveness website. Standards at the program level were established at the departmental level including benchmarks for licensure and other program-specific goals. These program level standards are incorporated into the annual program review process. The institution-set standards are reasonable, and the College has met or exceeded the standards for the past two years. However, should the College not meet its standards, review and improvement processes are in place to address shortfalls. (Standards I.B.2, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6)

Over the last few years the program review process at the College has undergone extensive review and discussion to make the process more meaningful, effective, and collaborative. The Planning Committee, along with the Office of Planning and Institutional Effectiveness, facilitated these efforts. The emphasis has been on creating better linkages between assessment, program review, planning, and the resource allocation process. An updated Program Review Submission Tool (PRST) was developed and introduced during the 2012-13 academic year. Every unit on campus including instructional areas, student services, administrative units, and learning communities submit annual updates. The program/unit review process is tied to the mission of the college, strategic goals, and assessment results. The College has completed the 2014-15 program review and planning processes. The planning occurred in fall 2013 and was the process to plan for this 2014-15 year. The Resource Allocation Process (RAP) request form was used to request resources for three areas:

- Program Improvement & Development – for new projects, programs, or services. These requests are submitted once a year. Information is forwarded to the Shared Governance Committee (SGC) for review, prioritization, and recommendation.

- Program Maintenance – for maintaining existing programs or services. Requests are submitted throughout the year. They are forwarded to the President's Cabinet for approval and allocation of funds.

- Classified Staffing – for new or increased classified positions. Requests are also submitted once a year, and information is forward to SGC for review, prioritization, and recommendation.

There are clear guidelines and a widely publicized timeline for these processes. Workshops and other training opportunities are made available to the College community. There has been extensive discussion, reflection, and evaluation of the planning, program review, and resource allocation processes that have taken place in various committees (e.g., Planning Committee, SGC). Changes that took place this past year included the opportunity for resource requests to be presented in an open forum so that all faculty and staff could listen to proposals made to the Shared Governance Council (SGC). The SGC reviews and discusses proposals, rates the requests using established criteria, and then sends the prioritized recommendations to the President for allocation decisions. The RAP forms are comprehensive in the amount of information provided. A memo is sent out by the president to inform the campus community about allocations approved for each RAP cycle. For this past year, there were two phases of allocations with initial allocations announced for phase one in the spring of 2014 and phase two

in this fall after the fiscal situation became clearer. Allocations were identified with input from various sources including SGC, President's cabinet, student and employee satisfaction surveys, accreditation self-evaluation meetings, and strategic planning dialogue sessions. The process is very transparent with information provided to the campus community about resource requests that were submitted along with allocation decisions. (Standards I.B.1, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7)

The assessment of student learning outcomes has been ongoing at the College for a number of years. An Academic Senate taskforce led the discussion of how to coordinate assessment efforts across the campus. The Teaching Learning Project (TLP) has been the primary group looking at assessment issues. It began as a joint undertaking of the Academic Senate and the Shared Governance Council. Realizing that the group was not a "project" with beginning and ending dates, it has undergone a recent name change to become the Teaching Learning Committee (TLC), a subcommittee of the Shared Governance Council. This was part of an overall new model of assessment for the college to revise, integrate, and streamline processes on a five-year cycle. The five-year cycle was designed to coordinate with the timeframe for revising course outlines of record. It brings together assessment, course outline revision, program review and planning, professional development and resource allocations processes. All courses within a department are divided into four cohorts starting with assessment of selected courses in year one followed by review of assessment results and revision of course outlines in year two. This culminates in the comprehensive program review process in year five following the assessment and review of all courses within the program. (Standards I.B.1, I.B.3, I.B.6, I.B.7)

The Teaching Learning Committee, with representatives from all areas, has taken responsibility for training faculty and leading the dialogue on assessment. Committee members take pride in saying that the quality of discussions has changed significantly to focus on what they can do with the results of assessment. The College has reinforced this commitment to student learning outcomes assessment by designating 75% reassigned time to the TLC for the faculty chair of TLC, the Assessment Coordinator and the General Education (GE) Committee chair, each with 25 percent reassigned time.

The focus on developing and assessing SLOs at LMC has changed remarkably from the last visiting team in 2008 who found that approximately 75 percent of the College's courses did not have SLOs as part of the course outline of record. All courses at the College now have documented SLOs. PSLOs are assessed during the program review process in year five of the assessment cycle. The assessment of general education (GE) has also been a focus of the College, with discussions taking place at TLC, the GE committee, and other faculty meetings. A GE assessment research project was undertaken in the past year where the focus was on assessing three of the five GE SLOs (reading/writing, critical thinking, and ethics). Faculty working in collaboration with the District research office designed a study to examine course-embedded assessment through writing assignments. The College has made a conscientious attempt to develop assessment processes that are ongoing, systematic, data-driven, and used to assess and improve student learning and achievement. (Standards I.B.1, I.B.2, I.B.3, I.B.5)

A significant component of the processes for planning, assessing student learning outcomes, program review, and improving overall institutional effectiveness is the reliance on research and

other information including analyses of both quantitative and qualitative data. The team is pleased to see that the College places a great deal of attention on using research in the decision-making process when examining student achievement and success, and the effectiveness of College programs and services.

In the last few years the research function has been centralized at the District Office of Research and Planning that supports all three colleges in the District. The College faculty and staff are very complimentary of the services provided by the District research staff and the value of the role of research in the planning, program review, and assessment processes. (Standards I.B.1, I.B.3, I.B.6, I.B.7)

The College has a strong focus on student success and the improvement of institutional effectiveness. College processes are revised to ensure an ongoing and systematic cycle of integrated planning, evaluation, and resource allocation based on research and other analyses using both quantitative and qualitative data. There is a culture of evidence and inquiry at the college. The faculty, in particular, are to be commended for a widespread focus on increasing innovation in teaching and engaging student learning, and a broad use of data to lead to more meaningful action. The College continually seeks ways to further engage students and more effectively support student learning. (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7)

Conclusions

Based upon a review of the College's Self Evaluation Report and other supporting documents, as well as interviews with faculty, staff, students, and administrators, it is evident that the College has placed a strong emphasis on increasing student achievement and success, enhancing student learning, and improving institutional effectiveness.

The College meets the Standard.

Recommendations

None

Standard II
Learning Programs and Services

Standard II.A: Instructional Programs

General Observations

The College strives to offer high quality programs and services that meet the needs of its diverse student population. The process for proposing and evaluating new programs is clear and reviewed by faculty and administration to assess student need and resource availability. Curriculum review is regular and rigorous. Instructional programs are offered which meet the needs of specific groups of students (Puente, Math, Engineering and Science Achievement (MESA), Umoja). A new plan for assessing and implementing the findings of course and program level Student Learning Outcomes (SLOs) was approved and initiated spring 2012 and Distance Education (DE) is integrated into the college planning and evaluation cycles.

The course and program approval processes are well documented and led by the Curriculum Committee, a sub-committee of the Academic Senate, and further examined by the General Education (GE) Committee and the Distance Education (DE) Committees. Career Technical Education (CTE) Advisory Boards are well integrated into both the discussion and development of program and course Student Learning Outcomes. It is the role of the General Education Committee to determine SLOs for all GE courses. Programs are well designed and provide the documentation for the development of *road maps,* which guide students through course sequences toward program completion. Professional development is available to full-time and adjunct faculty through flex activities and District support of conference and travel. Significant efforts have focused on integrating budget and planning, injecting integrated planning processes into all levels of instructional programs. Credits, certificates and degrees are awarded based on successful completion of SLOs.

The College has a well-articulated General Education philosophy statement, prepared jointly by faculty and the General Education Committee. All degree programs at the college have a requirement of at least 18 units of general education courses. These courses must be taken following one of three patterns: the Los Medanos College Standard AA/AS path or the Transfer AA/AS Path (California State University (CSU) GE Breadth or Intersegmental General Education Transfer Curriculum (IGETC) requirements for students transferring to CSU or University of California detailed in the College Catalog. In addition, the College Catalog includes a general education philosophy statement.

All of the College GE pattern options, LMC Standard AA/AS Path or the Transfer AA/AS Path (CSU GE Breadth or IGETC), meet Title 5 general education requirements. All courses that meet LMC Standard AA/AS Path GE requirements are placed within one of the following areas based on the content and methodology of the course: Natural Sciences, Social and Behavioral Sciences, Arts and Humanities, Language and Rationality, and Ethnic/Multicultural Studies. All degree programs at the College include a focused or major area of study or an established interdisciplinary core. The College offers AA, AS, and ADT degrees. At the time the College prepared its *Self-Evaluation,* the ADT degrees were either Associate of Arts for Transfer (AA-T)

or Associate of Science for Transfer (AS-T) degrees. Since then, the California Community College Chancellor's Office (CCCCO) has renamed the degrees, Associate Degree for Transfer (ADT). These degrees must receive approval by the CCCCO before the programs may be offered to the students.

All vocational and occupational degrees and certificates have student learning outcomes published in the college catalog. Student learning outcomes of the component courses are included in the course outline of record and course syllabus and are developed by technical and professional competencies required by business, industry, employers, and by external board and licensure organizations. Examples of such programs at the College include Registered Nurse (RN), Vocational Nursing (VN), and Emergency Medical Technician (EMT) board competency requirements.

All courses and programs have Student Learning Outcomes (SLOs). The course level student learning outcomes are included on the Course Outline of Record and on the Course Syllabi that are given to students in class. All other student learning outcomes such as program (degrees and certificates), institutional, and student services can be found in the college catalog.

The District has a program discontinuance process which the College uses. This process is used to track a program from designation as *in trouble* through possible discontinuance. Appropriate arrangements are made to ensure affected students may finish their program with as little disruption as possible, including referral to nearby colleges when necessary. Provisions for reassignment of full-time faculty are also included in the process.

The College/District has an academic freedom policy, which is published in the *Faculty Handbook.* College policies also require academic balance and detail students' rights to hold points of view different from those of their instructors. The college uses instructor evaluations, which include student input, and the student complaint procedure to maintain these policies. Faculty evaluation criteria specifically address the requirements of this Standard.

The *Student Code of Conduct* details academic honesty, and is published in the College Catalog and the *Student Handbook.* Student athletes must also follow the *Student Athlete Handbook.* In addition, the College follows the District's *Code of Ethics* and the *Employee Code of Ethical Behavior.*

Findings and Evidence

The needs of diverse student groups are met within specific targeted learning communities. While limited in scale, they are well-known models that provide effective support. Because the interventions have been on campus for a significant number of years, the best practices developed within the learning communities have been adopted by faculty outside the boundaries of the program. Evidence of this effect can be seen in the Student Equity data, which documents that no achievement gap exists for Latino students. (Standard II.A.1.a)

The current assessment plan, *Student Learning Outcomes: A New Model of Assessment,* was adopted and implemented in spring 2012 and is based on a strong history focused on assessment at all levels of the College. While all courses and programs have not been through the new

assessment cycle, the majority of faculty report they have made changes in instructional methodology, course outlines of record, course sequences, and/or program requirements based on assessment results, indicating that outcome data is having a positive effect on student learning. In response to assessment results and department dialog, the Biology department wrote lab curriculum establishing scheduled laboratory time and defining new laboratory experiences for students. English faculty conducted an assessment of the research paper, yielding changes reflected in the current Course Outline of Record (COOR). Emergency Medical Services revised their COOR, found that student outcomes did not improve, and are now making additional changes to instructional methodology and course content to support student success on licensing examinations. All programs are assessed during the fifth year of the assessment cycle; all programs were assessed when the new model was implemented so will be assessed again in five years. (Standard II.A.1.a)

A Distance Education (DE) Committee reviews course proposals to ensure instructional quality and regulatory compliance based on the findings and recommendations of a Distance Education Task Force, formed in 2008. The College is aware that the growth of its DE program now warrants establishment of a process to plan and evaluate the program's breadth and depth. In support of this growth, the College has maintained specific focus on providing professional development supporting use of instructional technology and instruction of Distance Education courses. The DE Committee, Professional Development Office and focused Flex activities all reflect this priority (i.e. *Techfari*). A Technology Development specialist was also recently hired to provide expertise and support. (Standard II.A.1.b)

A clear process exists for review of new program proposals. The College developed 18 transfer degrees (ADT) (not new programs) in response to SB 1440. (Standard II.A.2.a) Career Technical Education (CTE) programs have consistently responded to the needs of industry by developing and assessing new, innovative programs, such as the Process Technology Program and new Computer Science Department programs, and adding curriculum to specifically address increased need for *hands-on* and *soft-skill* training. The General Education (GE) Committee determines Student Learning Outcomes (SLOs) for the GE program, and results led to further dialog about program effectiveness and course rigor. All Course Outlines of Record (COORs) include SLOs. If SLOs are changed during the annual program review cycle, those changes are approved by the Curriculum Committee and included on both the COOR and course syllabus, ensuring that students are aware of how they are being assessed. (Standard II.A.2.b)

Clear program design benefits students, as they make use of *road maps*, developed by many programs to identify the progression of courses through to completion of the degree or certificate. These *maps* are used by students and counselors to create and manage educational plans and provide a clear path to degree and certificate completion for students. (Standard II.A.2.b)

The program and curriculum approval processes, SLO assessment process, and program review process provide opportunity for dialog regarding depth, breadth, rigor, time to degree, course sequencing, and synthesis of learning. While the dialog is often not documented in detail, it occurs regularly at the department level, and evidence does exist to support that it is formally scheduled and occurring within multiple meetings. Pass rates on industry-based exams reinforce the rigor of the programs. (Standard II.A.2.c)

The College reports that the learning styles of diverse students are met through course design and dialog between faculty members, supported by assessment of SLOs and classroom observation/evaluation forms. Recent Student Equity data also confirms the needs of many students are being met within the classroom environment, as supported by achievement data. Reliance on the limited number of learning communities to provide support for diverse students is again evident. Professional development opportunities targeting these issues have been provided; however, regular attention to this issue remains important. (Standard II.A.2.d)

Assessment information is collected and reported using the program review submission tool during the annual program review. Assessment results may be used to revise course outlines of record, generate new program objectives, and/or verify the need for additional resources. Program review and planning, assessment, and resource allocation request processes are all integrated. (Standard II.A.2.e)

All instructional departments participate in a five-year program review cycle; a comprehensive program review is conducted every five years and annual program reviews are conducted during the four in-between years. This cycle was synchronized with the review of COORs. Program improvement plans are created when changes are indicated. (Standard II.A.2.f) The College has worked to integrate planning by linking data analysis, planning, resource allocation, and documentation of program improvement. (Standard II.A.2.g)

Departmental exams are used by the Math Department; *courses have a common final that makes up 50 percent of the exam.* Inter-rater reliability is created through a norming process which prepares faculty for scoring exams in a reliable manner. Results from the common final are examined by the faculty; when changes are suggested by the data, new objectives are written and new instructional activities are created for faculty to use in teaching the particular unit or component of the course. (Standard II.A.2.g)

The College awards credit based on student achievement of the course's stated learning outcomes and such credit is consistent with generally accepted norms or equivalencies in higher education. The College Curriculum Committee and its various subcommittees, faculty coaches, and instructional deans ensure a thorough review of all courses and programs. (Standard II.A.2.h)

All courses and programs have established SLOs, published in the course syllabus and the catalog respectively . Students therefore have access to information explaining how they will be assessed in each course. Unit credit is reviewed by the Office of Instruction and the Curriculum Committee and GE outcomes have received college wide scrutiny through dialog and assessment. (Standard II.A.2.i)

The College Catalog includes policy for accepting credits from other institutions. The College Articulation officer serves on the Curriculum Committee, and serves as the liaison between the committee and the intersegmental office for the University of the California Office of the President (UCOP) and the California State University (CSU). The Articulation officer works closely with the California Intersegmental Articulation Council (CIAC) and the individual

colleges to develop articulation agreements, as well as provides course update information to Articulation System Stimulating Interinstitutional Student Transfer (ASSIST).

The General Education Committee, in conjunction with College faculty, developed the GE Philosophy statement. The GE philosophy statement serves as the criteria for adding courses to the GE pattern. (Standard II.A.3)

In order for a course to be included in the GE program, the course must go through the approval process established by the GE Committee, the Curriculum Committee, and the Academic Senate. The basis for approval is the integration of GE Student Learning Outcomes into the course. Courses must demonstrate meaningful GE content and assessment methodology. This process is clearly stated, and all necessary forms are found on the Curriculum Committee webpage. Furthermore, the college maintains GE Committee meeting minutes containing discussions regarding both approved and not-approved Course Outline of Records. (Standard II.A.3)

The College GE SLOs are found in the College Catalog and are integrated into the LMC Standard AA/AS Path GE pattern. Each of the GE SLOs contains bullet points that describe broadly the ways in which a student may achieve those student learning outcomes. The CSU GE Breadth and IGETC General Education Patterns are also included in the College Catalog, and meet transfer agreements with the CSU or UC Systems. (Standards II.A.3.a, II.A.3.b)

The College's General Education Philosophy along with the GE SLOs are consistent with the requirements of the Standards. The College requires of all GE courses that the student's ability to "consider the ethical implications inherent in knowledge, decision-making and action" is assessed (GE SLO 4). The College also requires this at the program level and was demonstrated in the fall 2013 GE assessment. The assessment showed that students with 21 or more GE units fully demonstrated achievement of the GE SLO. Students with 12-18 GE units demonstrated marginal achievement of this GE SLO. However, those students with 9 or fewer GE units did not demonstrate achievement of this GE SLO. Based on the results of this assessment, the College is investigating ways to help students gain the ability to think in ethical ways. However, due to unit limit requirements for the transfer degrees, the College has eliminated a specific course in ethical thinking. The College is currently exploring other options for the students to achieve this GE SLO, besides just having *ethical thinking* embedded in courses. (Standard II.A.3.c)

All degree programs in the College Catalog consist of a focused or major area of study or an established interdisciplinary core. The College lists all of its certificates and AA, AS, and ADT degrees toward the front of the catalog with detailed explanations following. The College currently offers 18 ADT degrees and meets requirements of California Community College Chancellor's Office (CCCCO). (Standard II.A.4)

The occupational programs have industry advisory boards that meet as required. The Office of Instruction posts the meeting agendas and minutes to the appropriate websites. As part of the Student Success Act of 2012, data of licensure pass rates must be posted on program websites, which the College has provided. (Standard II.A.5)

Student learning outcomes are widely communicated to students and the public through Course Outlines of Record, Syllabi, and the College Catalog. The faculty evaluation process includes student reviews in which the student may respond to the degree in which the instructor informs the students of the Student Learning Outcomes. (Standard II.A.6)

The transfer information is updated regularly with input from the Office of Instruction, deans, department chairs, and the Marketing and Media Design Office. (Standard II.A.6.a)

The College has a Credit by Exam policy that allows students an alternate means for earning college credit for up to 12 units for an Associate Degree and six units for a Certificate. Two such programs that offer Credit by Exam are Spanish and Math. (Standard II.A.6.a)

The Program Discontinuance Process is found in Board Policy 4008. Recently, the College eliminated their Cosmetology Program and was able to direct students to move to a sister college to complete their studies. (Standard II.A.6.b)

Through shared governance committee meeting agendas and minutes, it is evident that the College generally represents itself accurately to students (prospective and current), the public, and its personnel. Reviews of college procedures, district policies, and college publications are, for the most part, conducted regularly in order to assure integrity in representations about the college mission, programs, and services. One exception was noted in regard to Math 27 (Algebra for Statistics) and Math 34 (Statistics). There has been some confusion regarding Math 27 and Math 34 in regard to whether or not Math 27 is a prerequisite to Math 34. Contradictory statements occur in the College Catalog, Class Schedule, and Student Handbook. The team suggests that the issue of Math 27 and Math 34 be resolved as soon as possible. (Standard II.A.6.c)

The Academic Freedom Policy and Statement can be found in the District Board Policies and Procedures Manual and in the Faculty Handbook. All new faculty are directed to read this handbook. (Standard II.A.7)

The College ensures that there is an academic balance between personal conviction and professionally accepted discipline views through the faculty evaluation process, which includes student evaluations of the instructor. Evaluation criteria related to this Standard are requirements for the faculty member to:

- Present material which conforms to existing course outline of record
- Present controversial material in a balanced manner acknowledging contrary views.
- Recognize the right of students to have points of view different from the instructor. (Standard II.A.7.a)

The *Student Code of Conduct (CCCCD Student Services Procedure 3027),* found in both the College Catalog and the *Student Handbook* describes, in detail, academic honesty and the consequences for dishonesty. (Standard II.A.7.b)

Student Athletes must follow specific guidelines and regulations that are spelled out in the *Student Athlete Handbook*. (Standard II.A.7.c)

In general, the College does not seek to instill specific beliefs or world views. (Standard II.A.7.c)

The College offers no curricula in foreign locations for non-U.S. nationals. (Standard II.A.8)

Conclusions

While targeted learning communities (LC's) offer an excellent means of meeting the needs of diverse students, these are relatively small programs and serve a limited number of students. The team feels the College should work to expand the infrastructure necessary to engage and retain diverse students. While it appears that best practices from the learning communities have been employed by faculty in courses beyond LC's, it is important to maintain a support structure for continuation of this strength. In addition, a clear focus on meeting the diverse needs and learning styles of students needs to be articulated in a way that incorporates analysis, campus-wide dialog, and assessment of success.

The new assessment model is approved, operational, and includes specific timelines for course and program assessment, which can be made meaningful and applicable with the partnership of the strong Research office. It will be critical for the College to maintain deliberate implementation of the model and widely discuss related and emerging research findings.

It will also remain important to establish a process to plan an integrated DE program from a college-wide perspective (II.A.1.b). In addition, the College should follow-through with its plan to *examine the degree to which the breadth and depth of online offerings are meeting student needs and supporting student completion*. An analysis of success and completion data should be integral in this planning process.

Instructional programs are high in quality and regularly examined to ensure they are meeting the standard. Program faculty initiate the discussions and they are supplemented by the work of multiple committees and the Research office. The college understands the importance of linking program planning to budget and plans to establish a codified process.

The curriculum process is clear and faculty led. It will be important to continue focusing on the development and communication of the curriculum process with the anticipated conversion to a new curriculum management system. As the development of *road maps* continues, an excellent tool for students, it will be critical to analyze the impact of student demand for courses and directly inform schedule development and planning efforts.

There has been some confusion regarding Math 27 and Math 34 in regard to whether or not Math 27 is a prerequisite to Math 34. Contradictory statements occur in the College Catalog, Class Schedule, and Student Handbook. The team suggests the College resolve this contradiction.

The College meets the Standard.

Recommendations

None

Standard II
Student Learning Programs and Services

Standard IIB – Student Support Services

General Observations

Consistent with its mission, the College recruits and admits diverse students who can benefit from the programs and services it offers. It maintains open access policies and procedures which are clearly stated in its College Catalog, Schedule of Classes, website and other marketing materials. Ongoing communication through District wide meetings allows for discussion around registration structures and policies. The CCCApply application is accessible online and is available in English and in Spanish. The District has student-friendly electronic educational plans to assist students with course selection and program completion. The District and the colleges have collaborated in the establishment of an online orientation option. The District and College policies and systems are aligned.

The community is made aware of available programs and services through the venues mentioned above and through the College's participation in community events and activities, visits to high schools, and conversations with high school principals and superintendents about access, transition from high school to college, and course placement and learning.

There is collaboration between student services and instructional services to ensure student success. The usual array of programs and services, including categorical programs, counseling, admissions & records, financial aid, assessment, career and transfer workshops and services, student life and tutoring are provided at the main Pittsburg campus and at the off-site Brentwood Center.

On-line services for admissions and registration, assessment and counseling appointments, new student orientation counseling/advisement, Disabled Students Programs and Services (DSPS), an application Federal Application for Federal Student Aid (FAFSA) for financial assistance, and the student education plan are provided. This availability is especially helpful to students at LMC's off-campus locations and distance education students. According to counseling and student success staff, the on-line orientation is being revised through a District wide effort.

Los Medanos College's student services philosophy points to the importance of student services as an integral part of the student experience and the necessity of collaboration between student services and instructional areas. The recent reorganization added a third dean position in student services. That action is further evidence of institutional support for creating a more effective structure to address student needs and continuously improve the quality of programs and services.

To support a seamless transition from high school to college, the Student Success & Support Program (3SP) has established a set of steps for incoming students including admissions, assessment, orientation, counseling, registration and follow up. To more effectively meet the needs of the Spanish-speaking student population, the College provides a Spanish speaking staff

person to assist students in the Welcome Center. Special outreach to specific groups include the College's work with the Independent Living Skills Program and transitioning foster youth into higher education. The College now has a "roadmap" focused on enhancing student completion to low income Career and Technical Education (CTE) students. The new Retention Alert is important and will increase collaboration and proactive dialog between instructional and student services programs.

Los Medanos College provides a catalog for its constituents that includes general information, requirements, major policies affecting students, and location or publications where other policies may be found. It is reviewed and revised annually and collaboratively among academic affairs, student affairs and marketing. The catalog is available for purchase in the Pittsburg campus bookstore, the front office of the Brentwood Center, and on the College website. Much of the catalog information also is available in the Schedule of Classes and the *Student Handbook*.

There are various ways for students to become involved at the Brentwood and Pittsburg campuses. Specific activities that involve students include promoting civic responsibility, leadership activities, and opportunities to participate in governance. Additional activities include fundraising, cultural activities and events, and the possibility of participating in 27 different student organization. The team confirmed the need for more student support services to Brentwood students and the College plans to address those services.

The College researches and identifies the learning support needs of its students by gathering and examining data related to demographics, retention, completion, and persistence rates. It uses comprehensive and annual program review processes, student satisfaction surveys regarding orientation, workshops, and activities and assessment of student learning outcomes to evaluate the effectiveness or value of programs and services. The Brentwood Center student satisfaction survey revealed that students at the Center want an increase in counseling and bookstore hours, more parking, a library, and to more effectively be made aware all the programs and services that are available to them.

Findings and Evidence

According to the Standard, the institution must "assure the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution." The College has supported adding management and staff to the Brentwood; however, a visit to the Center by team members and survey results indicate there is a need for greater services. A student satisfaction survey conducted at the Brentwood campus revealed that students who completed the survey were "generally satisfied with services." However, it also indicated that many students at Brentwood had no idea of the types of services offered or that services were available for them to access and use. The students' responses also indicated a need for additional personal counseling hours, increased bookstore hours, more financial aid assistance, additional library services and more parking. There has been limited evaluation of online or off-site services. (Standards II.B.1, II.B.3.a, II.B.3.e)

The team who visited the Brentwood Center inquired and found that during the fall 2014 semester, there are 90 faculty, 133 sections, 2,648 students, and only one full-time counselor

who works 33 hours per week. The team received conflicting data about how many students received degrees attending only the Brentwood Center, and how many students are taking classes only at the Brentwood Center. Five degrees can by earned by students at the Brentwood Center.

Two or three adjunct counselors were hired at Brentwood this year with the support of 3SP funds. One of the adjuncts sees DSPS students, and DSPS services are being provided as evidenced by an American Sign Language (ASL) interpreter working with a student in class. The general adjunct counselors work when the full-time counselor is on the main campus or after the full-timer is gone for the day. Financial Aid staff works from Brentwood one day per week, five hours per day. Assessment/placement testing is provided in groups in the open computer lab two to three times per week, and there are plans to hire an assessment coordinator with 3SP funds. New student orientation is conducted at the Center several weeks prior to the beginning of registration for the upcoming semester. Four such orientations are scheduled for December and January. One to two probation workshops are conducted per month and three transfer workshops are forthcoming. There is a full service Admissions and Records office.

With regard to academic support, there is a full science/physics lab with a full-time lab coordinator who is also an instructor. However, there is no instructional lab assistant or aide. There is a small general subjects tutorial lab and a large math lab with a full-time math lab coordinator (classified) and a full-time math faculty who spends substantial time in the math lab assisting students. The math lab houses all current math textbooks and graphic calculators, serves over 1,000 students per week and coordinates with the main campus on tutoring. There is an open computer lab with no lab assistant; students are free to come and go and have to find someone if they need assistance. There is no break room for students, and parking remains a concern.

In a visit with the Student Life Coordinator, former and current Associate Student president, and the dean of Student Success, team members found that the Associate Student Government brings Welcome Week activities, Transfer Bus Tours, and Mustang Day among other activities to the Brentwood Center.

Los Medanos College ensures students have accurate, precise and current information through the College Catalog. The Catalog is accessible through the web or in print form. It lists the official names, address, contact number and website addresses of the institution. Also the Catalog describes the college's educational mission, academic programs and services, listings of faculty and their degrees, information about the Governing Board members and district administration, as well as campus administration (Standard II.B.2.a)

Admission requirements are clearly articulated in the College Catalog, as well as registration and course enrollment procedures, specific information on course loads, remedial coursework limitations, and how to apply for financial aid. A College default rate is not yet included in the catalog. However, Los Medanos College staff confirmed that the default rate for the college is approximately 17-18 percent. Statements on academic freedom, freedom of association and Freedom of Inquiry and expression are also included. Information around the student code of conduct and expectations for student behavior are provided, as well as the student conduct code procedures. (Standard II.B.2.b)

Major policies affecting students can also be located in the catalog and online. These include academic regulations, a non-discriminations policy, information on transfer processes, complaints procedures, and information relating to refund of fees.

In addition to cultural enrichment activities and student clubs and organizations, discipline-specific learning communities, such as MESA and Academy for College Excellence (ACE), promote diversity, leadership, and academic responsibility. Another unique opportunity open to all students is the IMPACT student leadership retreat and the annual Academic Competition. And there are national events such as the National Parliamentary Debate Association Championship Tournament and the annual Black College Expo. (Standards II.B.3.b)

The student services program review process and assessment results provide the College with good information about student success in the counseling courses offered, customer service evaluation by students, access to counseling services and other information. Based on the program review, assessments, surveys, and a team member's conversation with the Counseling staff, the department is planning to increase the number of counseling courses through 3SP funding. The department has developed the "Counseling by Majors" concept whereby three counselors provide counseling services to groupings of majors, i.e., Arts, Sciences, and CTE. Since a good number of survey questions focused on educational plans that are considered "a roadmap for students," various avenues for providing educational planning to students has been developed. For example, a significant portion of nine counselors' loads are assigned to the four learning communities (Puente, Umoja, Science Technology Engineering and Math (STEM), and Transfer Academy) and categorical programs Extended Opportunity Programs & Services (EOPs), California Work Opportunity and Responsibility to Kids (CalWORKs) Program, Cooperative Agencies Resources for Education (CARE) to ensure that students not only complete a plan but also have the opportunity for "program-specific involvement". (Standard II.B.3.c)

The College promotes diversity through several different methods. Grant funded programs, such as the Title V Hispanic Serving Institution grant, for example, promotes retention, persistence, and success of low-income Latino students. Learning communities such as the Puente, Umoja, and MESA projects provide another avenue for underrepresented student success. According to the Associated Students and Student Life, this area of the campus initiates, contributes to, and works collaboratively with other college departments to bring diversity and student leadership activities and events to the College. (Standard II.B.3.d)

With regard to supporting and enhancing student understanding and appreciation of diversity, and to emphasize equity, the Self Evaluation Report states that the College established the Institutional Development for Equity and Access (IDEA) Committee. The District hired consultants to assist the IDEA committee in developing an "equity score card" that would generate student performance data, focusing on transfer rates for students of color. According to the report, several general assemblies were held to present the score card findings. College staff also attended District wide forums to review and discuss disaggregated data pointing to the achievement gap in the District. The LMC Professional Development Advisory Committee sponsored campus wide conversations exploring the complex relationship of cultural competence and institutional health. (Standard II.B.3.d)

Accuplacer is the assessment instrument used to identify student placement in English, Math and/or English as a Second Language. It is reviewed by basic skills faculty for the appropriateness of cut scores and for data and trends related to student placement. This information is also discussed in District Student Services meetings. Discussions with math faculty members and division chairs indicate the college is working with student services to identify other methods of placement, i.e. student high school transcripts, and are working to create accelerated pathways that include student services. (Standard II.B.3.e)

The institution publishes and follows established policies for release of student records. All College employees are given the student record confidentiality policy and Family Educational Rights and Privacy Act (FERPA) regulations every semester. This information is included in the training of new employees. "The release of student information is published in the College Catalog and is available on the website. (Standard II.B.3.f)

With regard to the evaluation of admissions and records, the College works with the District to coordinate the admissions process across the three campuses in an effort to eliminate duplication of efforts and bias related to the admissions process. The District wide Admissions & Records Directors Committee ensures that policies, procedures, and forms are standardized across the District. The College has in place policies and procedures that dictate the management of student records. The College publishes and follows the established policies by communicating the information to the campus at large, through semi-annual communication, through new employee orientation, and through the college catalog. Information is managed by employees based on their access level and determined by their job description. (Standard II.B.3.f)

Student Services evaluates the effectiveness of its programs, services, and activities in a variety of ways. Comprehensive and annual program review, the monitoring of program goals and objectives, and assessment of SLOs and PSLOs are the most prominent. Team members reviewed program reviews in the evidence for the following Student Services programs: Counseling, DSPS, Admissions & Records, and EOPS/CARE/CalWORKs. In addition, surveys are used to evaluate the effectiveness of campus activities. Assessment project evaluation results and responses to surveys assist the staff in determining how best to respond to student needs with regards to improving, enhancing, expanding, or modifying programs and services. For example, student responses to a survey conducted by the Information Center resulted in staff being able to identify specific information that needed to be clarified about the intent of assessment, how the assessment tool can assist in course placement, and other measures that can be used for placement purposes. This information has resulted in additional and clearer information being added to the "Steps to Enroll" information on the College website, in the Information /Center and the Welcome Center. (Standard II.B.4)

Conclusions

The College clearly provides an environment that encourages personal and civic responsibility through the collaborative efforts between instruction and student services, primarily Student Life and is working to enhance and improve services for all students.

There has been limited evaluation of online or off-site services, and College should take action to ensure that the needs of these students are evaluated and actions are taken to provide adequate services.

To ensure appropriate, comprehensive, and reliable services to students regardless of service location or delivery method, the College should use student success and assessment data to assess and improve programs accordingly and in a timely manner. For example, it appears that the Brentwood Center students may have to wait perhaps five years until the new facility is built before their counseling, financial aid, and bookstore needs are met. Despite the College's efforts to provide services at Brentwood Center, the rapid growth of that Center has led to a situation where currently Brentwood does not have adequate support for students.

There should be monitoring and tracking or data/evidence of student demographics and degree completion of students only taking classes at Brentwood, and students taking classes at both sites in order to determine what services are truly needed.

The team encourages the College to follow-up on its plan to look further into the results of the SENSE and CCSSE surveys along with other assessment venues to determine why there is low achievement and lack of engagement for the Latino and African-American students. The newly formed 3SP committee will address this.

The College meets the Standard with the exception of Standards II.B.1, II.B.3.a, and II.B.4.

Recommendations.

College Recommendation 1: With specific reference to the Brentwood Center, in order to meet the Eligibility Requirements and Commission Standards, the team recommends that the College ensures it is meeting identified needs of students at the Brentwood Center including quality and availability of student services, technology, facilities, and library support services. In addition, it must demonstrate that these services and resources, regardless of location or means of delivery, support student learning and enhance student achievement, fulfilling the mission of the institution.
(Standards II.B.1, II.B.3.a, II.B.4; II.C.1, II.C.1.c, II.C.2; III.B.1, and Eligibility Requirements 14, and 16).

Standard II
Student Learning Programs and Services

Standard IIC - Library and Learning Support Services

General Observations

The LMC library and learning support services contribute significantly to student learning and overall student success. The network of support includes the LMC library, Alternate Media, Brentwood Center, The Center for Academic Support (CAS, formerly called the Reading and Writing Center, and peer-tutoring), and computer laboratories. Configurations of these areas vary based on site-specific needs, including physical space, student population, and staffing. Library material, instruction, and support services are available to all students, faculty and staff on campus, online, and at the Brentwood Center to varying degrees.

The LMC library and support services have developed student learning outcomes (SLOs) for their information competency course, workshops and tutoring. The support centers are providing peer-tutoring primarily face-to-face and via "The Professor Is In" service. Face-to-face learners and distance learners are supported via remote access to online reading and writing support, library services, databases, and virtual access to reference librarians.

Challenges faced by the library and learning support services include a decrease in general resource allocation due to budget decreases, which has limited their ability to hire staff and faculty for these support areas. The staffing for library and learning support services areas has not yet been restored to the levels prior to the state budget crisis.

Findings and Evidence

The LMC's library provides access to a wide array of library materials including print books, eBooks, periodical databases, research journals, CDs, DVDs, and videos, many of which are available through the library's website for LMC's students, as well as Brentwood Center students. Brentwood Center students select and request library materials using the library circulation software, and items are brought to the Center for student use through a request service. Through the partnership with LMC's two sister colleges in the District, Contra Costa College and Diablo Valley College, students have access to an expanded collection of material.

The Library has three faculty librarians, three full-time classified staff, three part-time faculty (one FTEF), and several work-study students and regular student workers. The College has fewer librarians than in previous years, but there is evidence that through their assessment process, the staffing deficit is beginning to be addressed. Through an interview with the library staff, it was learned that a funding request was just approved to add three part-time librarians. This request was routed through the program assessment and RAP process, which is evidence of the College closing the assessment loop.

The LMC library and learning support services provide quality resources that support student learning and contribute to student success. The Library's collection consists of over 25,672 print

titles, access to more than 72,500 eBooks, and a Reserve Textbook collection with 1,924 items. The Brentwood Center also has a large Reserve Textbook collection available for students. In addition, students can use print periodicals (approximately 100 current subscriptions) and 53 periodical databases that provide access to full-text articles from journals, magazines, and newspapers. The Library also houses over 2,676 media items. The selection of materials for ongoing Library collection development relies on appropriate expertise from faculty librarians and is also guided by input from a variety of other sources. Faculty and staff input is considered during the selection process, as well as patron needs. In addition, a librarian serves on the Curriculum Committee, the Career and Technical Education Committee, and the Distance Education Committee, so that information about needed materials to support new and revised courses and programs is readily available. (Standards II.C, II.C.1, II.C.1.a)

At the Brentwood Center, with regard to academic support, there is a full science/physics lab with a full-time lab coordinator who is also an instructor. However, there is no instructional lab assistant or aide for the science/physics lab. There is a small general subjects tutorial lab and a large math lab with a full-time math lab coordinator (classified) and full-time math faculty who spend time in the math lab assisting students. The math lab houses all current math textbooks and graphic calculators, serves over 1,000 students per week and coordinates with the main campus on tutoring. Five degrees can be earned by students at the Brentwood Center. There is an open computer lab with no lab assistant; students are free to come and go and have to find someone if they need assistance. (Standards II.C.1, II.C.1.c)

Members of the team found that there is no break room for students and parking remains a concern. Although students can access the reference librarians from home or the Brentwood Center through web cam for research purposes, library access is still inadequate. In addition, it takes a couple of days for Information Technology and Services (ITS) staff to respond when there are issues at Brentwood. Finally, a security officer has just been hired for the site who also serves as "receptionist" for students and visitors as they enter the building. (Standards II.C.1, II.C.1.c)

The Center for Academic Support (CAS) provides a variety of services to support student learning. College wide tutoring services are available in a number of subject areas, with individualized tutoring delivered by peer tutors on a drop-in basis and by appointment. Currently, online tutoring is only available for reading and writing consultations through an online consultation service staffed by CAS faculty. Faculty hold office hours in the CAS through a "Professor Is In" service and providing support not only to their own but other students as well. The Center is staffed by a combination of full- and part-time faculty consultants, a faculty lead, a part-time hourly assistant, and a full-time classified coordinator. The faculty who work in the Center attend monthly professional development meetings to optimize services that are provided. The peer tutors are required to participate in ongoing training. (Standards II.C.1, II.C.1.a, II.C.1.b)

Another learning support service area identified in the Self Evaluation Report is the Disabled Students Programs and Services Department (DSPS). DSPS evaluates and provides appropriate accommodations for students on an individual basis. The DSPS Computer lab is housed on the second floor of the Library. Also, LMC has adopted several adaptive software programs and they all have been recommended by the High Tech Center Training Unit for California

Community Colleges. In addition, the alternate media specialist provides training for all of their adaptive software programs. (Standard II.C.1)

The LMC Pittsburg campus has 21 computer labs on campus, which includes an open lab with 59 computers available for any student to use, and the open library lab, which houses 60 computers, is open to anyone, including the public. In addition, the Brentwood Center has one open computer lab with 32 computers. All of the computers have a standard set of software packages and are updated annually. Discipline-specific software is installed as needed in discipline-specific labs at LMC and at the Brentwood Center. (Standard II.C.1)

The librarians have a well-developed system of communication with faculty in order to gather information on the selection of library materials and to ensure the quality and depth of the collection. There is a recurring informational email sent to faculty requesting reserve material, especially their required textbooks. For faculty who do not respond with reserve requests, the librarians use the bookstore textbook lists as a source for selecting and purchasing textbooks for the reserve collection for a given semester. The funding for these additional textbooks comes from a $10,000 annual grant from Los Medanos College Associated Students and additional funds from the College's Title V Hispanic Serving Institution Grant (EXITO) grant. The bookstore also provides funds for textbook purchases, and textbooks that go out of date are returned to the bookstore for resale. The library provides a section on their website for faculty to request new material. Librarians serve on three important committees in order to stay abreast of changes in library resource needs related to course content: Curriculum Committee, the Career and Technical Education Committee, and the Distance Education Committee. In addition to these committees, librarians meet with faculty to discuss collection requests. (Standard II.C.1.a)

The Library and learning support services worked together to develop a shared set of student learning outcomes. These standardized SLOs help to create a collaborative effort and aids in the assessment across departments. In addition, the librarians follow the definition of information literacy set forth by the Association of College and Research Libraries (ACRL) when involved in instruction activities. (Standard II.C.1.b)

As of 2012, the librarians, with input for the Faculty Senate, decided to stop offering for-credit library courses, due to the state trend of AS transfer degrees. The librarians since have focused on collaboration with faculty on creating contextual lessons, which results in the librarians using a variety of methods to teach information competency. Many programs have incorporated information literacy outcomes into their program outcomes. For instance, English and Kinesiology faculty work with the library staff to develop and assess their embedded information literacy outcomes. (Standard II.C.1.b)

The learning support services are sufficient to support the College's instructional programs. All of these activities are designed to broaden student awareness of available learning support services. The support services are staffed by a combination of discipline faculty and learning support staff to optimize services that are provided. In most areas, students work with support staff one-on-one. (Standard II.C.1.b)

The LMC library and all learning support services are open 58 hours per week, except the Center for Academic Support which is open 49 hours per week and the Brentwood Center

which is open 50 hours per week. Since 2009, the reserve collection at the Brentwood Center has increased from a few textbooks to approximately 200 volumes due to growing enrollment and the increased need for this service. Initially the reserve collection was managed using a paper-based system, but in 2010 the library management system software was installed on the computers at Brentwood Center. For distance education students, there are more than twice as many e-books available online as there are print books on campus, and a vast array of full-text materials available from databases. The Center for Academic Support offers limited tutoring online for distance education students. The library offers ongoing instruction for library users in a variety of ways, such as reference interviews, consultations, faculty requested library orientations, collaboration with faculty, phone, email, instant message, chat and Google+ Hangouts. The statistics collected show that the most popular modes of contact with librarians is through face-to-face consultations, phone and chat. Email is used less often, and despite efforts at out-reach to encourage the use of the Google+ Hangout video conferencing tool, very few students take advantage of this tool. (Standard II.C.1.c)

The College ensures maintenance and security of library and learning support services through a combination of trained staff and the use of technology. Despite these efforts, the LMC library was broken into three times in the last five years, which caused damage to the building, loss of library material and money. The Library and College addressed this issue by installing closed circuit cameras to help resolve this issue. Also, the circulation area is staffed during all open hours. All other learning support areas have had no security issues, including the Brentwood Center. To secure library collections, the only public entrance/exit is equipped with a 3M anti-theft security gate system. In addition, all library materials are tagged with anti-theft tape. All emergency exits from the Library have alarms to alert staff to unauthorized exiting through those doors. (Standard II.C.1.d)

The College provides all library and learning support services directly to its own students; however, the District, College and LMC library have a number of formal contracts with outside vendors to help support these programs. One such contract is with Innovative Interfaces which provides the integrated library system, Millennium OPAC, used by all of the CCCCD libraries. These contracts are evaluated and renewed annually by library staff. The LMC library participates in the Community College Library Consortium (CCLC) which allows for discounts on electronic services and resources. All other learning support service areas have outside vendor contracts that are evaluated and reviewed annually by appropriate personnel. (Standard II.C.1.e)

The Library and other learning support programs use a number of assessment tools to evaluate their services, including student surveys, program reviews, review projects, collection of statistics, and program specific surveys. The Library conducted a Library Services Comprehensive Review 2012-2013; this is a five-year cycle with an annual update. The program review provided information about the library's activities and accomplishments. The Library also uses student learning outcomes (SLOs) assessments projects or program student learning outcomes (PSLOs) as a way to ensure that the services and instruction are supporting students. The general philosophy of the Library leans toward embedded information literacy instruction, which entails programs developing their own information literacy SLO's that are appropriate to their discipline. Library assignments are developed in consultation with program faculty. Often, the discipline faculty and the librarians assess the assignment to give two sets of data on one outcome. However, this does not appear to be a universal approach. The three new full-time

librarians were hired in fall 2007. The new library staff instituted a new assessment process and began collecting student evaluations at the reference desk, which provided insight into how the library was being perceived by the students. In addition, the circulation and reference desk use Gimlet, a statistics gathering application, that helps library staff log the details of student contact. The library engages in systematic, ongoing assessments of its resources and services. According to interviews with library staff, they were just informed of a successful request for funding that came through the Resource Allocation Process (RAP) that has resulted in the approval to hire three additional part-time librarians. This is a good example of how the college closes the loop on assessment practice and process. The Center for Academic Support conducts a Student Satisfaction survey every two years and uses the results for areas that need to be improved. In fall 2012, faculty leads developed a pilot assessment tool to specifically assess student leaning related to faculty consultations. They learned that their goals and expectations were unrealistic and a second pilot was conducted in March 2014. The Center for Academic Support utilizes the program review process and surveys to evaluate their services on a regular basis. (Standard II.C.2)

The Computer Laboratories and Disable Students Programs and Services (DSPS) both cite areas of success that were discovered in their data gathering and assessment processes. Each area utilizes surveys to evaluate their services on a regular basis. (Standard II.C.2)

Conclusion

The Team found the College provides students with high-quality library and learning support resources and services. Faculty and staff in all of these program areas demonstrate an exceptional commitment to both providing support for student learning and students with the skills they need to become life-long learners. All of the Library's services are regularly assessed through the Program Review process, and the assessments are used for improvement.

However, the team found a significant student learning support gap at the Brentwood Center. There should be monitoring and tracking or data/evidence of student demographics, degree completion, students only taking classes at Brentwood, and students taking classes at both sites. The absence of adequate support staff results in the inability of the College to assure that student needs are met; the College should ensure adequate professional staff is available for all students regardless of their location.

The College meets the Standard with the exception of II.C.1, II.C.1.c, and II.C.2.

Recommendations

See College Recommendation 1

Standard III
Resources

Standard III.A. Human Resources

General Observations

Los Medanos College employs a total of 586 individuals. Of these individuals,23 are employed in Executive/Management positions, 113 in Faculty positions, 118 classified staff, and lecturers full- or part-time adjunct faculty positions fluctuate depending on the timing of retirements, leaves, sabbaticals, and other factors. The College has demonstrated through its District and campus policies, procedures, and practices an exceptional commitment to diversity while recruiting qualified staff in all areas.

A significant reorganization of human resources occurred in spring 2013. This included the addition of a third instructional dean and the realignment of Career and Technical Education (CTE). It also addressed changes to general education instructional areas between deans, adding a senior dean of planning and institutional effectiveness, and the supervision of the Brentwood Center placed under the senior dean of student services. This also resulted in the elimination of a management-level position.

Findings and Evidence

The College/District has a systematic approach to managing campus personnel policies and procedures. All policies are reviewed on a four-year rotating basis and are revised as appropriate. Los Medanos College ensures that current and newly hired personnel have the appropriate education, training, and experience that qualify them to provide consistently high quality, relevant programs and services. Minimum qualifications are established through the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* policy. Qualifications remain consistent for all full-time, part-time, and substitute faculty members. The recruitment process begins with the chair making a request to the vice president. After the positions are approved by the president, the vice president initiates the recruitment by communicating the approved request to the District office. The District Human Resources office recruits for the position after gaining approval from the associate vice-chancellor of finance for funding confirmation, and the executive vice chancellor of administrative services for concurrence to fill a vacancy. A District *Uniform Employment Selection Guide* is used to guide the selection procedures and final appointment. Training is also provided for all current and new hires that will participate in the screening and selection process. Through interviewing the campus constituents as part of the visit, it is clear that the improvements made to the hiring process have allowed the campus to attract large qualified candidate pools. This enables the hiring committees to select the best qualified candidate. (Standard III.A.1.a)

The College adheres to all District policies and procedures regarding the systematic evaluation of its personnel. Each employee type has a performance review cycle which is clearly defined in orientation materials provided, employment contracts, Human Resources Procedures governing the type of position, applicable Union Contracts, and various personnel handbooks. Classified

staff with less than five years of service are evaluated each year. Classified staff with more than five years are evaluated once every three years. Faculty also have a set evaluation schedule depending on their time in service. Managers are evaluated at two years, three years, and five years. Veteran managers are evaluated every three years. (Standard III.A.1.b)

The general criterion for teaching effectiveness and the achievement of student learning outcomes is to demonstrate competence in performing classroom procedures and other responsibilities included in the teaching load assignment. The self-evaluation indicates the evaluation of student learning was incorporated into the faculty evaluation process in fall 2010 and two cycles have been completed. The self-evaluation and interviews with campus leadership teams confirmed that tenure-track and tenured faculty have specific review cycles that require an assessment of their student learning outcomes. *The Improvement Plan Form* is used to evaluate a specific CSLO assessment plans. These forms identify each course SLO, the assessment of student learning, improvement plans for future semesters, and the author of the form.

The review of the *Improvement Plan Form* indicates that course level assessment of SLOs is occurring. However, a review of randomly selected faculty personnel evaluations revealed that no SLO assessment is included as a component of the performance evaluations of faculty, both instructional and non-instructional. Nor did supervisors or reviewing bodies make note in these evaluations regarding the need for faculty to include an assessment of student learning as part of the evaluation process. The *Self Evaluation* checklist asks faculty members to rate if they "use appropriate and varied tools for evaluating and assessing student learning outcomes." This *Self Evaluation* checklist is only for the faculty member's use. The form includes the following statements. "This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file." It is clear there is some course-level assessment occurring, but this assessment is not part of faculty evaluation processes. The performance reviews evaluated by members of the team included probationary and tenure level faculty in the areas of instruction, library, and counseling. Documented forms indicate the reviews occurred during fall 2012, fall 2013, and spring 2014. In order to meet the Standard, the College must take steps to ensure not only faculty, but faculty and others directly responsible for student progress in achieving student learning are the responsibility of those individuals and that assessment is part of the employees' evaluation. (Standard 111.A.1.c)

The College utilizes the District's *Employee Code of Ethical Behavior* to inform employees of the written code of professional ethics for all personnel. The District applies the highest ethical principles and standards of conduct to all members of the community. The policy is committed to the principles of trustworthiness, respect, responsibility, fairness, and stewardship. The information regarding the policy is disseminated at the new hire orientation meeting. (Standard III.A.1.d)

The College self-evaluation identified and interviews by the team verified that when a position is vacated by a retirement, termination, or resignation, the division chair or dean determines if the need is still accurate by providing data and other supporting evidence. The position is then moved through the "Box 2A process" if the department deems the position as necessary to be refilled. The "Box 2A process" is an agreement among the Academic Senates, United Faculty and management. Each October, faculty leaders and college management prioritizes

departmental requests to hire full-time faculty. This includes an evaluation of current faculty loads, projected needs, retirements, and growth areas. (Standard III.A.2)

The team found through interviews with the division chairs and deans that there are sufficient qualified faculty, administrators, and staff with full-time responsibility at the institution. In the areas that require increased teaching, the number of adjunct faculty is expanded until a position request is prioritized through the "Box 2A process." Year-long re-organization discussions resulted in an approved re-organization in spring 2013. Interviews with campus personnel indicate the College constituents were heavily involved in discussions regarding the re-organization. The changes in the structure included an additional dean in student services, as well as an additional assignment for the senior dean of student services – the supervision of the Brentwood Center. With three dean positions in student services, the responsibilities that had been under the former dean of student development were reassigned between the dean of counseling and student support and the dean of student success. A previous re-organization resulted in the consolidation of Institution Researchers to the District Office. Interviews with employees indicate that the level and detail of service and analysis has improved with the re-organization. (Standard III.A.2)

The District systematically develops personnel policies and procedures that are accessible to employees and the public on the District's website. All policies and procedures are reviewed on a four-year basis and revised as appropriate. Board policy 2052, *Equal Employment Opportunity*, expresses the District's commitment to foster a climate of open access, with the inclusion of faculty and staff from a wide variety of backgrounds. (Standard III.A.3.a)

Human Resources Procedures 1040.01 and 1040.02, *Protection of Confidential Data* and *Personnel File Contents*, provide the basis for the protection of personnel records. The records are stored in a secure area. (Standard III.A.3.b)

The College has worked with the Campus Change Network (CCN) to provide on-going professional development in the area of diversity. Two proactive workforce diversity efforts are the 4CD Leadership Institute and a teaching internship program. (Standard III.A.4.a)

The District provides strong leadership in the area of diversity and intends to complete a required diversity plan, which will be submitted to the State Chancellor's office. This plan is aligned with the strategic plan and will require changes in policy and procedures to ensure hiring pools are representative of the service area, and that all state and local policies and procedures are followed precisely. (Standard III.A.4.b)

A review of the evidence confirms the majority of employees are covered by labor union contracts that define working relationships. There is a sexual harassment policy and a workplace violence policy. There also is a Student Code of Conduct and Expected Behaviors policy. A new employee orientation reviews relevant policies and reporting procedures. (Standard III.A.4.c)

Evidence in the *Self Evaluation Report* indicates that the college needs to collect, analyze, and make available the data that indicates increased professional development and its impact on student learning. Strides have occurred in gathering data on need for professional development

through the program review submission tool. Interviews with the professional development staff and faculty at large confirm there are ample opportunities to communicate and request professional development access. The new program review submission tool summarizes all the department requests so needs across the campus may be assessed. The Professional Development Advisory Committee is well-established and has developed six active sub-committees that were established to match the "strands" used in the sections for the District wide Professional Development Survey. These strands include orientation and nexus, teaching and learning, technology, leadership, health and wellness, and conference activities. (Standard III.A.5.a, b)

The College's *Educational Master Plan* addresses these values: learning, collaboration, communication, and engagement with the community. The plan is used to help prioritize the college hiring priorities and organization. As a result of the last evaluation of human resources through the *Educational Master Plan*, a significant reorganization took place in the spring of 2013. (Standard III.A.6)

Conclusion

The College meets the Standard except for section Standard III.A.1.c.

Recommendations

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

Standard III
Resources

Standard III.B Physical Resources

General Observations

Los Medanos College now has two campuses: the Pittsburg campus in Pittsburg, California; and the Brentwood Center in Brentwood, California.

The Pittsburg campus is situated on a 120-acre site in Pittsburg, California. In 2006, the College added 109,132 square feet for library, math, and science buildings. It is currently remodeling a large section of the original College Complex with 2006 bond funds to create a 38,000 square foot one-stop Student Services Center which is scheduled to open in January 2015.

During the summer of 1998, the College began offering classes in Brentwood, California in rented classroom space at the Liberty Adult Education Center. In fall 2001, classes were moved to 17,500 square feet of leased space at a former supermarket. During its first decade, another 4,180 square feet were added to the Brentwood Center. Another 817 square feet for a multi-purpose science lab were added in fall 2014.

In addition to the Center in Brentwood, the College offers off-site classes for the Fire and Police academies. The Fire Academy program is located at the Contra Costa County Fire Training Center in Concord, California. The Police Academy is located at the Contra Costa County Office of the Sheriff Law Enforcement Training Center in Pittsburg, California.

The College received $150 million from 2002 and 2006 local bonds for the construction of three new buildings and several remodeling projects.

Findings and Evidence

Members of the visiting team reviewed evidence provided by the institution and interviewed the vice president of Student Services and Instruction, the Facilities manager, the District Chief Financial planner, director of Business Services, the District senior dean of Research and Planning, and executive vice chancellor of Education and Technology and learned the following information.

The Buildings and Grounds manager and his staff are responsible for maintaining all physical resources on the Pittsburg campus and the Brentwood Center. The executive leadership, evening managers, and Police Services are tasked with providing reports of safety concerns. According to evidence provided within the Self Evaluation Report, the institution apparently used an outside group to evaluate the safety of its facilities. (Keenan Inspection Report LMC 2013) To that end, a number of facility, equipment and safety issues have been addressed during the past several years, with District and Redevelopment Agency funds. Safety reports go to the Chancellors Cabinet and are carefully reviewed.

In an effort to promote a safe and secure environment for all students, faculty, staff, administrators, and visitors of the College, LMC has a Safety Committee whose membership includes faculty, classified staff, students, managers, and law enforcement officers. During the hours that the Pittsburg campus is open, it is patrolled by a small staff of police officers, with the

assistance of police aides. In addition to securing the campus facilities, police officers and aides also escort students concerned about safety to or from the classroom, or address other safety issues encountered by students.

The institution relies upon vice-president and instructional dean management of the class schedule and the annual space inventory update as well as its program review process to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities. The recently passed bond proposal also included a complete facilities review.

Two locally-passed construction bonds have provided the funds to make significant additions and improvements to the Pittsburg campus and the Brentwood Center. The Self Evaluation Report provides an exhaustive list of improvements made since the last accreditation site visit in fall 2008 which included new buildings, a remodeled student services hub, renovations to improve classrooms and labs, upgrades to equipment, improved student access, and major maintenance. Especially noteworthy is the use of "swing space," temporary space for relocated departments or units during renovation of the student services remodeling project.

The Brentwood site received center status in spring 2012. Since the last accreditation visit the Brentwood Center grew from 17,500 to 23,497 square feet. Four new classrooms, a math lab, and a science lab and a prep room were added, and a classroom was converted into a tutoring lab. In order to improve student services and promote student leadership, an existing classroom was converted into a dedicated student services resource space. However, members of the visiting team who visited the Brentwood Center found that there is no break room for students; there may not be sufficient parking; and space provided for the student services area may not be adequate to serve the students at the site.

Beginning in fall 2013, District Police Services added staff coverage of the Brentwood Center to match the services provided at the other District properties – a parking services officer is present during all the hours that the Center is open to the public.

The College offers the Fire Academy at the Contra Costa Fire Training Center in Concord and the Police Academy at the Law Enforcement Training Center in Pittsburg. Both these facilities are maintained by the site owners. Classes are offered at the Law Enforcement Training Center on the basis of a service contract. Safety of facilities at these off-campus locations is ensured by the dean of Career and Technical Education along with faculty who teach there reporting unsafe facilities and equipment to the owners of the off-site facilities to be addressed. The dean visits the sites at least once a week.

The Buildings and Grounds manager and his staff are responsible for maintaining all physical resources on Pittsburg campus and the Brentwood Center. A number of facility, equipment, and safety issues have been addressed during the past several years. Faculty, classified staff, manager, and student maintenance concerns are communicated to the Buildings and Grounds Department an online work order system. General campus maintenance and mechanical equipment replacement is based on a priority system. The priority system for maintenance and integrated mechanical equipment is managed by the buildings and grounds manager. Priority is established based on student and staff safety, followed by asset protection. The online system allows the Buildings and Grounds Department to keep accurate records of current and past work order requests. This record of previous work orders allows the buildings and grounds staff to give higher priority to repeat issues.

Equipment needs to support distance delivery modes (computers, servers, information

technology equipment, etc.), both in and outside the classroom, are maintained by the College's Instructional Technology and Services Department. District technology staff support and monitor servers, network equipment and system software. Computers with standardized software and servers to support distance delivery modes are located at a variety of locations at the Pittsburg campus and Brentwood Center. The LMC Computer Lab Grid shows the locations, number of computers and current software for computer-based classrooms, computer labs, and other areas where student computers are available. (III.B.1)

The Los Medanos College Facilities Master Plan (2007) and the Eastside Campus Master Plan Update (2010) guide the planning and development of new buildings. Program review, which is done on an annual basis, is used to evaluate the effectiveness of facilities and equipment use. Programs and departments with new equipment or facilities needs document their needs as part of their program reviews. Funding for equipment is processed through the resource allocation. Other facilities needs are addressed through a variety of funding sources including bond measures.

The College has developed a plan to address long-term maintenance projects and equipment replacement as funding becomes available. Existing District business procedures require future budget increases to fund scheduled maintenance at the College, regardless of whether state facilities maintenance funding is available.

The off-site facilities for the Police Academy and the Fire Academy are maintained by the Contra Costa County Sheriff and the Contra Costa County Fire Departments respectively. These public agencies and the College are subject to the same facilities standards required by the Division of State Architect's (DSA) Office.

The institution evaluates the effectiveness of facilities and equipment in meeting the needs of programs and services through annual program review updates and through surveys of employees and students.

After administrative review, the survey results are used to prioritize improvements within the framework of the Facilities Master Plan (2007) and the East Side Campus Master Plan Update (2010). Improving parking lot lighting and larger classrooms and improved computer technology are addressed in facilities planning and during the resource allocation process. Computer resources for students and employees are addressed in the draft LMC Technology Strategic Plan, which will go through the review and governance process prior to approval in fall 2014.

In addition to the program review process, the institution used the 2013 student satisfaction survey and the 2014 employee satisfaction survey to determine whether it uses its physical resources effectively.

Areas of strength in the student survey are classroom and physical environment, quality of specially-equipped classrooms, space for individual and group study on campus, space on campus for relaxing or socializing between classes, and campus safety. An area for improvement included availability of recreational opportunities and facilities on campus which is being addressed with the planned total replacement of the Physical Education complex buildings.

Areas of strength in the employee satisfaction survey are campus aesthetics, campus landscaping, cleanliness of the campus, including classrooms and restrooms, parking facilities, lighting in the hallways and parking lots, and safety. Areas for improvement included increasing number of smart classrooms and technology throughout the campus which is being addressed in the College Technology Plan. (Standard III.B.1.a)

College facilities are regularly inspected by the Buildings and Grounds Department, Police Services, college managers, and faculty and staff. The College Americans with Disabilities Act (ADA) Transition Plan is used to guide decision making to assure access to all campus facilities. Bond funds have to remove barriers to access and all new construction projects are planned and constructed with access in mind and are in compliance with current ADA standards.

The Buildings and Grounds Department is responsible for addressing facilities issues that arise at the Brentwood Center. Concerns about the condition of the classrooms, labs, walkways, lighting, and overall appearance are reported to the Buildings and Grounds Department for assessment and follow-up maintenance; and repairs are performed as funding and staffing are available. (Standard III.B.1.b)

The institution uses the Educational Master Plan to assess the use of its facilities. The Educational Master Plan includes an environmental scan, internal analysis, and program assessment. Comprehensive unit plans for each instructional, student services, and administrative support area of the College are reviewed and forecasts for enrollment and instructional programs are evaluated. This information then serves as the foundation for the development of the Facilities Master Plan and Eastside Campus Master Plan Update.

The institution used the 2007 Los Medanos College Facilities Master Plan and the 2010 Eastside Campus Master Plan Update to integrate LMC's front door aesthetic throughout the campus, establish and energize student support service facilities, improve and create opportunities for formal and informal learning environments, develop recreational facilities to welcome the community, and deal with inadequate lecture and lab space.

The LMC Self Evaluation Report listed the expansion and integration of student services into a "one-stop" facility, the relocation, expansion, modernization of physical education facilities and construction of a new student activities building at the Pittsburg campus and the construction of a new Brentwood Center as projects currently in the planning or implementation stages. (Standard III.B.2)

Capital plans are developed according to the Facilities Master Plan and the Eastside Campus Master Plan Update which are aligned with the 2006-2016 Educational Master Plan. The District chief facilities planner and College president review these plans as part of completing the annual Five-Year Capital Outlay Plan for the District.

The capital outlay for the construction of the building; maintenance for the life of that building; utilities; faculty and classified staffing; and furniture, fixtures, and equipment (FF& E)together make up the elements of "total cost of ownership." The institution considers the total cost of ownership during the design, construction and procurement phases of buildings. It has used that information to purchase high quality, low maintenance products, such as high efficiency lighting fixtures, low flow plumbing fixtures, high efficiency heating and air conditioning systems, and high quality FF&E.

The 2010 Eastside Master Plan Update and the update of the athletic facilities are the only long-range capital plans currently being developed. These plans did not require the master planning consultant to specifically include an evaluation of the total cost of ownership in the scope of the planning document. In the period between 2007 and 2014, District planning efforts have focused on implementation of these facilities plans. (Standard III.B.2.a)

The institution integrates physical resource planning with institutional planning. In 2006-2007, the District employed tBP Architecture to facilitate dialog in different venues in the College to

develop the 2007 Facilities Master Plan, and later the 2010 Eastside Campus Master Plan Update. A number of College Assemblies were conducted to broaden the dialog about modernization and other facility projects. On numerous occasions, representatives from the tBP Architecture facilitated campus discussions of facilities priorities and presented detailed visuals of proposed facility projects. Both the facilities plans are based on the 2006-2016 Educational Master Plan integrating facilities planning with educational planning.

Building planning is a broad-based process consisting of an Executive Steering Committee, an Expanded Executive Steering Committee and a User Committee which includes students.

The institution utilized a detailed analysis of program/unit review documents, enrollment trends by TOP codes/discipline, Weekly Student Contact Hours/Full time Equivalent Faculty (WSCH/FTEF) by division, and lecture and laboratory WSCH by division to develop its ten-year planning documents.

Every program and unit completes a program review and planning update annually, which includes a review of the facilities and equipment required to continuously improve the effectiveness of the program and impact student learning positively. These program reviews are incorporated into the goals and plans included in the Educational Master Plan and subsequently in the facilities master plans.

The College is in the process of developing its 2014-2019 strategic plan in alignment with the District Strategic Plan (2014-2019). The new strategic plan will drive and integrate other plans, such as the next educational master plan, facilities plan, and technology plan.

The annual program review and resource allocation processes enable programs and units to request and justify needs for funding of equipment replacements and physical resources. To request resources, each department or unit completes a resource allocation form clearly documenting the need as defined in the program review along with the impact of the resource on the program or unit. Programs and units also indicate which College and District goals, as well as which program-level student learning outcome(s) the resource request is aligned with. The requests are reviewed by the Shared Governance Council, which prioritizes the requests and makes recommendations to the College president, who makes the final decision in accordance with the College's strategic plan, educational master plan, and mission based on the availability of funds. The SGC prioritizes needs for equipment purchase and repair based on a number of factors, including the age and condition of existing equipment, safety of existing systems, number of people affected by the failure of the equipment, the impact on instructional services, and the overall impact on students and staff.

The College conducts student satisfaction surveys and employee satisfaction surveys every three years. These surveys also include questions about the physical plant of the College, adequacy of classrooms and labs, campus safety, parking, and aesthetics, among other criteria.

The institution used the results of the 2013 student satisfaction survey and the 2014 employee satisfaction survey to conclude that it is effectively meeting or has in place a plan to effectively meet its physical resource needs. (Standard III.B.2.b)

Conclusions

Los Medanos College facilities are safe and sufficient to support the College's mission, programs and services to enhance student learning.

The College Meets the Standard with the exception of Standard III.B.1. The Brentwood Center facilities are insufficient to support the expanding student population.

Recommendations

College Recommendation 1:

Standard III
Resources

Standard III.C – Technology Resources

General Observations

Information Technology & Services (IT&S) and others at Los Medanos College have worked hard to meet the challenge of growth and increased demand for technology services and infrastructure, while coming out of a period of severe state budget restrictions, with a relatively small staff, and the successful results are evident in many areas. The College recognizes that continued increases in technology needs will require expansion of the technology staff, and in addition to the recent hiring of a full-time Computer Network specialist and a full-time Technical Training and Development coordinator, commitments have been made to provide additional staffing support in critical areas.

Findings and Evidence

The College ensures that its various types of technology needs are identified through the auspices of Technology Advisory Group (TAG), which "investigates, discusses, and provides guidance to the college on all aspects of technology." (Technology Strategic Plan page 3). TAG, in coordination with the Information Technology Services (IT&S) department, provides the primary leadership for all aspects of technology at the Pittsburg campus and Brentwood Center, using the Technology Strategic Plan as a guide. The program review process is central in collecting, reviewing, and prioritizing technology-related requests. As stated in the Self Evaluation Report, "... since 2011… purchases are identified and prioritized in accordance with the program/unit review objectives, the resource allocation requests, the Technology Strategic Plan and the recently developed Technology Goals and Strategic Action Grid. This process helps ensure that technology purchases are based on needs identified in program/unit reviews and ensure that standards are maintained." (Standards III.C.1.a, III.C.1.c)

The College makes decisions about technology services, facilities, hardware, and software by prioritizing program review requests through the Program Review Submission Tool. Each request is tied to departmental goals, which in turn are tied to technology goals stated in the Technology Strategic Plan and College goals stated the Educational Master Plan. These requests are submitted to the campus Resource Allocation Process (RAP), and are reviewed, ranked, and prioritized by the Shared Governance Council (SGC) and its shared governance sub-committees. The College also collects data on technology priorities through surveys of employees and students. (Standards III.C.1.a, III.C.1.c, III.C.2)

As a result of this structure and process, technology planning is integrated with institutional planning in two ways: (1) The Technology Strategic Plan states that "Technology goals for LMC have been developed by TAG to support educational and administrative goals as outlined in the college's Mission and Educational Master Plan" and (2) program review requests that are linked to one or more strategic goals and objectives in the Technology Strategic Plan and the Educational Master Plan. (Standards III.C.1.a, III.C.1.c, III.C.2)

The District has purchasing agreements for software that include Microsoft and Adobe products. College computers are scheduled for a five-year replacement cycle although this has not always been possible due to state and local budget restrictions. Despite budget-related setbacks, the current 2014-15 replacement cycle is in progress, with approximately 440 computers being replaced this year. All employees and students of LMC and Brentwood are provided an email account by the District through the Microsoft-based InSite portal system. The College moved to a cloud-based email system through Microsoft's Office 365 in 2013. The student email account is provisioned and provided to the student after submission of their application, and the student email system is the primary means of communication with the students, along with the InSite portal. Their InSite portal also provides students many other services, such as obtaining an unofficial transcript, registering for classes, and paying for classes. Campus and District committees also use InSite to share information with each other. (Standard III.C.1.a)

LMC maintains a Help Desk in the Library, staffed by student employees, for both technology support and online instructional support; hours of operation are 8:45 a.m. to 9:45 p.m. Monday through Thursday, and 8:45 a.m. to 2:45 p.m. on Fridays. Additionally the District provides Help Desk support from 7 a.m. to 7 p.m. Monday through Friday. The District provides a web-based ticketing system for employees to report technology issues. The Media Services, part of Information Technology & Services (IT&S), designs and maintains all smart classrooms according to IT&S standards. The College re-images all student computer labs and computer-based classrooms annually. Software updates for faculty, staff, and administrators occur when the computer is upgraded, replaced, or a major upgrade is available. All assistive software is installed and maintained by the alternate media specialist. Technical help and support are provided by IT&S for campus issues, which include all campus-based hardware and software. The District Office of IT (DOIT) provides technical help and support for District-provided application issues. (Standard III.C.1.a)

The Distance Education program has grown considerably since 2008. To accommodate this growth, the District-wide Learning Management Strategic Task Force (LMSTF), whose membership represented all constituent groups across the District, was responsible for selecting a new learning management system to be implemented across the District. After reviewing seven proposals and demonstrations, the LMSTF committee selected Desire2Learn (D2L) to replace Blackboard as the District LMS. After the transition to D2L, the district implemented a training program for faculty to learn the new platform, and D2L began being used during the spring 2014 semester. Students sign in and identify themselves to D2L and other technology resources using their District-assigned username and password, through industry-standard authentication software. Additional single sign-on services continue to be rolled out, including wireless services in computer labs. (Standard III.C.1.a)

Regarding logins, wireless authentication, and robust infrastructure, the visiting team members were unable to access the Program Review Submission Tool (PRST) through the recommended Firefox browser. Some were able to access it in Chrome, but not Firefox. The issue appeared to be related either to the particular network to which the team members were assigned, or to the versions of browsers being used (all recent versions), as Firefox users were presented with an unfamiliar prompt for additional authentication, whereas Chrome users got in after what appeared to be an unusually long delay. In addition, team members were unable

to access the Board Policies posted on the College website from wireless laptop computers (mostly Macintosh laptops), but were successful in accessing them from the three desktop workstations provided in the team room. From wireless laptops, the Table of Contents was accessible, but none of the links therein were active. While these issues were not insurmountable, they should be checked out to be sure these interfaces always work successfully. (Standard III.C.1.a, III.C.1.d)

There are numerous technology facilities on both the Pittsburg campus and the Brentwood Center, including "…computer-based classrooms and labs, smart classrooms, program specific computer labs, servers, network and Internet connections." LMC uses a Computer Lab Spreadsheet to inventory the software and equipment. There are 62 smart classrooms between the two sites, and all have a standard set of equipment. (Standard III.C.1.a)

Through a bond-funded Infrastructure Upgrade Project (IUP), both the Pittsburg campus and the Brentwood Center underwent a significant upgrade to their networks, which was completed in mid-2014. Two of the significant upgrades were additional cabling to support voice over IP (VoIP) and increased capacity of the link between the District Offices and both campuses. Due to the increased capacity, additional services are now available, such as transcripts and enrollment assistance. (Standard III.C.1.a)

Both the Pittsburg campus and the Brentwood Center have specific campus servers, however, the main "server farm" is located at the Pittsburg campus. Most of the Pittsburg campus servers have been transferred to virtual servers, and these servers support many of the campus services, such as authentication and the College intranet. The College has established a refresh cycle of the server infrastructure every seven years. (Standard III.C.1.a)

Regarding hardware, the College provides computers across both campuses to all areas to support and enhance instruction and support programs. The computers are provided for the following groups: instructional areas, full-time and part-time faculty, and administrative areas. All groups are provided with computers that have a standard set of software for that group. (Standard III.C.1.a)

Regarding software, all College-provided computers are loaded with a standard set of software depending on the group. In addition, all students and District employees have access to the InSite portal and WebAdvisor, which provide information to the user. The District integrates its InSite and WebAdvisor to Colleague enterprise resource planning (ERP) systems, which is the data storehouse for the colleges. These can be leveraged to create standard and custom reports. The District and the College have leveraged multiparty purchase agreements when possible to reduce the cost to the College and/or the District. (Standard III.C.1.a)

In response to the 2008 accreditation recommendation that the College improve technology training, the Professional Development Task Force was created to assess the needs and develop a professional development program. The Professional Development Advisory Committee (PDAC) was formed as a recommendation of this task force. The PDAC is a shared governance committee which has become very active on campus providing various kinds of training. The training needs are assessed through a series of surveys at the District and College level. After establishing the training needs, opportunities for training are created for

college personnel. Depending on the type of training needed, the District, the College, or an outside vendor will provide the training. Significantly, a full-time Technical Training and Development coordinator was recently hired at LMC, reporting to the vice president of Instructional and Student Services. (Standards III.C.1.b)

Training interests are determined by surveys given to the staff, faculty, and students. Technology training for students has primarily been through instruction provided by the Computer Science and Business departments. Students also receive training in specialized areas, such as DSPS, ESL, and MESA. Also, LMC has a variety of discipline-specific computer labs that support the curriculum as well as open computer labs that are staffed with personnel able to help students with their technological needs. (Standard III.C.1.b)

In addition to the Technology Strategic Plan, the District wide Strategic Infrastructure/Telecommunications Plan (2009) helps to support the College's technology needs by providing specifications for the underlying secure infrastructure for the College network. Additionally, the Technology Renovation Plan and replacement cycle has been approved by the College president. (Standard III.C.1.c)

Instructional computer laboratories and Smart classrooms are on a refresh cycle outlined in the Technology Strategic Plan for the Pittsburg campus and the Brentwood Center. Security and reliability of the infrastructure is maintained by joint effort of the LMC IT&S and the District Office of Information Technology. Standard III.C.1.d)

After a thorough year-long review process by a representative district-wide group in April 2012, Desire2Learn (D2L) was selected as the district's LMS used for both face-to-face and DE courses. The committee recommended an 18 month migration to D2L, and it was fully implemented by spring 2014. Prior to D2L, the College's LMS was Blackboard and was managed by LMC staff. D2L is a vendor-hosted/cloud-based system. The District intends to ensure success with the implementation of the new LMS (D2L) and began developing a plan for implementing training on D2L in late 2012. Several faculty members received significant reassigned time (25 percent) to help make the transition to D2L successful. (Standard III.C.1.d)

Conclusions

The College provides a sufficient system of support for all of its technology resources that is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems. Technology services and support are designed to enhance the operation and effectiveness of the institution. The institution has improved the quantity and quality of its training to students and personnel in the effective application of its technology since the 2008 recommendation. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs through a transparent, documented, shared governance process. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. Technology planning is integrated with institutional planning, and the institution continually assesses its technology and uses the results of this assessment as the basis for improvement.

The College meets the Standard.

Recommendations

None

Standard III Resources

Standard III.D. Financial Resources

General Observations

As is the case in most California community college districts, the Contra Costa Community College district receives most of its funding from State General Apportionment, local property taxes and enrollment fees. During the economic downturn, the College and District had to implement cost cutting strategies to ensure the district remained on a solid financial footing. The College has been extremely successful in augmenting its budget through federal and local grants.

The District and College mission and goals are central to institutional planning and resource allocation. The college ensured alignment by linking the District's strategic plan/goals to the College's Educational Master Plan goals, full-time faculty hiring plan goals, Facilities Master Plan goals, departmental program/unit reviews, and the Resource Allocation Process (RAP). Financial information is shared with stakeholders through a well-defined shared governance process including the District Governance Council (DGC), SGC, Bond Oversight Committee (BOC), and regular Governing Board meetings.

A new resource allocation model was developed to reflect Senate Bill 361 funding model. Budget allocations are distributed to the college and district budget sites in order to meet its mission, and goals. The budget is developed in a collaborative way to meet budgetary requirements including FTES production and target rates, mandatory obligations such as salaries, benefits, and other college mandatory short-term and long-term obligations. Real time budget information is available through Colleague via Web Advisor.

The College has a well-defined budget allocation and request process that has program review at its core. The college has established a comprehensive process to allocate the remaining funds through a Resource Allocation Process that is driven by program review. Program maintenance requests are presented by the requesting department's manager to the President's Cabinet for review and approval, and program improvement/development and classified staffing requests are presented by the department's manager to the SGC; the SGC then reviews, prioritizes and recommends project priorities to the president. Through the RAP process, every department within the college has the opportunity to request additional funds to support programmatic needs and meet college goals no matter the funding source.

The College Business Office is responsible for ensuring that all expenditures are in alignment with the approved budget and with any additional criteria established by the funding agency. The District Office also reviews all financial transactions for compliance and appropriateness, and in alignment with departmental, College, and District goals prior to processing. College budgets

are developed based on the funds allocated by the District and other local resources. An independent CPA firm performs an annual audit of all of the District's financial records, including all funds, in accordance with state and federal regulations and accounting standards as required. Audit findings are communicated to the Governing Board and appropriate College departments and available to the public.

Financial information is provided at District and College levels. The chancellor conducts Budget Forums including FTES projections, economic trends, and District assumptions for budget development, and budget philosophy at least annually to keep the colleges informed about the District's financial status. Financial information is made available on the district website and is shared at All College Days held in the fall and spring, college budget presentations, e-mail updates, and through the college shared governance councils. LMC established a senior accountant position to address the accounting and reporting tasks related to an increasing number of categorical programs. The position regularly communicates with the appropriate grant/budget managers regarding funding levels, spending limitations, budget development, and current expenditure variances.

The institution's financial processes are established within Board Policy and Business Procedures The largest unrestricted funding source is state apportionment, which is calculated primarily based upon full time equivalent students (FTES). The ability to fund the FTES is based upon the State's financial condition. Due to imposed State workload reductions, the College has had the number of FTES it served significantly reduced. The College is starting to recover. The College has been able to reduce expenditures and still maintain and improve student success. The District ending fund balance has decreased by $2.55 million over the last 4 years, but remains above 20 percent. The State Chancellor's Office and the District's board policies recommend a reserve level of at least five percent of unrestricted general fund expenditures for economic uncertainties. The Board has implemented an additional five percent due to economic uncertainties. The District has met this recommendation during the five year history review. The District is a member of the Bay Area Community College District Joint Powers Authority which is covered by the Statewide Association of Community Colleges (SWACC) and has appropriate insurance coverage to meet its needs.

The College and District utilize external independent audits, internal auditors, and oversight committees. Independent audits were unqualified and were found to present fairly, in all material respects, the respective financial position for the LMC Foundation, District Retirement Futuris Public Entity Investment Trust, and Measure A. The audits include evaluations of the District financial statements, internal controls, and compliance. Audit results are reported out to the District Shared Governance Council and to the College Governing Board. The Financial Aid office monitors loan default rates and performs borrow outreach to assist students and to proactively manage the default rate.

The College financial system provides program managers and staff the ability to review real-time budgetary information including individual general ledger account information or total department budget information. A District wide grant database is used to track grant documents, approvals, funding cycles and budgets. The College and District have sufficient controls and processes to manage contractual relationships. The LMC Foundation's Finance Committee is given quarterly financial reports for review, and the annual budget is reviewed and approved by

the Foundation Board of Directors. The District and Foundation have annual audits by an independent external audit firm. Results of the audits are used as a basis for improvement.

The institution has planned for and allocated resources for the payment of liabilities and future obligations. The District has had four actuarial studies done since 2006, the most recent actuarial study was performed by Total Compensation Systems, Inc. in 2013. The District has General Obligation (GO) bonds debt for 2 proposition 39 facilities bonds totaling $406.5 million. The Financial Aid Office regularly monitors the default rate by reviewing the Borrowers in Default Report provided by the loan servicers

The District has an established procedure regarding the review and approval of contractual relationships at the College and District level. The review process includes legality of the contract terms, necessary indemnification and insurance provisions, sufficiency of funds, and alignment of the contract services to College and District mission and goals. Federal, State, and local grants are monitored to ensure they meet the required guidelines and are incorporated into the annual financial audit.

Findings & Evidence

The College and District have collaboratively developed a budget allocation process that has improved financial stability and equity. The College conducts an annual campus wide program/unit review and Resource Allocation Process (RAP). The results of program/unit review and RAP are reviewed and prioritized by the Shared Governance Council (SGC), and subsequently considered during the development of the College budget once funding levels are known. The budget is communicated through a variety of processes as evidenced by Shared Governance Council (SGC) meeting minutes, budget forums, College wide presentations, and Board Finance Committee meeting minutes. (Standard III.D)

The College has formally integrated institutional planning with financial planning and budgeting. Through a collegially developed process, the needs of each discipline and functional unit within the college are identified, assessed, prioritized, and included in the budget development assessment cycle. Through the annual program review and resources allocation process, all college departments and units review data and assessment results for their program reviews, assess the outcomes, report on the status of last year's objectives, and develop objectives for the next year. Requests for resources that would assist them in achieving progress towards department and college goals are identified and documented within the RAP. Program maintenance requests are presented by the requesting department's manager to the President's Cabinet for review and approval, and program improvement/development and classified staffing requests are presented by the department's manager to the SGC; the SGC then reviews, prioritizes and recommends project priorities to the president. Approval is based on the availability of funds. As shown in share governance processes and committees, College constituents are actively included and involved in the budget planning and allocation process. Although it is apparent the College has integrated planning and institutional goal achievement with the budgeting process, there does not appear to be an assessment of outcomes based on previous RAP funded initiatives. The College should work to develop an assessment tool to measure outcomes from previously funded RAP proposals and share the information throughout the institution. This last step would help ensure the College understands its return on investment

and can work towards continuous improvement. (Standards III.D.1.a; III.D.1.b; III.D.1.d; III.D.4)

The District has recognized all of its long-term liabilities identified within its financial statements and has developed processes to address them including Other Post-employment Benefits (OPEB), GO Bonds, Certification of Participation (COP's), capital leases, compensated leaves, and building maintenance. The College has a long-term lease arrangement for the East County educational center in Brentwood, which was approved by the Board of Governors formally on March 5, 2012. The designation of an official Center provided additional base funding to support its operational needs. The District is self-insured for individual property and liability claims less than $10,000 and is covered by Bay Area Community College Joint Powers Authority (BACCDJPA) for individual claims exceeding such amounts to $250 million for property and $25 million for liability. (Standards III.D.1.c, III.D.2.c; III.D.3.a)

The College and District practice effective oversight of all financial resources through using tools such as external audits, an integrated and effective planning and resource allocation processes, including an ongoing assessment of these processes. The District has had unqualified opinions regarding financial statements the past six years. In addition, the external auditors have reported no disagreements with management during the past six years. The Foundation, Measure A and District Retirement Futuris Public Entity Investment Trust were all found to accurately reflect the financial statements of each area. The District had no compliance findings in 2013, four compliance findings in the 2012 fiscal audit, three compliance findings in 2011 and four compliance findings in 2010. Material weaknesses were identified in years 2008 and 2009. In each instance the District and affected colleges provided timely corrections to findings identified by the auditors. The results of the annual audits were also reported by the external auditors to the Board Finance Committee, and then to the entire Governing Board in open session as evidenced by meeting minutes. District's Board also takes an active role in the internal and external audit processes through their Finance Committee. The Finance Committee is responsible for ensuring the continued effectiveness of CCCCD internal controls. (Standards III.D.2.b; III.D.2.d; III.D.2.e; III.D.3.b; III.D.3.h)

Regular fiscal information is provided throughout the institution as evidenced by quarterly budget and fiscal trends reports to the Governing Board, shared governance committee meetings and college budget forums. Through the use of Colleague, managers and staff have the ability to review budgets in real time. Access to the Colleague financial system is authorized by the campus district business offices. Those that do not have access can request reports from the campus business office. (Standards III.D.2.a; III.D.2.c)

The District annually completes an ongoing analysis of revenues, expenditures, and cash flows. The District retains enough ending balance to ensure the repayment of locally incurred debt. Although Board Policy 5033 sets the minimum reserve level at five percent "to address significant opportunities that present themselves throughout the year," the District has maintained an ending balance that has averaged over 20 percent in four of the last five years. The College has finished each year with an ending balance that they are allowed to retain according to the formula The College and District have ending balances that provide a sufficient reserve.

3 Year Ending Balance information

Site	2010-11	2011-12	2012-13
District	$37,825,271	$36,386,611	$36,449,256
Los Medanos	$2,491,430	$2,220,869	$3,533,413

(Standards III.D; III.D.2.c; III.D.3.a)

Los Medanos has a foundation to support its fundraising efforts. According to the June 30, 2012 audit, the Foundation has provided $181,136 in scholarships and $317,886 in campus program grants. The College and District have received several large grants and the planning documents provide evidence that these are used with integrity to meet student and community needs. Financial Aid default rates are within guidelines and are monitored to assure compliance. The team verified that the College has a process to monitor and correct and issues with the student loan default rates. (Standard III.D.2.d)

The District has developed an Internal Auditing Services (IAS) department to provide an independent and objective appraisal of activity established within the District and to add value and improve the District's governance, risk management, and control processes per Board Policy 5034. Results of those reviews are reported to the Board Finance Committee. (Standard III.D.3.b)

OPED costs are calculated as required and actuarial studies have been completed on a regular basis. The district uses the pay-as-you-go method for annual obligation expenses The District has entered into an agreement with Keenan Financial Services to participate in its GASB 43 and 45 turnkey program named Futuris as the plan sponsor; with Benefit Trust Company acting as the trust company; and with Morgan Stanley as the investment manager. According to the 2012 district financial audit, the district's net OPEB obligation has decreased and the district has made a concerted effort to fund its Annual Required Contribution (ARC), and pay down the Unfunded Actuarially Accrued Liability (UAAL) as shown below. (Standard III.D.3.c)

CCCCD Unfunded Actuarially Accrued Liability (UAAL)
Per the 2012 Audit Report

Annual required contribution	$17,132,660
Interest on net OPEB obligation	$2,005,796
Adjustment to annual required contribution	-$2,433,673
Annual OPEB cost	$16,704,783
Contributions made	-$19,276,622
Increase /(Decrease) in net OPEB obligation	-$2,571,839
Net OPEB obligation, beginning of year	$30,162,340
Net OPEB obligation, end of year	$27,590,501

(Standards III.D.1.c; III.D.3.c)

The College uses the pay-as-you-go method for payment of compensated absences and accrued banked load and will be paid by the fund for which the employee worked according to page 39 of the 2012 audit information provided. The College has partially funded reserves to address compensated leave and accrued banked load. Compensated absences and accrued banked load limits have been negotiated to reduce this long-term liability. (Standard III.D.3.c)

The District regularly assesses locally incurred debt within the annual audit process. The District COP liability was $1,003,200 (principal and interest) as of June 30, 2013. The annual payment due on this COP in the 2013-14 year was $126,800 which includes principal and interest. The General Obligation bond liability as of June 30, 2013 was $201,555,000; bond payments are made by bond interest and redemption of fund and local property tax revenue so they do not impact operational budget of the College or District. (Standard III.D.3.e)

The student loan default rates for the College for the last three years are within federal guidelines. The team verified the College has developed, implemented, and follows a process to monitor and correct any issues with the student loan default rates utilizing default management best practices. (Standard III.D.3.f)

The College and District have established processes to review and approve contractual agreements. Through discussions with the Director of Business Services and a contract review, the team was able to verify the contractual control process including required forms and Governing Board approval. The team was able to review example contracts including executed contract language that provided the necessary indemnification and insurance provisions and termination clauses. All contract services and agreement reviewed supported College and District mission and goals. The 2013 external audit report provides evidence that grant funds have been reviewed, and the District is in compliance. (Standard III.D.3.g)

The College and District have appropriate and effective policies, procedures, and processes to systematically access the effective use of resources. The ability of all constituent groups to actively participate in the planning, implementation, and evaluation process is evident. Through the annual and comprehensive program review, departments are able to evaluate the progress made on identified college goals and objectives. Resource needs identified within the program review are submitted through the resource allocation processes, and are prioritized by SGC without regard to funding sources. The College president makes the final decision based on available funding, and the results are then communicated to the College community. As reported above, there does not appear to be an assessment of outcomes based on previous RAP funded initiatives, which inhibits the institutions ability to analyze the effective use of resources allocated to complete the proposals. (Standard III.D.4)

Conclusions

The College relies on its mission to guide and access financial planning. The institution uses Board Policies, Business procedures as well as planning documents such as the Educational Master Plan (EMP), Strategic Priorities, to guide financial decisions. Through integrated institutional and financial planning, the institution ensures financial stability, and provides resources to support student learning programs and services and to improve institutional effectiveness.

Through the use of its integrated planning process, the College systematically assesses the needs of the college and uses those assessments as the basis for resource allocation and improvement. The initial assessments occur within comprehensive program reviews and annual updates, which include an assessment of the college and department data. This approach has ensured the

integrity of the planning process, maintaining a constant link between departmental plans and College plans. College constituents through the program review process, resource allocation process, and SGC have the opportunity to participate in financial planning and budget development. Although it is apparent the college has integrated planning and institutional goal achievement with the budgeting process, there does not appear to be an assessment of outcomes based on previous RAP funded initiatives. The college should work to develop an assessment tool to measure outcomes from previously funded RAP proposals and share the information throughout the institution. This last step would help ensure the college understands their return on investment and can work towards continuous improvement. The college's success in pursuing external funding sources to further support and augment student learning and success strategies is commended.

The Contra Costa Community College District (CCCCD) has maintained an ending balance that has exceeded 20 percent in four of the last five years. CCCCD unrestricted general fund expenses have exceeded revenue in four of the last five years. Although the District expenses have exceeded revenue in recent years, the district has maintained a very healthy ending balance to meet unforeseen emergency needs.

The District recognizes all of its long term liabilities and has proactively taken steps to account for and fund them appropriately. The annual audits reflect the college acknowledges and plans for the repayment of its long term debts. LMC has also identified long-range goals during its planning processes and through the implementation of college wide plans including the Educational Master Plan, and Facilities Master Plan (FMP). The College and District have developed grant requests and approval processes. Grants are applied for based on identified program needs and are designed to allow for institutionalization of successful components. The College and District are to be commended on the collaborative approach they have taken to meeting the community Career and Technical Education/Workforce Development (CTE/WD) needs and developing programs and services to provide students additional opportunities and career pathways.

The College and District have taken proactive approaches to allocating appropriate resources for the payment of liabilities and future employee obligations. The District has met its OPED annual required contribution the last three years, and has established an irrevocable trust and formed a Retirement Board of Authority to manage funds. The District and College have used the pay-as-you-go method to meet annual compensated absence and banked load costs. The District has completed the actuarial plan to determine its OPEB obligations as required by appropriate accounting standards and has acted to meet this obligation through the establishment of an irrevocable trust and its participation in Keenan Financial Services Futuris plan. The District been able to limit the amount of locally incurred debt and has planned for the repayment of the debt.

The College meets the Standard

Recommendations

College Recommendation 2: In order to increase the effectiveness and transparency of its resource allocation and evaluation process, the college should systematically assess the effective

use of financial resources allocated through the RAP process, and use the results of the evaluation as the basis for institutional improvement. (Standards III.D.1.a; III.D.4)

Standard IV
Leadership and Governance

IV.A – Decision-Making Roles and Processes

General Observations

The planning and participatory decision-making structures at the College are well understood by all constituency groups: classified staff, faculty, administrators, and students. This structure enables the college leadership to promote and encourage student success through continuous improvement of college practices, programs, and services. The College mission, vision, and values statements along with the College goals were written with all constituencies contributing, emphasizing ethical and effective decision-making processes.

The College's four constituency groups are the Associated Students, Classified Senate, Academic Senate, and the Administrative or Management Group. Representatives from each of these groups serve on College and District shared governance committees. The College has documented processes and defined roles for each committee. Each committee makes recommendations to the College president.

Each of the four constituency groups has a well-defined governance structure provided for in the College's shared governance model, and in Governing Board Policy and Departmental Procedures as required by Title 5 (AB 1725) and ACCJC Standards. The Academic Senate is the primary faculty governance organization responsible for faculty participation in governance and in student learning and assessment. The President's Council serves as the governance body for the administrators. The Classified Senate provides the classified staff with a formal representative voice regarding institutional policies, procedures, and regulations. The Associated Students is the student governance system that provides a venue for the students' voice. The Academic Senate and Classified Senate both make sure that their respective unions are adequately represented as well.

The College relies on faculty and academic administrators for recommendations about student learning programs and services. The Academic Senate and its two subcommittees: the Curriculum Committee and the Teaching and Learning Committee (TLC) have primacy for addressing academic and curricular matters. These bodies meet regularly to address such issues as instructional programs and services, curriculum, student learning outcome assessments, and degree requirements. In addition, the academic deans and department chairs meet monthly to discuss operational issues: scheduling, enrollment management, faculty evaluation, student services, instructional initiatives, etc. The deans also provide related professional development, and enable open and ongoing feedback and dialogue on issues that are important to each of the departments and programs.

The SGC conducts an annual self-evaluation of the Resource Allocations Process (RAP), as well as conducting a survey of all who have participated in RAP, to evaluate this budgeting process. As a result of these evaluations, the college has continued to improve alignment of the process

with the College's goals and its program review process. Discussion of these evaluations and related improvements are documented in SGC minutes.

The constituency groups also conduct self-evaluations. For example, the Academic Senate, Classified Senate, and Associated Students (LMCAS) get feedback from their members through surveys. Evaluation results are analyzed and discussed by the respective groups and are the basis for improvement. The LMCAS also has regularly reviewed and modified its bylaws in order to codify practices and to change processes that have not been deemed to be effective.

Findings and Evidence

The College's mission statement, vision statement, and values are found in both the college catalog and the class schedule. Each of the four values: learning, collaboration, communication, and engagement are explained in detail in the College catalog. (Standard IV.A.1)

The College mission statement:

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

The College vision statement:

> Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most.

The College values statement:

> Values remind us of what matters most. Los Medanos College is an educational community that cares deeply about learning, collaboration, effective communication, and engagement with our surrounding community. (Standard IV.A.1)

The Educational Master Plan Goals and the Interim Strategic Priorities are focused and centered on student success. (Standard IV.A.1)

The Contra Costa Community College District (CCCCD) Board Policy 1009 on *Institutional Governance* provides a foundation for participatory governance within the entire CCCCD. The policy addresses participation of faculty, classified staff, administrators, and students within the college and district wide. (Standard IV.A.2)

Established in 2003, the College's Shared Governance Council (SGC) is composed of representatives from the four constituency groups and the college president. It is the primary participatory decision-making body at the College, addressing the more significant issues such as institutional policies, planning, and budgeting. The membership has representation from all constituency groups. Of interest is the voting structure of the SGC; the members from the Classified Senate, the Academic Senate, and the Associated Students all vote. However the

members from the Administrative or Management group do not. Managers contribute to the discussions regarding action items, and the college president makes a final decision based, in part, on both the vote and the discussions. The Academic Senate and Classified Senate reviewed the make-up of the voting members last academic year. While the Academic Senate reaffirmed that the administrative members should continue on as nonvoting members, the Classified Senate's viewpoint was that adding voting rights to the management would provide transparency and accountability. (Standards IV.A.1, IV.A.2.a)

There are seven shared governance or participatory decision making subcommittees that operate under the direction of the SGC. The members are appointed by each of their constituency leaders. The make-up of the shared governance sub-committees models that of the SGC but is not identical. For example, on the Institutional Development for Equity and Access (IDEA) Committee managers are voting members. The College is currently considering moving from the term of "subcommittee" to something more appropriate like Task Force or Standing Committee. (Standard 1V.A.2.a)

In order to maximize input from the college community, all constituency members, as well as the public members, may attend SGC or subcommittee meetings to observe. During the public comment period at the start of each session, guests may provide input and feedback to the committee members. Members of the college community may also provide input through their constituency groups, department chairs, ad hoc task forces, and college assemblies. Posted agendas and minutes are evidence that committee meetings are well attended and all constituencies have a voice. (Standard IV.A.2.a)

The SGC also functions as the college Budget Committee. It is responsible for the annual review of funding proposals and making funding recommendations to the college president as part of the Resource Allocation Process (RAP). Such funding proposals include requests for new classified staff positions, program improvements, and validation of Perkins IV and Basic Skills Initiative (BSI) resource requests. Of note, allocations approved during the RAP process are required to show a link to the college goals, strategic priorities, and the program review process. Moreover, RAP proposals must explicitly describe a documented need to improve student learning outcomes and/or for program improvement as stipulated in the most recent program review and assessment as applicable. Each request must relate to one or more of the College Goals or priorities. (Standard IV.A.2.a)

The College communicates to all employees and students as to their role in participatory decision-making and venues in which constituency members may be heard through employee orientations, email, and personal invitations. While the College continues to improve on communication methods, there is still concern that not everyone in the college community takes personal responsibility for engagement. (Standard IV.A.2.a)

The Academic Senate represents all faculty at the College. It is the College governance body with primacy regarding academic and professional matters as agreed upon by the Governing Board and the District wide Faculty Senates Coordinating Council (FSCC). The Academic Senate meets twice a month for two hours. Both full-time and part-time faculty, as well as a faculty representative of the bargaining unit serve on the Academic Senate. The constitution and by-laws were last reviewed and updated in spring 2013. (Standard IV.A.2.b)

The Curriculum Committee, a subcommittee of the Academic Senate, reviews and approves new and updated course and program curriculum proposals and then makes recommendations on those proposals to the Academic Senate and the SGC. The Curriculum Committee Chair, in addition to being a non-voting member of SGC, attends all Academic Senate meetings to ensure continuous communication and alignment between these bodies. (Standard IV.A.2.b)

The Distance Education (DE) Committee is a subcommittee of the Curriculum Committee and recommends procedures and practices for fully online and hybrid courses to the Curriculum Committee. In addition, the DE Committee makes recommendations on proposals to offer courses via distance education. The form for the proposal requires a means for "regular and substantive instructor-student contact" and that the distance education modality delivered is comparable or equivalent to the face-to-face modality. To ensure that the student enrolled in the course is the person submitting the course work, the College and the District use industry-standard authentications. (Standard IV.A.2.b)

The General Education (GE) Committee is also a subcommittee of the Curriculum Committee. The GE Committee reviews course outlines and makes recommendations to the Curriculum Committee for the course placement in the general education program. (Standard IV.A.2.b)

The Teaching and Learning Committee (TLC) was formerly known as the Teaching and Learning Project. It is a body that reports to both the Academic Senate and the SGC. This committee changed their name from TLP to TLC when they realized that this really was a committee, and not just a project. The TLC leads the college's work on student learning outcome assessment for instruction, student services, and library and learning support services. The TLC, as designated by the Academic Senate and the SGC, ensures that faculty take the lead on campus wide assessment efforts. (Standard IV.A.2.b)

Each of the shared governance committees reports annually to the SGC on its progress, challenges, accomplishments, and related improvements at the college. The committees disseminate information to the college community regularly by sending their meeting announcements, agendas, and minutes to the college community by e-mail and through posts on the college website under their respective committees. The College president relays College information to the campus regularly by e-mail, at College Assemblies, and the various senate and council meetings. Each of the shared governance committees reports annually to the SGC on its progress, challenges, accomplishments, and related improvements in the College. (Standard IV.A.3)

Reports, demographic data, and surveys regarding institutional improvements and issues that drive planning processes are found on the college website under the Office of Planning and Institutional Effectiveness. (Standard IV.A.3)

The College has both a *Faculty Handbook* and a *Student Handbook* that are updated regularly and available on-line. These documents outline the governance roles and responsibilities of each constituency. (Standard IV.A.3)

The College was notified by the California Community College Chancellor's Office (CCCCO) that it did not have adequate attendance accounting documentation for a portion of cosmetology and Police Academy instruction in 2010, which had been taught by private beauty colleges and the Sheriff's Office respectively under instructional services agreements with the College. The College demonstrated that the situation was immediately addressed. The College was already considering phasing out the cosmetology program and expedited the process over a period of one year. Students currently enrolled in the program were able to complete their education at another institution. Furthermore, the College did not accept any new students to the cosmetology program during this transition period. The College is repaying the apportionment for the undocumented hours over the period of two years, 2012 to 2014. The problems related to the Police Academy were also addressed in a timely and urgent manner. (Standard IV.A.4)

The SGC evaluates the work of its subcommittees through a self-evaluation template for each subcommittee to report its annual accomplishments, challenges, effectiveness of the group's work, and recommendations for improvements. Most of the evaluations are through the use of a survey. (Standard IV.A.5)

Conclusions

The College meets the Standard.

Recommendations

None

Standard IV
Leadership and Governance

Standard IV.B: Board and Administrative Organization

General Observations

The Governing Board and administrative organization are engaged and proactive in managing and running the District and the colleges. Board policies are in place and are routinely reviewed and updated. The use of the Community College League of California (CCLC) to provide policy update recommendations is effective in fostering Board Policy oversight and review. The Board meets regularly for general business. The Board schedules and holds a number of special workshops and meetings to more effectively develop their leadership and policy making abilities.

The Board makes independent and consistent decisions supporting the District, institutions, and students. Most decisions are unanimous. Board meeting agendas and minutes are published and available to the public. Public forums are open and held by the Board at each of the colleges in the fall. The budget and goals are reviewed along with other topics. Board policies are consistent with the mission statement and ensure quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The Governing Board has a clear self-evaluation process included in its policies, and it regularly evaluates its policies and revises them as necessary. There is orientation and training for new members and periodic trainings. There are regular Board terms.

The current Los Medanos College president-joined the College July3, 2012. The president has been effective in evaluating and changing the College's management organization to be more effective and responsive to institutional needs. Planning at the College and District wide levels is a priority. He reviewed, analyzed, and changed the administrative organizational structure effective July 1, 2013. These changes were done to maximize organizational effectiveness. In staff interviews, it was apparent that the president is deeply involved in all aspects of institutional management and improvement. The president effectively controls the budget and expenditures and maintains extensive and effective communication.

Findings and Evidence

In 2013 the Board approved a new Board Policy, 1022 to more effectively govern Board communication protocol. Also, Board Policy 1020 was strengthened to better monitor Brown Act compliance and conflict of interest issues. (Standard IV.B.1.a)

Board policies and administrative procedures have been established to make certain that the colleges have integrated planning processes that link strategic and operational planning to resource allocation. Through those same policies and procedures and aligned with the District mission, standards, and processes have been established to offer programs and services to students and the community. To ensure high quality educational programs Board policy and instructional and curriculum procedures have been developed. An annual study session is held to review alignment of the budget with the district goals/mission. A special session also takes place

as part of the budget development process where the Board reviews the proposed budget in reference to the District wide goals as part of the District Strategic Plan. The president does a campus meeting in Brentwood twice per year and the Chancellor at least one time per year to update and communicate with the Center staff. Planning is well institutionalized with a series of District wide planning committees with representation from all College and District constituencies. (Standard IV.B.1.b)

Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity of the District rest with the Governing Board, as evidenced by the Board's pledge "to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development" and to do so will "approve budgets that maintain the fiscal integrity and stability of the District" as found in Board Policy 1010, Code of Ethics of the Governing Board. The Board ensures that systems are in place that guarantee members are aware of their role and participate accordingly by receiving and reviewing information and/or participating directly in final review and decisions in these matters. (Standard IV.B.1.c)

The Governing Board understands that they represent the public interest and that they are ultimately responsible for the educational quality, legal matters and financial integrity of the colleges. The Board has published Rules and Regulations (updated 12-2012), and a Code of Ethics (updated 2-2014). Board Policies are included on the District website, as are Board meeting agendas and minutes. Planning documents include a Facilities Master Plan (long range plan), Strategic Plan (short-term plan) both at the college level and a separate coordinated plan at the District wide level. The District has a panel of four legal firms to best address different legal topics as needed, and the Board initiated an additional 5 percent reserve for a total of 10 percent to insure fiscal integrity. (Standard IV.B.1.d)

Minutes from the Governing Board indicate that the Board acts in a manner consistent with its policies and bylaws. According to the College's Self Evaluation Report and evidence, the use of the Community College League of California to provide Board Policy update recommendations is highly effective in providing Board oversight and review. A timeframe, oversight, and reviews by constituent groups is inclusive for diverse input and review. (Standard IV.B.1.e)

There are regular Board terms. According to the College's self-evaluation and evidence, the Board has many special meetings and workshops in which topics include review of the Brown Act, Board training, goal development and training. In an interview with Board members it was confirmed that special informational sessions are conducted with new Board members to help them get started. (Standard IV.B.1.f)

According to the College's self-evaluation and evidence, the Board of Trustees follows an established Board Policy with an Administrative Regulation to perform an annual Board evaluation and review each summer in June or July. The Board has an annual self-evaluation process and meeting to review and improve their effective leadership. (Standard IV.B.1.g)

The Board has established a Board policy on Code of Ethics which was reviewed and updated last year. In addition the Board has been proactive by creating an additional Board Policy on

Board Communications as a result of some identified challenges in Board communications. (Standard IV.B.1.h)

According to the College's self-evaluation and evidence, the Board is assertive in getting training regarding accreditation as is demonstrated by the special Board study session that was facilitated by ACCJC president in January 2013. Additionally, the Board agendas demonstrate that the Board routinely has updates and review of accreditation related documentation (Standard IV.B.1.i)

The District has Board policies that clearly set the steps and procedures for the hiring and evaluation of both the chancellor and presidents. A Board policy and administrative procedure for Human Resources delineates these steps and procedures. Recent searches have also used consulting firms to assist in the process along with expanded recruitment activities. (Standard IV.B.1.j)

The Board has established Rules and Regulations governing the Board of Trustees that includes establishment of each college campus with a president that leads that institution. Numbers 37 and 41 in these regulations establish the presidents' college role respective to the college and district operations. The new president in July 2012 made College administrative organizational changes to better manage the institution. These changes were put into effect about July 2013. This included a new combined position for vice president of Instruction and Students Services and also three deans. One of these deans is dedicated to institutional effectiveness, planning and accreditation. In College interviews, staff indicated that they have observed that the College president does effectively lead the college. (Standard IV.B.2.a)

According to the College's Self Evaluation Report and evidence and in meetings with District and College staff, planning takes place in many venues and culminates in the development and updating of institutional planning documents. As the chief executive officer for the College, the president is a member of several key campus committees, including the Shared Governance Council (SGC), Accreditation Steering Committee, and Planning Committee. He also has a President's Cabinet with key senior management team members. Another area of responsibility delineated for the President is to ensure that the College's strategic plan and program review process drive resource allocation, facilities planning, and future development. The president is further engaged in the institution's planning efforts as a member of its Planning Committee. College planning documents include the strategic plan, the facilities and education master plan, and the interim strategic priorities; all link to the College Mission Statement. The College strategic plan along with the embedded goals are aligned and coordinated with the District wide strategic plan and District wide goals. Each of these important planning documents links directly with the resource allocation process utilized by the College. Plans are aligned with the Mission Statement and goals, and resource requests submitted through the Resource Allocation Process (RAP) must be specifically identified in the program review process, which ties directly to College and District priorities, as well as assessment results. The RAP includes the use of evidence from Program Review reports. (Standard IV.B.2.b)

College presidents within the District receive a large quantity of effective directives and documents that are used to change and update College and District policies, procedures and regulations. The Board uses an outside service (CCLC) to provide expert legal input for Board

Policy revisions and updates. Staff interviews indicated an effective level of review and updating of all college and district policies, regulations, and statutes. The president also relies on the chancellor and District level staff to receive, review, and forward them to the colleges as needed. (Standard IV.B.2.c)

The president has been effective in evaluating and changing the College's management organization to be more effective and responsive to institutional needs. Planning at the college and district wide levels is a priority. (Standard IV.B.2)

The president effectively controls the budget and expenditures. The College and District overall maintain positive ending balances and reserves. A number of committees and processes college wide provide an effective process for determining new expenditures and ongoing control of the approved budget. (Standard IV.B.2.d)

The president maintains ongoing effective communications with college staff and the community. The use of newsletters, college forums, his web page, presentations at local development agency meetings, and many staff meetings underscores his effective use of extensive communication to all staff, constituencies and the community. (Standard IV.B.2.e)

The College/District Function Map document is updated and maintained by the College. Additional organizational charts, including the Chancellor's Cabinet Summary, documents further describe management and process organization and function. Meeting minutes indicate action items, what the planned outcome is, who is responsible, and the follow-up. (Standard IV.B.3.a)

A research and planning service model was implemented to assist in streamlining research functions in an effort to reduce or eliminate duplication of services and increase efficiencies. The self-evaluation states that "The research consolidation has resulted in response to college requests and improved satisfaction with timeliness, accuracy, helpfulness, knowledge/expertise, information availability, and overall quality, as illustrated through the pre-survey and the post-survey conducted one year after the new structure." The District also has consolidated some of its technology functions and is updating other functions to better serve the colleges. Interviews with District and College staff indicated that an effective transition has taken place where the institutional research work is now performed at the District level supporting the three colleges and centers. A satisfaction survey was performed District wide about one and a half years ago after this transition had been in place long enough to review. The consistent response by all three colleges was rated between 3 and 4 on a scale of 1-4. In interviews with college staff the new reorganization or research function has been a very positive and effective change for all the colleges. (Standard IV.B.3.b)

The evaluation team confirmed that the District has the following key responsibilities:

- maintaining the integrity and stability of each college as well as the District as a whole;
- providing for efficiency and continuity of services and programs; and

- focusing on services for the common good, reducing delivery costs and liability, and increasing responsiveness.

The main services involve instructional and student services support, policy development, institutional research, workforce and economic development, human resources services, business services, financial services, legal services, public relations, facilities planning and capital improvements program management, utilities and energy management, and information technology. The provision of educational programs, student support services, staff development, campus operations, and various ancillary functions are the responsibility of each college. The District and the colleges work as a collective in providing educational opportunities for the students and communities served." (Standard IV.B.3.b)

A formula driven process provides the fair distribution of funds to the different institutions within the district. It is then the responsibility of the presidents and chancellor to manage these institutional budgets effectively. (Standard IV.B.3.c)

The new resource allocation model has been implemented and staff at the College and District level are positive and supportive of this new process and allocation model. The basis is the SB 361 model. Interviews with staff were consistently in favor of the new model and process. IV.B.3.c

The annual audits are satisfactory, and the District also employs a full-time staff auditor to assist in monitoring the budget, expenditures, and all related fiscal processes. In a May 1, 2014 Action Plan Response regarding an audit desk review completed by Booz Allen Hamilton regarding NSF reporting, a series of five (5) concerns are listed and responded to by Contra Costa Community College District staff. Actions are listed to address these concerns; some of that work is still in progress to produce district documents and procedures to fully address these concerns. The District should continue efforts to strengthen budget, accounting and fiscal accountability measures. (Standard IV.B.3.d)

Board Policies are in place providing college presidents authority and autonomy for the colleges. The chancellor gives full responsibility and authority to the presidents of the colleges. Staff interviews confirmed that this practice of observed and staff are satisfied. (Standard IV.B.3.e)

There are many District wide committees that have broad representation from all District constituencies. District documents provided a list of the committees, along with the facilitator, the charge/function, membership by title, and the meeting days/times. The chancellor's chats, major monthly District wide highlights and news, periodic meetings with managers and supervisors district wide, chancellor's office hours, chancellor and vice president for Administrative Services annual budget workshops, dissemination of information from the Chancellor's Cabinet meetings, and the Chancellor's Advisory Team, as well as and the presidents' college wide meetings also provide venues for good communication. (Standard IV.B.3.f)

There is Board Policy and Administrative Procedure for regularly evaluating the District role delineation and governance decision-making structures and processes. The self-evaluation

indicates that the District follows the assessment process which includes District departments meeting with their college counterparts to update and assess the accuracy and effectiveness of the roles as delineated in the Functional Map. The District wide governance committee does a survey to assess their effectiveness, as does the chancellor's cabinet (Standard IV.B.3.g)

Conclusions

According to the College's Self Evaluation Report, evidence, observations, and interviews with District staff, College staff, students, and Board members; Los Medanos College meets all the Standards in accreditation section IV.B. Evidence is provided to demonstrate that the Board is engaged and proactive in these standard areas. Board Policies and Administrative procedures have been established and are followed. Policies and administrative regulations are reviewed and updated on a regular set schedule to keep the institution effective in best serving the communities students. The College president demonstrates that he has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The College meets the Standard.

Recommendations:

None

Checklist for Comprehensive External Evaluation Teams Evaluating Compliance with Federal Regulations and Commission Policies

Public Notification of an Evaluation Visit and Third Party Comment

X The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

X The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

X The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Regulation citation: 602.23(b).
Conclusion Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does___not meet the Commission's requirements.

Comments:

Standards and Performance with Respect to Student Achievement

X The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

X The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

X The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

X The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).
Conclusion Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Credits, Program Length, and Tuition

X Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

X The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

X Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

X Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

X The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

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

Conclusion Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Transfer Policies

X Transfer policies are appropriately disclosed to students and to the public.

X Policies contain information about the criteria the institution uses to accept credits for transfer.

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).
Conclusion Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Distance Education and Correspondence Education

X The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

X There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is

initiated by the student as needed).

X The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student

information is protected.

X The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

X The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38. Conclusion Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Student Complaints

X The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

X The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Regulation citations: 602.16(a)(1)(ix); 668.43. Conclusion
Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Com mission's req uirements.

The team has reviewed the elements of this component and has found the institution to meet the Com mission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this com ponent and found the institution does not meet the Commission's requirements.

Comments:

Institutional Disclosure and Advertising and Recruitment Materials

X The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

X The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

X The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Regulation citations: 602.16(a)(1))(vii); 668.6.
Conclusion Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Title IV Compliance

X The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

X The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

X The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a Level outside the acceptable range.

X Contractual relationships of the institution to offer or receive educational, Library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

X The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16;

668.71 et seq.
Conclusion
Check-Off:

X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: