



Standard I: Institutional Mission and Effectiveness

Mission

Improving
Institutional
Effectiveness



“LMC and Dow Chemical have a strong collaborative relationship.

Over the years, several LMC leaders, including the president and several senior deans, have sat on the Dow Community Advisory Panel. As well, Dow personnel regularly participate in LMC’s strategic planning sessions and program advisory panels. In 2005, Dow partnered with LMC, industry, and the Workforce Development Board to set up a Process Technology program. Dow provided an executive for a year to start-up the program, and after that successful launch, Dow worked with LMC to set up an Electrical/Instrumentation Technology program. Dow Chemical and the surrounding industry could not ask for a better community college partner.”

- Alan Ichikawa
*Organizational Effectiveness Leader
The Dow Chemical Company Pittsburg Site*



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Los Medanos College (LMC) has a clearly defined Mission Statement that states its educational purpose, its intended student population, and its commitment to achieving student learning.

The College mission is: “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” (ER-7).

LMC recently went through a process to review its Mission Statement, which was led by the Shared Governance Council (SGC), the highest shared governance body of the College comprised of the College president and representatives from the faculty, classified staff, management and students (OR-13). A task force comprised of all College constituencies (faculty, classified staff, managers, and students) worked together to solicit College wide input regarding the Mission Statement. The process began with a survey to all College constituents for input based representation from broad areas and diverse perspectives (I.A.1-1, I.A.1-2). The process reaffirmed that this mission continues to be relevant and continues to meet the needs of the surrounding communities. The Governing Board approved the Mission Statement at its meeting in June 2013 (ER-4).

LMC's Vision Statement briefly states that "Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most" (ER-7).

To guide LMC's work in fulfilling the mission and working towards achieving the vision, the College has adopted a set of values -- these values serve as guide to enable the College to remain focused in its work. "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 the surrounding community" (ER-7).

Learning:

Student learning and student success are the focal points of our college. We strive to create a dynamic environment that encourages life-long engagement with academic and societal challenges. We value the importance of critical thinking, effective communication, ethical behavior and diversity. We engage in on-going assessment to measure and improve student achievement and institutional effectiveness.

Collaboration:

While we value the contributions of the individual, most of our endeavors require collaboration, communication, and cooperation. It is in working together that we spark creative and innovative approaches, build on each other's ideas, and give mutual support. It is in collaboration that we learn to value multiple perspectives and resolve conflict in constructive ways.

Communication:

Communicating clearly and effectively is critical to both student success and organizational effectiveness. We want our students to read critically and write clearly. We also want them to compose oral presentations that demonstrate poise, competence, and an understanding of new technologies. We want an organization that has clear decision-making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures.

Engagement:

Our mission is to provide educational opportunities for the people that live in our surrounding communities. We must be responsive to changing needs and seek partnerships that promote the well-being of our diverse and growing communities.

Los Medanos College serves East Contra Costa County, which includes Clayton, East Concord, Bay Point, Pittsburg, Antioch, Oakley, Brentwood, Knightsen, Byron, and Discovery Bay. Since 2000, East Contra Costa County has grown in total population by 19 percent. The largest growth during this time period has been in Hispanic residents (57.3 percent increase from 2000 to 2011), which represents 35 percent of the population in LMC's service area. Student enrollment at LMC is generally representative of the surrounding service area (I.A.1-3, INT-10).

LMC's institutional goals, outlined in the *Educational Master Plan* (EMP), are aligned with the Mission Statement and guide College wide activities supporting implementation of strategies enabling the College to meet its objectives (ER-7, ER-2).

In keeping with the mission, LMC offers academic programs and services to meet the needs of its diverse student population. The fall 2013 unduplicated student head count was 8,725. The College currently offers 42 Associate Degree programs, 34 Certificates of Achievement, and 36 locally-approved College Skills Certificates (INT-1).

Included in the above-mentioned associate degree programs are 18 associate degrees that were developed and approved in support of SB 1440, and the approved the transfer model curriculum, for the following programs:

1. Administration of Justice
2. Anthropology*
3. Art History
4. Business
5. Communication Studies
6. Computer Science
7. Early Childhood Education
8. English
9. History
10. Journalism
11. Kinesiology
12. Mathematics
13. Music*
14. Physics
15. Psychology
16. Sociology
17. Studio Arts
18. Theater Arts

*Pending District Governing Board approval and California Community College Chancellor's Office approval.

Online education programs and services offer an additional mode of delivery for students as they attempt to balance employment, family commitments, transportation challenges, and/or physical disabilities that may limit their mobility. The College currently offers two Associate Degrees and eight certificates in a distance education format (INT-8).

LMC offers robust student and instructional support services at the Pittsburg campus, which are also offered/accessible at the Brentwood Center and on-line (INT-7). Additionally, LMC sponsors the Basic Fire Academy and the Sheriff's Law Enforcement Academy at two off site locations, where a range of student services are accessible for students (INT-9).

The College offers a wide range of student services, all of which are designed to help students achieve their educational goals. Services and units include admissions and records, academic counseling, transfer services, financial aid advising and workshops, veterans assistance, scholarship program, Welcome Center, disabled student programs and services (DSPS), counseling and testing, library resources, high school outreach, assessment testing, new student orientation, Summer Bridge, associated student activities, CARE, EOPS, CalWORKs, Career Center, Employment Center, bookstore, Child Care Center, Q Spot (gay, lesbian, bisexual, transgender), Associated Students/Student Leadership Program, Police Services, crisis intervention, confidential student assistance program through Managed Health Network (MHN), campus tours, athletics, and academic probation/dismissal interventions (ER-2).

Many instructional services are also provided, such as Cooperative Work Experience Education (CWEE) Workshops, Center for Academic Support (Reading/Writing consultations and tutoring services), math labs, computers labs, and the District study abroad program.

LMC has developed a variety of programs referred to as learning communities that offer “linked” courses or courses arranged together with a common theme, common materials and/or common content. The same cohort of students enrolls in two or more classes and shares learning and social experiences, and student support services. These learning communities were developed through institutional discussion as a means to address priority action items guided by the institution’s strategic plan. Each learning community, in one form or another, is a response to institutional priorities such as closing the achievement gap, increasing access for underrepresented populations, and identified gaps in needs for the local workforce.

Current learning communities include:

- ACE (Academy for College Excellence)
- Career Advancement Academy
- Puente Program
- Transfer Academy
- Umoja Scholars Program
- Honors
- MESA (Mathematics, Engineering, Science Achievement)

LMC’s prestigious Honors program (www.losmedanos.edu/honors/) offers its high achieving members an enhanced academic experience and benefits such as transfer partnerships with top universities. The College’s MESA program (www.losmedanos.edu/mesa/) offers students looking to excel in math and science individualized academic planning, study skills training, peer group learning techniques, career exploration, parent involvement, professional development, transfer assistance, and special orientation classes and services.

To round out the academic experience, LMC also provides its students and the community at large a full-service library, student newspaper, art gallery, debate, drama and music events, Nature Preserve, planetarium shows, College Foundation events/community partnerships, and athletic programs.

Self Evaluation

Los Medanos College meets Standard I.A.1. LMC has a well-established institutional shared governance planning process that integrates planning, assessment, evaluation, and resource allocation (OR-13). Instructional programs, administrative units, and student service programs engage in a comprehensive program review every five years, with a significant annual update during the other years (I.A.1-4). Task forces are also formed to address new initiatives that surface during these planning processes, aligning with the mission and institutional goals (I.A.1-5, I.A.1-6).

The *Interim Strategic Priorities* (2012-2014) (ER-58), is an example of a College wide process that aligned LMC's strategic planning cycle with the District's planning cycle, and linked the College's strategic priorities with goals listed in the District's Strategic Plan and LMC's *Educational Master Plan*. The Planning Committee, established and charged by the SGC, developed the *Interim Strategic Priorities* based on evidence, input, and data from multiple research and planning efforts. The strategic planning process resulted in the recommendation of four interim strategic planning priorities:

1. Increase and Accelerate Student Program Completion
2. Build Stronger Relationships Among Faculty, Staff and Students to Increase Engagement and Student Success
3. Increase and Accelerate Student Completion of Basic Skills Sequences
4. Improve the Academic Success of our African American Students

Supporting objectives were developed based on measurable data for each interim strategic priority, along with a list of suggested activities that would contribute to making progress towards the stated goal outcomes.

The spring 2011 *Los Medanos College Institutional Effectiveness Report* measured effectiveness indicators for each institutional goal (I.A.1-7). The publication, a collaborative effort by the College's Planning Committee and the then LMC Office of Institutional Research (now centralized as the District Research and Planning Office), was designed to assist units and programs in developing goals and plans to better serve students. Data from many sources -- including a fall 2010 personnel survey, fall 2010 student survey, data from program review, ARCC, California Community College's Chancellor's Office Data Mart, California Postsecondary Education, career technical education programs, Foundation Office, et cetera -- provided detailed information and observations measuring achievements and areas in need of improvement. This report was used in the development of the *Interim Strategic Priorities*.

Student Learning Outcomes: A New Model of Assessment, developed by the College's Teaching and Learning Committee (TLC), was approved by the Academic Senate and SGC in spring 2012. It revised and streamlined the existing assessment model to improve the alignment of the course, program, and institutional assessment cycles; and integrated assessment with program review and resource allocation. The new model of assessment provided a better way to structure dialogue and reflection about

teaching and learning to continuously improve student learning, to encourage wider participation and dialogue across the entire College community, and to consider not only outcomes, but the experiences that led to those outcomes (ER-57).

LMC continues to develop institutional strategies to involve the entire college in implementing workforce development. While the College has always provided excellent programs in career technical education, until 2012 there was no workforce development strategic plan, institutional structure or system in place to implement workforce development at an institutional level. An initiative called “Vision 20/20: Preparing Tomorrow’s Workforce Today” began in fall 2011 to draft a workforce development strategic plan. Workshops, community events, and retreats followed, with participation by a broad range of College constituents, industry and workforce partners, and community members. Based on employment and program data, planning and collaboration, and the College mission, this initiative resulted in developing the College’s first *Workforce Development Strategic Plan* with strategic priorities, guiding principles, and values with the goal of having an integrated, highly functioning workforce development system and structure in place by 2015. This plan was formally adopted by the Shared Governance Committee in spring 2012 (I.A.1-8, I.A.1-9). The year-long planning initiative and the resulting strategic plan were critical in conceptualizing and developing the proposal for the Trade Adjustment Assistance for California Community Colleges Training (TAACCCT) regional grant. The East Bay region received a \$14.9 million Department of Labor federal grant with LMC as the fiscal agent, and LMC’s share of the grant is \$1.2 million, to establish a College wide and regional workforce development system. This is just one example of excellent collaborative planning that prepared the College for a grant to effect institutional change and improve institutional effectiveness.

As a Hispanic Serving Institution (HSI), LMC has received two multi-million dollar five-year U.S. Department of Education HSI grants, which promote LMC’s EMP goals and strategic priorities. The EXITO Grant and the STEM Transfer Velocidad grants both work to increase the number of Hispanic and other under-served and first-generation college students to transfer to four-year institutions. The EXITO grant focuses on the transfer success in all areas of study, while STEM Transfer Velocidad grant focuses on students with majors in science, technology, engineering and math (I.A.1-10, I.A.1-11).

LMC periodically conducts student engagement surveys to learn about student perspectives for planning purposes. The Survey of Entering Student Engagement (SENSE) was conducted in fall 2012 with incoming first-year college students at the end of the third week of the fall semester. The SENSE survey focuses on students’ experiences from the time they decide to attend college. This survey provided data on practices that are most likely to strengthen early student engagement (I.A.1-12).

Two additional surveys were conducted in spring 2013 to measure institutional effectiveness. The Community College Survey of Student Engagement (CCSSE) was administered to a cross-section of continuing students and gathers information

about students' overall experience and student behaviors related to learning, persistence, and completion. In addition, a student satisfaction survey that addressed specific LMC services was administered in spring 2013 (I.A.1-13, I.A.1-14).

Assessment testing as part of the Matriculation process is offered in English and math to all incoming students to ensure proper course placement. Assessment testing data also assists the developmental education faculty and department chairs in curriculum development.

Student success, access, and equity are at the forefront of discussion and planning at LMC. The Institutional Development for Equity and Access (IDEA) Committee was charged by the SGC to address these issues. The purpose of IDEA is to inspire and advocate for an institutional culture that defines, values and promotes equity, inclusion, and social justice for all members of the LMC community.

Actionable Improvement Plan

None.

I.A.2: The mission statement is approved by the governing board and published.

Descriptive Summary

The College's existing Mission Statement was reaffirmed and approved by the Contra Costa Community College Governing Board at its meeting in June 2013 (ER-4). The College ensures that any revisions to the Mission Statement occur through the LMC shared governance process with widespread input from all College constituent groups before approval by the District Governing Board. The Mission Statement is published in both print and electronic formats for easy access.

Self Evaluation

Los Medanos College meets Standard I.A.2. The Mission Statement is broadly published: in the College Catalog (ER-2), in the Class Schedule (I.A.2-1, I.A.2-2), and on the College website (ER-6).

Actionable Improvement Plan

None.

1.A.3: Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Los Medanos College provides opportunities for broad input in the Mission Statement review process, which occurs on a regular basis, and incorporates feedback from all constituent groups in making revisions.

Self Evaluation

The College meets Standard I.A.3. During the fall 2012 semester, the Shared Governance Council (SGC) led the process to review the Mission Statement (I.A.3-1, I.A.3-2, I.A.3-3). The process for reviewing the Mission Statement was presented by the College president at the College Assembly held on February 4, 2013 (I.A.3-4). An online survey was sent to all members of the College community (students, staff, faculty, managers, and community members) by the task force appointed for this purpose. The process ensured broad representation and diverse perspectives as part of the process (I.A.3-5).

The survey was conducted online and was distributed via email, the College website, and the College’s *Facebook* and *Twitter* pages (INT-3). The survey was sent to all LMC employees, District Office employees, students, and more than 200 community members. The College received 366 responses and the results of the survey were shared at the College Assembly on March 4, 2013 (I.A.3-6). A task force comprised of classified staff, faculty, students, and managers was established to work on reviewing the Mission Statement and considering possible revisions. The task force reviewed the survey results and themes from the College wide survey, examined Mission Statements of many other colleges, and discussed whether revisions to the existing LMC Mission Statement were needed (I.A.3-7). The task force then reported its findings and recommendations on the Mission Statement back to SGC.

At the April 29, 2013 College Assembly, the College president shared the recommendation of the task force with the College (OR-6). At its May 8, 2013 meeting, the SGC endorsed the task force’s recommendation to reaffirm the existing Mission Statement (I.A.3-8). The College president accepted this endorsement and forwarded the College’s Mission Statement to the Governing Board for approval, which took place at the June 2013 meeting (ER-4).

Actionable Improvement Plan

None.

1.A.4: The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The LMC mission is central to all the College plans. The LMC *Educational Master Plan* (2006-2016) states: "Through the contributions of many, this document articulates the shared vision, mission, values, and goals that will continue moving the College toward excellence in classroom teaching and learning, workforce preparation, economic development, and services to students" (ER-7).

The College *Interim Strategic Priorities* (2012-2014) (ER-58) were developed based on four values identified in the *Educational Master Plan* (2006-2016): Learning, Collaboration, Communication, and Engagement. Each of these values leads to activities that support the LMC Mission.

The student learning outcomes assessment, program review, and resource allocation processes all require that the goals of programs and services and their resource requests, be directly connected to supporting the College's strategic priorities, which in turn directly support the mission of the College.

Self Evaluation

The College meets the Standard. Over the years, LMC has made continuous progress in tying together the processes for planning and resource allocation to the College's mission, vision, and values. The College was commended by the visiting team after the 2008 accreditation site visit for "developing and implementing a resource allocation process that links to program review and institutional planning" (ER-1). The College continues to improve the assessment process (at the course, program, and institutional levels), while connecting it with the program review and the resource allocation processes. Assessment reports are now uploaded into the electronic Program Review Submission Tool (PRST) (I.A.4-1, I.A.4-2). These processes enable LMC to focus on activities and initiatives that embody the mission of the institution.

The District Office initiated a new strategic planning cycle that will require each of the three colleges within the Contra Costa Community College District (CCCCD) to develop new strategic plans that will support and align with the new District Strategic Plan. The *District Strategic Plan* (2014-2019) was completed in spring 2014. LMC began engaging in the development of a new strategic plan in spring 2014, which will be completed in fall 2014. The *LMC Strategic Plan* (2014-2019) will serve as the basis for all other College plans such as the next *Educational Master Plan*, student equity plan, technology plan, facilities master plan, et cetera.

Actionable Improvement Plan

None.

Standard I.A - Evidence List

ER-1	ACCJC Reaffirmation Letter February 2009
ER-2	2014-2015 College Catalog
ER-4	Governing Board 26Jun2013-Approval of LMC Mission Statement
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-7	<i>LMC Educational Master Plan 2006-2016</i>
ER-57	<i>Student Learning Outcomes: A New Model of Assessment spring 2012</i>
ER-58	<i>Interim Strategic Priorities 2012-2014</i>
I.A.1-1	Mission Statement Survey Questions spring 2013
I.A.1-2	Mission Statement Survey Results spring 2013
I.A.1-3	CCCCD <i>Fingertip Facts</i> 2013
I.A.1-4	Program Review Process - Memo from Pres. Kratochvil 02Nov2012
I.A.1-5	President Bob Kratochvil Email-Meeting the Needs of Student Veterans at LMC
I.A.1-6	SGC Minutes 042314
I.A.1-7	<i>Institutional Effectiveness Report</i> spring 2011
I.A.1-8	Appendix VI: <i>Workforce Development System Strategic Plan 2012-2015</i>
I.A.1-9	CTE Brochures
I.A.1-10	STEM Grant Awarded to LMC September 2011 Webpage Screenshot
I.A.1-11	HSI - Title V Grant Awarded to LMC September 2010 Webpage Screenshot
I.A.1-12	SENSE 2012 Survey Results
I.A.1-13	CCSSE 2013 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.A.2-1	Fall 2013 Class Schedule - Mission Statement
I.A.2-2	Spring 2014 Class Schedule-Mission Statement
I.A.3-1	SGC Minutes 102412
I.A.3-2	SGC Minutes 111412
I.A.3-3	SGC Minutes 112812
I.A.3-4	College Assembly February 2013 Accreditation Update PowerPoint
I.A.3-5	President Bob Kratochvil Email 08Feb2013, 2012-13 Unit Program Review and RAP documents due 25Feb2013
I.A.3-6	President Bob Kratochvil Email 08Feb2013 LMC Mission Statement Review Process-An Opportunity to Provide Input
I.A.3-7	SGC Minutes 022713
I.A.3-8	SGC Minutes 050813
I.A.4-1	Screenshot of Course Assessment Page in PRST
I.A.4-2	Screenshot of Program Assessment Page in PRST
INT-3	College Assembly PowerPoint 4Mar2013
INT-7	LMC Brentwood Center Substantive Change Proposal

INT-8	LMC Distance Education Substantive Change Proposal
INT-9	LMC Fire and Police Academies Substantive Change Proposal
INT-10	2013 Environmental Scan External
OR-6	College Assembly April 2013 Accreditation and Mission Statement PowerPoint
OR-13	<i>SGC Position Paper March 2003</i>

listed in alpha-numeric order