



Abstract of Report



**“After a 25-year absence from college,
returning to school was a daunting experience.**

However, my instructors provided insightful real work experiences, as well as the encouragement to those of us willing to re-train back into the workforce, and to those who are just starting out. These skills can take you anywhere in the world, as the demand for industrial electricians and instrumentation technicians is very high in many industries.”

- Patricia Coad

*Certificate of Achievement
in Instrumentation Technology '14*



Abstract Of Report

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

Standard I: Institutional Mission and Effectiveness

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

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

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

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

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

Standard II: Student Learning Programs and Services

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

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

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

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

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

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

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

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

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

III: Resources

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

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

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

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

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

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

Standard IV: Leadership and Governance

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

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

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

