
I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1: The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

The *Educational Master Plan* (ER-7), *Interim Strategic Priorities* (ER-58), and program review (I.A.1-4, I.B.1-1) guide the work of the College. LMC's shared governance processes ensure that all constituency groups are involved in the dialogue and in institutional processes.

LMC engages in self-reflective dialogue about the continuous improvement of student learning and institutional processes in committees such as the Shared Governance Council, the Academic Senate (I.B.1-2), the Classified Senate (I.B.1-3), the Planning Committee (I.B.1-4), the Teaching Learning Committee (I.B.1-5), the Curriculum Committee (I.B.1-6, I.B.1-7, I.B.1-8), the General Education Committee (I.B.1-9), the Developmental Education Committee (I.B.1-10), the Career Technical Education Committee (I.B.1-11), and the Matriculation Committee (I.B.1-12). Additionally, the College creates opportunities for self-reflective dialogue through General Education and Honors retreats, Flex activities and programs, and at College Assemblies (I.B.1-13, I.B.1-14).

These deliberative bodies report their activities and findings to the College as a whole through periodic College Assemblies, committee minutes and agendas placed on the website and/or the InSite Portal (I.B.1-15).

All the shared governance committees -- the Planning Committee, Sustainability Committee, Safety Committee, Institutional Development for Equity and Access (IDEA) Committee, Professional Development Advisory Committee (PDAC), Technology Advisory Committee, and the Teaching Learning Committee (TLC) -- report regularly to the SGC (I.B.1-16, I.B.1-17, I.B.1-18, I.B.1-19).

Self Evaluation

The College meets the Standard. LMC created a ten year *Educational Master Plan* in 2006 (ER-7). A similar, however separate, *Educational Master Plan* was also created for the Brentwood Center in 2006 (I.B.1-20). The process for participation in the development of the plans was broad-based and relied on extensive participation from all constituencies. In January 2009, a College Assembly was dedicated to the review the progress towards the *Educational Master Plan* goals (I.B.1-21) – the entire College community is encouraged to participate in the College Assemblies.

In anticipation of developing a facilities bond campaign to be placed on the ballot in November 2002, LMC created a new five-year *Facilities Master Plan* in spring 2001 (I.B.1-22, I.B.1-23). Later, in November 2006, the voters of Contra Costa County approved a second facilities bond, Measure A. In September 2007, LMC approved a new ten-year *Facilities Master Plan* (I.B.1-24). The *Facilities Master Plan* (2007) was updated again in 2010 (I.B.1-25) to address specific needs in greater detail for the east side of the campus. Work on the athletics-related projects on the east side of the campus has been delayed due to the lack of available state matching funds. In March 2013, the decision was made to combine funding from several approved projects funded by the 2006 Measure A bond to fully fund a revised version of the previously-approved new PE Building, now called the new PE Complex. The District Governing Board then decided to place a third facilities bond measure on the June 2014 ballot. The local bond has been approved by the voters of Contra Costa County, and will fund the construction of the new Brentwood Center and the remodel of the original Classroom Complex at the Pittsburg campus.

The SGC requires a report annually from all shared governance committees before re-authorizing them. This enables SGC to provide affirmation, clarification, or modify the focus before re-authoring the shared governance committees (I.B.1-18). In January 2010, the SGC “de-authorized” the Distance Education Committee (DEC) as a shared governance committee (I.B.1-26, I.B.1-27). The de-authorization meant that the DEC would no longer report to the SGC. In April 2010, the SGC accepted the DEC’s proposed 2009 Strategic Plan (I.B.1-28, I.B.1-29). The DEC currently reports to the Academic Senate for the purpose of reviewing the required Course Outline of Record Online Supplement.

The Planning Committee is responsible for the program review process. Since the last accreditation visit, a tremendous amount of work and progress has been made to continuously improve the effectiveness of program review at LMC. In 2009, the College implemented SharePoint as the electronic submission tool for the required annual program/unit review update. This new submission tool enabled a more efficient review process of the annual program/unit review update. In 2010-2011, the Planning Committee determined that a validation process needed to be developed to provide feedback to units and programs to increase the value of the program review process. In 2011-2012, the SGC charged the Planning Committee with developing a validation process. The Planning Committee developed and led a process that

enabled annual updates to be validated in spring 2012. The review process led to the recognition that the College community needed increased training and enhanced tools to develop more relevant and effective objectives that would lead to continuous improvement and student learning. A “Focused Flex” session was developed on the topic (I.B.1-30, I.B.1-31, I.B.1-32) in fall 2012. The format of the validation process proved to be cumbersome, if applied to the comprehensive program/unit review, so the only validation that took place after the comprehensive program/unit review was a review by the supervising manager along with informal feedback to the program/unit.

In an effort of continuous improvement, the program review submission tool was revamped and rebuilt on an SQL database platform. The 2012-2013 five-year comprehensive program review, as well as the annual program/unit review update were submitted on this new program review submission tool (ER-8, I.B.1-33, I.B.1-34, I.B.1-35). A survey is conducted after each program review process and suggestions are gathered to improve the tool and the process in the subsequent year (I.B.1-36).

Student learning outcomes (SLO) assessment has been ongoing at LMC since 2002, when it was first mandated by the Accrediting Commission for Community and Junior Colleges (ACCJC). More recently, following a year and a half (August 2010-December 2011) of institutional reflection, discussion, and evaluation of the College’s assessment structure, including participation in the Bridging Research, Information and Cultures Initiative (I.B.1-37), the assessment committee, called the Teaching and Learning Project (TLP), proposed a revised and streamlined assessment model with a well-defined five-year cycle of assessment synchronized with program review. The new model, which was formally adopted by the Academic Senate and the Shared Governance Council in spring 2012, was implemented in fall 2012. It integrates SLO assessment more closely with the revision of course outlines, professional development, and the resource allocation process by aligning the timeline with the five-year comprehensive unit/program review and planning process, and the annual program/unit review update. Since a large number of courses are taught by part-time faculty, they are currently being compensated at the conclusion of the assessment. This provides increased assessment data and a higher quality level of engagement in the assessment of student learning outcomes (ER-57).

The assessment model had previously undergone a minor revision in 2006 to assign the responsibility for assessment with the five institutional student learning outcomes (ISLO) committees affiliated with the TLP. During the 2009-2010 academic year, the TLP faced a leadership challenge when no faculty member applied to fill the leadership vacancies after the original TLP faculty co-coordinators completed their terms and stepped down.

As a result of this faculty leadership void, the College president appointed a manager to temporarily chair the TLP, and the SGC charged the Teaching and Learning Project to:

- Create and implement a College wide work plan and timeline for ongoing assessment of Institutional, Program, and Course-level SLOs and related professional development to meet the accreditation timelines.
- Produce an expanded TLP “position paper”, including structures, responsibilities, and succession plans.
- Report assessment progress through quantitative and qualitative outcome findings related to ISLOs, PSLOs, and CSLOs to the campus community each semester.
- Evaluate the effectiveness of the TLP.

A veteran faculty member then stepped forward to serve as chair of the TLP for two years, and in that role facilitated an evaluation of the assessment initiative on campus that included a Faculty Survey on Assessment. The 37-question survey (I.B.1-38) was completed by 168 faculty members representing 87.4 percent of full-time faculty and 24.6 percent of adjunct faculty. Respondents took time to write 821 related comments making the survey data especially rich. Analysis of the data, as well as interviews with instructional units on campus and advice from the BRIC technical assistance team, led the TLP to revise the assessment calendar, process, and leadership structure (ER-57).

The Title V ÉXITO Planning Team began its planning process by: (1) reviewing the *Educational Master Plan* and a wide range of surveys, studies, institutional data and research; (2) identifying the strengths, weaknesses and major problems of LMC—Core Problem To Be Addressed: Too few LMC students are transferring to four-year institutions; (3) relating *Educational Master Plan* goals, including the objective on closing the opportunity gap for Hispanic/Latino and African American students, to identify the problems, and set measurable goals, for the ÉXITO Initiative; (4) selecting the focus as building a strong transfer pipeline—from outreach to welcoming our students and their families—with particular attention to Hispanic and low-income college students—to their successful transfer to four-year colleges and universities; (5) synthesizing the substantial research conducted with model programs and the significant input received from faculty, staff, students, administration and members of the local community through conversations, focus groups and town hall meetings; and (6) selecting the strategies proposed in this application (I.B.1-39, I.B.1-40, I.B.1-41, I.B.1-42, I.B.1-43, I.B.1-44, I.B.1-45, I.B.1-46, I.B.1-47, I.B.1-48).

The EXITO Grant, now in the fourth year of a five-year grant cycle, focuses on creating a robust transfer culture at LMC and increasing transfer rates. As evidence of the grant initiative and College wide efforts to improve transfer, in the 2012-2013 academic year, LMC set a record for the largest number of transfers to UC and CSU in a single year (I.B.1-49). Such progress is a result of College wide commitment to implement programs for new students, conduct research that informs practice, and provide professional development. The Transfer Academy, now in its third academic year, has a cohort-based programmatic approach significantly improving success and retention rates of first-time students. The program provides strong support inside and

outside the classroom – counseling, tutoring, workshops, social and cultural experiences, leadership development, and university tours. The College had its second annual Summer Bridge cohort in 2013. The four-week program targets incoming high school graduates to provide them a boost for their first year at LMC. In fall 2012, the College participated in the Survey of Entering Student Engagement (*SENSE*), and in spring 2013, the College participated in the Community College Survey of Student Engagement (*CCSSE*) to better understand the experience of entering and continuing students. In partnership with other College committees, EXITO has supported professional development opportunities on culturally relevant practices and strategies for serving a diverse student body. A consortium of educational leaders in East Contra Costa County was formalized in 2012 to strengthen the pipeline from high school to post-secondary education in the region, supporting the vision to improve college-going rates for all students. This consortium expanded on the work of the previous Tech Prep consortium, which was established to build the CTE pipeline from high school to college to career (I.B.1-50, I.B.1-51, I.B.1-52, I.B.1-53, I.B.1-54, I.B.1-55, I.B.1-56).

The Y&H Soda Foundation grant (2011-2013) to improve student services and the success of low income CTE students led to the creation of the CTE Student Success Initiative (CSSI). This project has positively impacted student services provided to CTE and other students in many ways. The initiative has bolstered the focus on career pathways across most, if not all, elements of student services, including outreach, orientation, advising, counseling, and student retention. The initiative has enabled counselors, career center staff, and CTE faculty to participate in professional development activities and workshops at the College, and in the San Francisco Bay Area. Going forward, the College will continue to refine the many successful elements of the initiative, including new student orientations focusing on majors – CTE and others, contextualized counseling courses, and the implementation of specialized student retention software (Ellucian) to proactively track student retention (persistence) and success of cohorts of CTE students. Details of the specific impacts of the CTE Student Success Initiative are documented in two reports covering work accomplished from January 1, 2012 – June 30, 2012 and from July 1, 2012 – June 30, 2013 (I.B.1-57, I.B.1-58).

LMC continues to improve its effectiveness in communicating the work being accomplished by the various College committees in support of the strategic priorities to the institution at large. College committees working on implementing the strategic priorities of the institution upload their documents to InSite and/or the College website. In 2008, LMC began to make available to an increased number of staff and faculty the ability to update committee web pages and upload committee agendas, minutes, and reports on the College website. In fall 2009, a new SharePoint based portal product, InSite, was introduced, which enables faculty, students, and employees to store and share documents, develop department, committee, and class sites, engage in online discussions, and more. The big advantage of this new product was that it could be accessed easily from off-campus -- individuals were no longer required to be on-campus to log onto the network to access or upload documents.

Increasing access to materials and documentation related to the continuous improvement of student learning and institutional processes, such as meeting minutes, agendas, reports, has created an overall increased awareness of the dialogue taking place at the College.

The District Office took the lead in fall 2013 in developing a new *District Strategic Plan* (2014-2019). An environmental scan was conducted of Contra Costa County. The data and overview by individual college service area (INT-10) were presented at the first of three District wide strategic planning “charrettes” (I.B.1-59) in fall 2013. The three colleges are in various stages of developing their strategic plans in alignment with the District wide plan. Los Medanos College begun its formal strategic planning process with an Opening Day exercise in January 2014 (I.B.1-60). The draft strategic directions of the District, along with the input gathered from the Opening Day exercise, have served as the basis for discussions in three strategic planning retreats held at Los Medanos College in spring 2014 (I.B.1-61, I.B.1-62, I.B.1-63).

Actionable Improvement Plan

None.

I.B.2: The Institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

In order to continually assess progress towards achieving the *Educational Master Plan* (EMP) goals, a College wide activity was conducted on All College Opening Day in spring 2009, at which measures for the EMP were developed (I.B.1-21). Subsequently, in the spring 2011, the Planning Committee, in collaboration with the then Office of Institutional Research, gathered data on these measures and published an *Institutional Effectiveness Report* updating the College on progress towards achieving the EMP goals (I.A.1-7). The research function has now been centralized in the District Office of Research and Planning for all three colleges in the District and there no longer is an Office of Institutional Research at LMC. As a result of this report, the SGC and Planning Committee jointly developed a draft list of potential strategic priorities (I.B.2-1).

In spring 2012, this effort was carried forward in order to both align LMC’s interim strategic planning cycle with the District’s interim strategic planning cycle, as well as to develop more specific measurable goals for the College. A process to develop interim (fall 2012- fall 2014) strategic priorities was conducted (I.B.2-2) and a sub-

committee of the Planning Committee was charged with organizing it. In order to develop an initial draft of potential priorities, the sub-committee collectively reviewed the following:

- 1) The draft priorities developed in spring 2011 by the SGC and the Planning Committee (I.B.2-1).
- 2) Feedback from the fall 2011 All College Opening Day session, where the discussion centered on being outcomes focused (I.B.2-3).
- 3) Recommendations from a Certificate/Degree Completion Task Force from spring 2008 (I.B.2-4).
- 4) The spring 2012 study conducted by the SGC on outcomes (I.B.2-5).
- 5) The spring 2012 *Workforce Development Strategic Plan* (I.A.1-8).
- 6) The *Contra Costa Community College District Strategic Plan* (I.B.2-6).
- 7) Additional achievement data (ER-58, I.B.2-7).

Upon completion of this review, a draft list of priorities, quantitative measures, and corresponding activities was developed by the Planning Committee. This list was then distributed to the LMC community and feedback sessions inviting all constituent groups were held to gather reactions from each group (I.B.2-8). Additionally, an online survey was distributed to the entire campus community soliciting feedback on the proposed priorities (I.B.2-9). Upon integrating the feedback obtained, the *Interim Strategic Priorities* and the corresponding quantified objectives (ER-58) were officially recommended for approval by the SGC and then approved by the College president (I.B.2-10).

The *Interim Strategic Priorities* (2012-2014) are:

- 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 African American Students

In order to align the activities of individual units and programs to the objectives in the *Interim District Strategic Plan* and the *Interim College Strategic Priorities*, every unit or program is required to link its unit/program objectives in the annual program review update to the priorities in these plans (I.B.2-11). In addition, as units and programs request new funding, they must align the objectives and activities that require additional resources to either College or District goals, or to their SLO assessments (ER-8, I.B.2-12, I.B.2-13).

The activities and objectives of *Interim Strategic Priorities* are also being implemented through many major grants, initiatives and committees in the College (I.B.2-14, I.B.2-15). The *Professional Development Advisory Committee Strategic Plan* (I.B.2-16) and the *Workforce Development Strategic Plan* (I.A.1-8) also align with these priorities.

As a result of the spring 2013 communication from ACCJC to all the member institutions about establishing reasonable institution-set standards for student success and achievement, the College held discussions about setting these standards in the Accreditation Steering Committee, the Teaching and Learning Committee, the department chairs group, and the management council (I.B.1-5, I.B.2-17, I.B.2-18, I.B.2-19, I.B.2-20, I.B.2-21)

Based on these discussions, the following institution-set standards were established and reported on in the 2013 Annual Report:

- Institution-set standard for course completion rate: 68 percent
- Institution-set standard for student fall to fall percentage range: 45 percent
- Institution-set standard for student degree completion: 408
- Institution-set standard for student transfer to 4-year colleges/universities: 300
- Institution-set standard for student certificate completion: 387

In spring 2014, standards were established at the departmental level to include benchmarks for licensure and other program-specific goals. A template to assist instructional programs in setting standards was developed as a result of discussions in each of the bodies listed above, and the template form was formally adopted by the Teaching and Learning Committee in January 2014. The template includes standards for course completion, course success, number of completions, and transfers. This form was incorporated into the annual program/unit review process in spring 2014, and every instructional department uploaded its completed form into the Program Review Submission Tool after dialogue within each department (I.B.2-22, I.B.2-23, I.B.2-24). Progress on achieving these institution-set standards will be discussed and commented on in the annual program review/unit update during the 2014-2015 academic year by individual departments.

Self Evaluation

LMC meets Standard I.B.2. The institution has spent significant time and energy formulating goals and ensuring that a mechanism for these goals to be addressed is in place. The objectives contained in the *Interim Strategic Priorities* (ER-58) are clear and measureable -- therefore, the extent to which these objectives are attained is easily monitored. A mid-point review of progress towards achieving the goals, at a College Assembly on April 7, 2014, indicates that most of the goals have been met by the end of year one of the two year *Interim Strategic Priorities* (I.B.2-25).

The Academy for College Excellence (ACE) is one of many initiatives at the College engaged in interventions to promote student success. A recent study conducted by TRI International of multiple cohorts at four “ACE Colleges”, including LMC, shows that students who complete the one-semester ACE program complete transfer-level English and math at a greater velocity than non-ACE students. Quoting the study, “At Los Medanos College (LMC), the ACE program has led to significant improvements in student performance in both English and math. One semester after attending ACE at LMC, students were 7.8 times more likely to pass transfer-level math and English courses than the comparison group. Two semesters out, they were 4 times more likely

to pass transfer-level math and English courses than the comparison group.” (I.B.2-26). This initiative supports the College’s goal of increasing completion rates in general (interim strategic priority #1), but that of African-American students in particular (interim strategic priority #4). In most of the ACE cohorts between fall 2010 and fall 2013, one-third of the students were African-American and another one-third were Hispanic. The completion and success rates for students in the ACE cohorts were almost always remarkably higher than in the non-ACE cohorts (I.B.2-27).

Another initiative (addressing several of the *Interim Strategic Priorities*) at the College is “Path2Stats”, which is an intensive one-semester developmental math course. This course has no pre-requisites and prepares students in majors, that are not math-intensive, to advance to college-level Statistics in one semester instead of over multiple semesters. This course is “a solution to the well-documented problem of attrition in the remedial math pipeline in community colleges, a problem that disproportionately impacts students of color. Overall, Path2Stats students are 3 times more likely to complete a college-level math course when compared to students in the traditional remedial math sequence (60% vs. 19%), with rates 2 to 4 times higher than students with comparable math placement scores”. It has been noted that “Path2Stats students pass college statistics at essentially the same rate as students coming from Intermediate Algebra (73% vs. 74% with a C or better...”. (I.B.2-28, I.B.2-29). This acceleration work is also published by Research and Planning Group in *Curriculum Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project* (April 2014).

Actionable Improvement Plan

None.

I.B.3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Los Medanos College has instituted an effective, integrated planning process that aligns campus goals and efforts with the *District Strategic Plan*. The LMC Planning Committee is a shared governance committee charged by the SGC and is comprised of faculty, staff, student, and management representatives from diverse programs and units at the College. The representatives are appointed by their respective senates and the College president. The committee meets monthly during the two semesters of the academic year, and provides leadership for the College in evaluating institutional effectiveness based on institutional data and surveys (I.B.3-1, I.B.3-2).

The Planning Committee and the recently created Office of Planning and Institutional Effectiveness, develop and update a planning cycle calendar (I.B.3-3, I.B.3-4) to outline expectations and establish institutional timelines. Some of the major efforts led by the Planning Committee and the Office of Planning and Institutional Effectiveness include the development of strategic plans (ER-58), and the annual and comprehensive program/unit review processes, which are linked to the resource allocation process (ER-8, I.B.3-5, I.B.3-6, I.B.1-33, I.B.1-34, I.B.1-35). These processes demonstrate integrated planning across the College and a systematic approach designed for evaluation and improvement.

A subgroup of the Planning Committee drafted the College's *Interim Strategic Priorities* (2012-2014) after assessing and evaluating institutional data (ER-58, I.B.2-4, I.B.2-9, I.B.3-7, I.B.3-8, I.B.3-9). This plan was approved by the College community after it was vetted in various constituency open meetings, where input and feedback were gathered and incorporated in to the final document (I.B.2-3, I.B.2-4, I.B.2-8, I.B.2-9, I.B.2-10, I.B.3-10). The priorities of the College's *Interim Strategic Priorities* (ER-58) align with the *District Strategic Plan* (I.B.2-6) and are revised as part of the same cycle. The current *Interim Strategic Priorities* is effective until fall 2014.

The Planning Committee, and now the Office of Planning and Institutional Effectiveness, provide the leadership for the annual program/unit review update process and the five year comprehensive program/unit review. The goal of program/unit review is to provide a mechanism for each program/unit to evaluate its progress and success, needs, and priorities in support of student learning outcomes, while aligning with College and District priorities and plans.

The Planning Committee has worked to establish a culture of data-driven decision making at LMC. Prior to the start of the annual program review process, the District Office of Research and Planning gathers disaggregated data such as retention and completion rates for each program/unit. This data, along with Perkins Core Indicator data, is uploaded in the Program Review Submission tool (I.B.3-11, I.B.3-12). The tool also includes a link to the state wide Student Success ScoreCard data. The data provided are clearly presented, highly relevant and helpful throughout the program review and planning process of each program/unit. The Planning Committee determined the quantity and type of data that would be most useful to provide each department/unit by surveying the current needs and uses of data in program review by constituents across campus (I.B.1-36, I.B.3-1, I.B.3-13, I.B.3-14, I.B.3-15).

To support the campus community during the program review process, the Planning Committee has collaborated with other campus groups, including the Professional Development Advisory Committee (PDAC) and Information Technology, to develop useful tools and provide professional development ((I.B.1-31, I.B.3-16, I.B.3-17). The Planning Committee provided input to help design the updated program review submission tool (introduced during the 2012-13 academic year) to enable programs/units to access data more easily and streamline the entire program review process. This new tool has made it easier for units/programs to access past data, link

current efforts with past work, and connect new objectives with the College strategic priorities (I.B.2-11).

In order to facilitate the completion of more meaningful program reviews, the Planning Committee established a process to provide additional guidelines and more thorough feedback for programs/units during the 2011-2012 academic year. A rubric with additional helpful information (definitions, instructions) was developed by the Planning Committee and provided to all programs/units prior to the beginning of the program review process (I.B.3-18). Once the program reviews were submitted, three-person teams (comprised of one staff member, faculty member and manager) reviewed and provided written feedback for all program reviews submitted in spring 2012 (I.B.3-19). To prepare the campus for the comprehensive program/unit review, and to address some of the challenges identified during the feedback process (I.B.1-36, I.B.3-15, I.B.3-20), a day-long professional development workshop was provided during Flex in fall 2012 as a collaborative effort between the PDAC and the Planning Committee (I.B.1-31). This workshop provided information and training on using the new Program Review Submission Tool, writing clear objectives and connecting planning and with resource allocation and student learning outcomes assessment (I.B.3-16, I.B.3-21, I.B.3-22, I.B.3-23).

To launch the program/unit review and planning process in fall 2013, the Office of Planning and Institutional Effectiveness, in collaboration with the District Office of Research and Planning along with the LMC faculty SLO Coordinator conducted several workshops during the fall semester and during spring 2014 Flex (I.B.1-1, I.B.3-24, I.B.3-25, I.B.3-26). Hands-on training was also provided for coaching on the newly enhanced Program Review Submission Tool. The workshops including the following topics:

1. Conducting a thoughtful, effective, and collaborative program review.
2. Turning data into meaningful action – Learning how to analyze SQL data and the Student Success ScoreCard data before developing new objectives for 2014-2015 and beyond.
3. Incorporating the program review into the Program Review Submission Tool.

The connections between assessment, program review, planning, and the resource allocation process (RAP) continue to be streamlined as well. RAP proposals are directly linked to objectives in the program review (I.B.2-14), and all program review objectives are linked to Strategic Priorities at the College and/or the District, and assessment results of student learning outcomes. The timeline and process for completing the resource allocation process are clearly communicated to the LMC community (I.B.3-27).

In addition, the College has developed *Educational* and *Facilities Master Plans* with input from the College community (ER-7, I.B.1-24, I.B.1-25, I.B.2-1, I.B.2-4). LMC has made significant efforts to include the entire community when developing these plans, and has utilized various mechanisms to collect ideas and feedback, such as breakout sessions during opening day and College Assemblies (I.B.2-1, I.B.2-4).

Self Evaluation

Los Medanos College meets Standard I.B.3. LMC uses quantitative and qualitative data in planning, program review and resource allocation cycles, and continues to assess their effectiveness. All of the efforts described previously demonstrate integrated planning across the College and systematic evaluation leading to continuous improvement. The campus community is involved in all aspects of planning, from developing objectives within programs and units to providing feedback on master plans. Additional opportunities for professional development related to the program review and the assessment of student learning outcomes continue to be explored and implemented based on feedback from the LMC community. The Planning Committee continues to discuss and refine mechanisms to evaluate the program review process. The Office of Planning and Institutional Effectiveness, created in 2013-2014, is now responsible for implementing and improving the program review and planning process (I.B.3-28). In addition, the District continues to evaluate the effectiveness of the research and planning processes across the three colleges. The District centralized the research function for all three colleges in 2011. The current District structure includes a senior dean of research and planning, along with four research analysts. Each college in the District has a planning committee. To provide leadership and centralize integrated planning activities on campus, LMC created the position of a senior dean of planning and institutional effectiveness during a reorganization of its management structure at the end of the 2012-2013 academic year (effective July 1, 2013). The Office of Planning and Institutional Effectiveness enables the College to integrate and support all planning efforts on campus and collaborates with the District Research and Planning Office on research needs of the College (I.B.3-29, INT-6).

The Planning Committee, and now the Office of Planning and Institutional Effectiveness, continue to improve the efficiency and effectiveness of the program review process at LMC. During the 2012-2013 program review cycle, a new submission tool (web application) was implemented. Based on annual surveys and user feedback, this tool continues to be evaluated and improved by the Office of Planning and Institutional Effectiveness in collaboration with the Information Technology and Services Department and the Planning Committee (I.B.3-30, I.B.1-36).

Actionable Improvement Plan

None

I.B.4: The Institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

All campus constituents are invited to participate in institutional planning and resource allocation through their involvement in college processes, shared governance, and representative groups. Examples of College processes include the *Interim Strategic Priorities* (2012-2014), the *Vision 20/20 Workforce Development Strategic Plan*, 2014-2019 strategic planning process currently in progress, program/unit review and planning, resource allocation, and grant applications.

LMC's shared governance model is structured around broad-based involvement of all constituencies in planning and decision making at the College, following criteria set forth in the *Shared Governance Position Paper* adopted in 2003 (OR-13).

The position paper states that issues affecting the College as a whole should be addressed by the Shared Governance Council (SGC), comprised of three representatives from each of the three College senates – faculty, classified staff and students – and management, including the College president (I.B.4-1). The president selects the management representatives, who are non-voting members of the Council. SGC is charged to be “the Keeper of the Plan”, and makes recommendations to the president based on the mission and vision of the College and the *Educational Master Plan* (EMP) of the College, the *District's Strategic Plan*, and LMC's *Interim Strategic Priorities* (ER-7, I.B.2-6, ER-58).

SGC authorizes shared governance committees and assigns them annual charges that align with the mission and strategic priorities of the College (I.B.1-16, I.B.1-17). Shared governance committees rely on research and input by all constituent members, who are expected to take ideas and policy issues back to their representative groups for further review and discussion -- this practice allows for a widespread input and helps to identify potential conflicts in the planning, decision making, and formal approval processes.

All constituency members have the opportunity to participate in the SGC, committees, and task forces when openings occur and/or the need arises. Committees and task forces work on important issues like accreditation, strategic planning, and the College Mission Statement. Task force openings are announced and recruited through the senates at meetings, College Assemblies, emails to the College community, phone calls and word of mouth.

LMC's annual program/unit review and planning process requires collaboration by all unit/program members, giving a voice in the planning process to all employees in the department/unit (I.A.3-5, I.B.1-1, I.B.4-2, I.B.4-3, I.B.4-4, I.B.4-5).

Other opportunities for involvement in College planning and decision making include participation in College Assemblies (I.B.4-6), and Flex and other staff development activities (I.B.4-7). Periodic surveys on a variety of College wide issues are sent out electronically to the LMC community, which provides another avenue for faculty, staff, and students to have a voice. The President's Office sent out a survey to all College employees, students and more than 200 members of the external community to gather their input on the College's Mission Statement during the review process in 2012-2013 (I.A.3-6).

The College facilitated an Employee Satisfaction Survey in fall 2010 and in spring 2014 (I.B.4-8, I.B.4-9). A crosswalk document was created to compare the results by employee group (classified, faculty, and managers), since the questions between the employee satisfaction surveys varied slightly between the two years (I.B.4-10). When asked in the 2014 survey, if they participate in the program/unit review and planning process, 80.3 percent of the faculty strongly or moderately agreed, 100 percent of the managers strongly or moderately agreed, and 65.5 percent of the classified staff strongly or moderately agreed.

SGC and all shared governance committees, and the senates -- faculty, classified staff and students --upload their agendas, minutes and other important information on the LMC website or the In-Site Portal, enabling all constituents the opportunity to read, reflect upon, and provide feedback to their representatives concerning College wide issues, processes, and decision making.

LMC's resource allocation is designed to lead to improved institutional effectiveness and student success. The mechanism to request additional funds through the resource allocation Process (RAP) occurs after the annual program review and planning process is completed. Departments and units may make requests for increases to their base budget, funds for program maintenance, additional staffing, and for new initiatives. The need for funds requested through RAP must be specifically demonstrated in the unit's annual program review objectives, which must be tied to the results of the assessment of student learning objectives, to College goals, and/or College or District strategic priorities. The process has been improved and simplified every year resulting in larger numbers of requests (I.A.3-5, I.B.4-3, I.B.4-11, I.B.4-12).

SGC reviews and prioritizes RAP requests annually in spring after a brief presentation by the proposer, a discussion of the proposals, vetting of concerns, and evaluation. At the conclusion of the annual RAP process, the president issues a memo to the LMC community announcing the funding decisions for all proposals submitted guided by the recommendations of the SGC. The College makes every effort to fund proposals after a thorough review of all available funding sources, which includes the College's operating funds, grants, and private donations to the LMC Foundation.

During some budget years, not all requests can be funded; some are placed on hold until funding becomes available, while others may need further review. Some are not approved if they do not meet the necessary criteria during the review and prioritization process.

The LMC Foundation conducts a “mini-grant” process when funds are available. Approved mini-grant proposals during the last few years have resulted in a variety of opportunities for students to participate in activities outside the classroom, such as the prestigious NASA national competition, debate tournaments, university transfer tours, and conferences, as well as program equipment and supplies (I.B.4-13).

The College also received two multi-million dollar five-year U.S. Department of Education HSI grants, which support LMC’s mission and strategic priorities. The EXITO Grant and the STEM Transfer Velocidad grants both augment the number of Hispanic and other under-served and first-generation College students to transfer to four-year colleges and universities. The EXITO grant focuses on the transfer success of students in all areas of study, while the STEM Transfer Velocidad grant focuses on students majoring in science, technology, engineering, and math. The Vision 20/20 *Workforce Development Strategic Plan* positioned LMC to apply for the \$14.9 million Trade Adjustment Assistance for California Community Colleges Training (TAACCCT) regional grant to support workforce development in the region. This allocation is a consortium grant, which includes 14 Bay Area community colleges and three workforce development boards, with LMC as the fiscal agent receiving \$1.2 million of these regional funds (I.B.4-14, I.B.4-15).

New building and classroom expansion projects and major upgrades and improvements are funded through state monies and two District wide capital improvement bonds approved by voters in 2002 and 2006. The 2012 Bond Report to the community includes a complete list of projects. Recent LMC examples are the Nursing and Emergency Medical Technology classrooms, labs in the College Complex, and the purchase of 17.5 acre site for the permanent location of the Brentwood Center (I.B.4-16).

Self Evaluation

Los Medanos College meets Standard 1.B.4. Attendance at Faculty and Classified senate meetings remains adequate and all employees receive agendas and minutes by email. Many faculty members are highly involved and engaged, particularly in SGC and the committees under its purview. In a prior academic year, the Academic Senate had trouble getting a quorum – however, this problem has been solved and attendance is no longer an issue. In general, there is broad attendance and participation in College Assemblies and Flex activities. The College has a devoted group of classified employees who are very involved and engaged in shared governance matters, but some do not participate in committees and task forces, due to concerns about completing their regular assignments. Annual department program review and planning is another avenue for all employees to be involved and have a voice at the department level. Student participation has been especially strong during the 2013-

2014 academic year in shared governance, strategic planning, and in the accreditation self-evaluation process. In some academic years, it has been difficult to recruit students to serve on all the shared governance committees.

LMC's successful program review and resource allocation processes have resulted in improved institutional effectiveness, enhancing the educational environment and learning for the students served by the College. The program review and RAP processes are evaluated and improved annually to ensure on-going reliability in allocating resources aligned with LMC's institutional, mission, goals, and priorities.

The College is midway through developing the 2014-2019 Strategic Plan. The process began on Opening Day in January 2014 with all faculty, staff, and managers participating. This was followed by three retreats between February and March 2014 – the first for the LMC community, the second for the external community, and the third for the LMC community. The first retreat had 60 participants that included faculty, classified staff, managers, and students. The second retreat also had 60 participants that largely included members of the community, along with some faculty, staff, managers and students. The final retreat had 40 participants, which included some faculty, staff and managers; a large number of students, and a few members of the community. The retreats provided some key areas to focus on as a College when developing our strategic directions. Information gathered from the retreats, along with a review of data and progress checks of our existing plans will enable the College to finalize its next five-year strategic plan in fall 2014 (I.B.4-17, I.B.4-18, I.B.4-19).

Actionable Improvement Plan

None.

I.B.5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College collects course-level student learning outcomes assessment (CSLOs) results, program-level student learning outcomes assessment (PSLOs) results, General Education or institutional (ISLO) assessment results from instructional programs. These results are now incorporated into program review. The reports are uploaded into the Program Review Submission Tool (PRST) for review by the College (ER-55). An executive summary of program-level assessment is written with the public and potential students in mind and is posted to the website (CR-7).

Student Services similarly conducts assessments and gathers data and results about program and service quality in order to make continuous improvements. This

information is published in a newsletter to the College community and is also posted to the College website (I.B.5-1, I.B.5-2).

The centralized District Office of Research and Planning gathers disaggregated data on enrollment, retention, completion, success, and productivity and provides these data to the colleges regularly for program review and planning. External environmental scans are conducted and student success data are gathered and posted to the District website (I.B.5-3). The LMC Office of Planning and Institutional Effectiveness website links to the District Research website (I.B.5-4). The District develops and posts an annual report called *CCCCD Fingertip Facts* on District wide student success posted to the website (I.A.1-3, I.B.5-5). It also develops an annual report called *LMC Quick Facts* for the College posted on the LMC Planning and Institutional Effectiveness website (I.B.5-6, I.B.5-7). Annual Student Success ScoreCard data are posted on the home page of the LMC website (ER-59).

The CTE programs participate in the career technical education (CTE) outcomes data pilots conducted by the RP Group. The College has participated in the first and second year of the pilots. The results are shared with the CTE programs at the College and are posted on the website of the Office of Planning and Institutional Effectiveness (I.B.5-6, I.B.5-8).

Successes are also shared at conferences and in newsletters. The success of the Academy of College Excellence program in improving completions in math and English were included in the Academy for College Excellence Student Outcomes Studies (I.B.2-27). Similarly, the success of acceleration in LMC's Path2Stats – a one semester course that has no prerequisites – enables students to prepare for transfer-level, led to national recognition by the American Association of Community Colleges. This option for students helps to close the achievement gap among minority students since so many have placed three or more levels below college math. The success of this program has been shared in the news and on the LMC website (I.B.5-9).

LMC utilizes a variety of methods to communicate data both internally and externally – to the District, management, faculty, staff, students, advisory boards, K-12, potential students, community partners, and the general public. Internally, data are shared through intranet sources such as the “P Drive” (the local server for Los Medanos employees accessible from off campus too), InSite (the District portal), email, College meetings, and committees.

Externally, the College provides access to its data to the public via internet resources like the College website, publications, community presentations, and on/off site meetings with advisory boards and local high schools (ER-59).

The College collects data, produces qualitative assessment results, and communicates its institutional excellence to the public through various media: The *CCCCD Fingertip Facts* (I.A.1-3) illustrates LMC's dedication to access, equity, innovation, opportunity, support services, and student success. *Chapter 3: Environmental*

Assessment and Analysis of the 2006 - 2016 LMC Educational Master Plan (ER-7) illustrates the College's demographics and projections of Student/Fiscal/Transportation/Work Force Trends for a ten-year period. The data collected from this document are shared with campus employees via email, College wide meetings and is presented at the District-level at District Governance Council (DGC) meetings (I.B.5-10).

Core indicator data is collected by the Office of Instruction and provided to the CTE faculty through the Program Review Submission Tool. These data are studied and reported on in program review, and are the basis of resource requests to address program areas of weakness and to address the needs of special populations. Core indicator data are used as a benchmark for CTE programs to measure progress in skill attainment, completions, persistence, employment, and underrepresented student participation (I.B.5-11). CTE programs report annually through the program review process on progress toward meeting these indicators (I.B.5-12).

The CTE Committee serves as the main committee to facilitate K-12 to college CTE program outreach, and articulation, and does so with administrative assistance from the Office of Instruction. The Committee, along with the SB-70 Advisory Committee (I.B.5-13), collaborates to provide middle and high school outreach, and articulation activities. Linking activities with K-12 partners, such as the Educational Partners Breakfast (I.B.1-56) and the C5CTE Collaborative (I.B.5-14), provide an opportunity to work across secondary and post-secondary boundaries in a regional way and share information and data about student success.

The HSI transfer grant has been an integral component to data collection in order to improve student success among underserved students. In 2009, LMC partnered with the University of Southern California's Center for Urban Education (CUE) (I.B.5-15). The LMC Evidence Team (I.B.5-2) has adopted the CUE Equity Model. In 2010, the Institutional Effectiveness Report (I.A.1-7) revisited institutional goals from previous years to assess the current status of students' success and achievement data.

As a result of reviewing the initial assessment structure in practice, the SGC charged the Teaching and Learning Project (TLP) to create and implement a College wide plan and timeline for assessment of institutional student learning outcomes (ISLOs), program learning outcomes (PSLOs), and course learning outcomes (CSLOs) to synchronize with required course outline updates (I.B.5-16). The TLP position paper, titled *Student Learning Outcomes: A New Model of Assessment* (ER-57) – the plan was finalized in May 2012 and has been adopted. Analysis of assessment data is currently taking place primarily at the department level through the program review process. Programs are asked to reflect on the assessment of their PSLO's and make that information available to students interested in their programs (I.B.5-17).

The institution also collects feedback from the community on the performance of other long-term initiatives, such as the 2002 and 2006 Facilities Bonds. The Measure A Citizens' Oversight Committee is comprised of members of the public, as well as the District and colleges (I.B.5-18). The committee is directly involved with the

oversight of each of the facilities programs outlined in the two earlier bond campaigns (I.B.5-19).

Self Evaluation

Los Medanos College meets Standard 1.B.5. The College communicates the high quality of its programs and services through the College website, newsletters, publications, the intranet, email, and College meetings. The institution demonstrates its integrity by relaying information accurately to the proper constituencies via state reports, grant reports, newsletters, statistics, websites, and community/industry outreach.

In spring 2013, the College developed a public website that made available a summary of the results of each program-level student learning outcomes (PSLOs) assessment (CR-7). Every program and course has student learning outcomes (SLOs), which indicate to students what they should know or be able to do by the end of the course or program. By comparing and measuring the results of student progress against these SLOs, faculty gather information on how the program or course is doing and make adjustments if necessary. Each summary report addresses what was assessed, what was learned from the assessment results, and what faculty plan to work on to achieve continuous improvement and learning in programs and courses. The program-level SLOs are published in the College Catalog, which is also available electronically. SLOs for every course are documented in the official course outline of record, and are listed in every syllabus to educate students on what they should know and be able to do at the end the course.

The website of the District Research and Planning Office (I.B.5-3) is now the centralized site for all data and surveys related to the District and the three colleges. The website of the LMC Office of Planning and Institutional Effectiveness (I.B.3-28) is the centralized site for all College plans, accreditation, and links to the program level assessment site (I.B.5-3).

Actionable Improvement Plan

None.

I.B.6: The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The SGC has charged the Planning Committee with reviewing, assessing, and, if necessary, proposing changes to the College's ongoing planning and program review processes (I.B.1-16, I.B.1-17). A program review survey is conducted every year and improvements to the process are made annually (I.B.3-15, I.B.3-19, I.B.3-29, I.B.6-1, I.B.6-2).

The Planning Committee did assess and develop *Interim Strategic Priorities* (I.B.2-8, I.B.2-9, I.B.2-10) in April 2012 in order to clarify and improve effectiveness regarding cultural competency and contextualized learning. In order to streamline the assessment cycles, the Teaching and Learning Committee revised the assessment model and cycles of the College after an extensive survey. The Planning Committee worked collaboratively with the Teaching and Learning Project so that new assessment cycles align with program review and course outline updating cycles (ER-57). These changes are designed to ensure that all programs and units within the institution conduct assessments with the current Assessment Model in mind and allow time for gathering and analyzing data, identifying needs, planning and implementing appropriate improvements, and assessing the effectiveness of any changes in each planning cycle.

SGC evaluated the resource allocation process in fall 2013 and made changes to the process and the forms for spring 2014 (I.B.1-18, I.B.1-19, I.B.3-5, I.B.3-6).

The Planning Committee initiated a review process of annual program/unit reviews in order to provide feedback and strengthen the quality of planning in individual programs and units (I.B.3-18). This review led to a collaboration with the professional development committee (PDAC) and to professional development activities focused on improving the quality of program reviews (I.B.1-30, I.B.1-31, I.B.1-32, I.B.6-3), as well as training sessions about the new program review submission tool (I.B.6-4, I.B.6-5).

The Program Review Submission Tool was further modified in summer 2013 to incorporate SLO assessment reports as part of program review, to develop new objectives based on assessment results and other program needs, and to document the resources that may be required (ER-55). RAP proposals must reference objectives stated in program review to be considered for funding (I.B.6-6). Each year after the resource allocation process is completed, it is evaluated by SGC (I.B.1-18, I.B.1-19). Improvements are made to the process based on this evaluation -- such as changes to

the application forms, the instructions, the review process, and the timelines (I.B.3-5, I.B.3-6). Similarly, each year after the program/unit review process is completed, a survey is conducted. Based on the feedback received in spring 2013, the submission tool was modified in fall 2013 (ER-8, ER-55).

Research has been centralized in the District Office under the leadership of a senior dean of research and planning. All research requests are made online and the research is conducted by members of the team of research analysts in the District. The data are uploaded to the District Research and Planning website and the data in the SQL reporting system is accessible by all College personnel through the InSite Portal. There is also a link to the SQL reporting system from the Program Review Submission Tool for programs to review data during the program review and planning process.

Self Evaluation

The College has taken measures to assure that both the program/unit review and planning process and the resource allocation process are effective and well aligned. LMC assesses these processes annually and modifies them as necessary. The College Planning Committee is currently developing a more sustainable validation process for program/unit review since the initial model implemented in 2012, while effective, is not sustainable given the number of hours each validation took. In the interim, the manager overseeing the program or unit is reviewing the program/unit review and providing feedback.

Actionable Improvement Plan

Led by the Office of Instruction and the Planning Committee, the College will evaluate, revise and codify a sustainable process for reviewing and responding to annual program review updates and comprehensive reviews.

I.B.7: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The Planning Committee is responsible for assessing College's evaluation mechanisms, consistent with the charges given to it by SGC. The following are some examples of how the College evaluates processes in order to improve effectiveness:

- The College administered the national Survey of Entering Student Engagement (SENSE) survey, which surveys for student engagement in fall 2012 (I.A.1-12).

- The College administered the national Community College Survey of Student Engagement (CCSSE), which surveys for student engagement in spring 2013 (I.A.1-13).
- The College also administered a Student Satisfaction Survey in spring 2013 (I.A.1-14).
- The College administers an Employee Satisfaction Survey every three years – 2007-08; 2010-11, and 2013-14 (I.B.4-8, I.B.4-9, I.B.7-1))
- The *2011 Institutional Effectiveness Report*, linked to the *Educational Master Plan*, measured the recommended indicators of institutional effectiveness (I.A.1-7)
- The April 7, 2014 College Assembly provide a mid-term update on progress towards achieving the goals of the *Interim Strategic Priorities* (2012-2014) (I.B.2-25).
- Each program/unit submits an annual program review update through an online submission tool. During spring 2012, an evaluation a rubric was developed. The rubric was then used by sub-committees to provide feedback regarding the program/unit reviews (I.B.3-18)
- On a pilot basis, a program review validation team provided feedback to each program and unit that submitted a program review report and the Planning Committee held a Flex workshop in fall 2012 in order to improve the quality of each individual report (I.B.1-30, I.B.1-31, I.B.1-32).
- A link to the SQL reporting tool is included in the Program Review Submission Tool. Data such as achievement data are included. A variety of student services reports provide achievement data in areas such as Athletics, DSPS, and EOPS (I.B.7-2).
- Core indicator data for CTE Programs is included in the Program Review Submission Tool. Review and analysis of this data is a required by the program review annually for all CTE programs (I.B.7-3)
- The College developed a new cohort data tool for special learning communities, such as Puente, MESA, Transfer Academy, and Honors. The tool enables the College to more effectively track the progress of these student cohorts (I.B.7-4).
- LMC programs analyze course level SLO and program level SLO assessment results and respond to them in order to improve student learning (ER-26, I.B.5-17, I.B.7-5, I.B.7-6).
- The Planning Committee evaluated the online Program Review Submission Tool through a survey (I.B.3-30). The LMC IT staff created a new online Program Review Submission Tool to upload program/unit reviews from instruction, student services and administration in 2012. The PRST was modified in 2013 based on results of the survey.

The Title V EXITO grant had an institutional effectiveness component, one aspect of which was to assess research and planning needs for special programs (Honors, Umoja, Puente, et cetera) on campus. A special program project summary report was developed (I.B.7-7). Several recommendations are in the document and the first phase is currently being implemented. The new data tool for learning communities and the new template for special programs came out of the recommendation of the report.

This new reporting tool provides achievement data for programs and courses. The new data tool for learning communities also creates and tracks cohort of students by semester and ethnicity. The tool provides information based on headcount (number of students), seat count (number of enrollments), success rates (number of enrollments that result in an A, B, C, or P), completion rates (number of enrollments that do not result in a W), number of students who attain transfer-prepared status, term-to-term persistence rates, and certificates and degrees obtained by the cohort.

Each department and program analyzes its course and program student learning outcomes and uses that information to revise and update course outlines of record (COORs). The information is also used to improve pedagogy and the delivery of services. Departments also use the information to integrate any new student learning outcome objectives into the comprehensive unit/program review and planning report or yearly update. Resource requests then can be made, based on needs that were identified by the assessment and evaluation processes.

The Shared Governance Council debriefs and discusses the annual resource allocation process. Changes are made as a result of the feedback. The forms were redesigned in 2013-2014 based on the feedback received at the end of the process in spring 2013 (I.A.3-8, I.B.1-19).

Self-Evaluation

LMC meets standard 1.B.7. The College uses a variety of mechanisms to gather evidence about the effectiveness of programs and services: i.e. program/unit review, surveys, resource allocation, and various data collection tools. The new data available for learning communities and special programs will further improve the effectiveness of the evaluation process for these programs, which should result in improvements.

Planning Agenda

None

Standard I.B - Evidence List

CR-7	Program Assessment Results Executive Summary Webpage Screenshot
ER-7	<i>LMC Educational Master Plan 2006-2016</i>
ER-8	Program Review Submission Tool Homepage Screenshot
ER-26	Journalism PSLO Assessment Summary 2013
ER-55	Program Review Submission Tool-Course and Program Assessment Repository Screenshot
ER-57	<i>Student Learning Outcomes: A New Model of Assessment spring 2012</i>
ER-58	<i>Interim Strategic Priorities 2012-2014</i>
ER-59	LMC Website Homepage Screenshot
I.A.1-4	Program Review Process - Memo from Pres. Kratochvil 02Nov2012
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.1-12	SENSE 2012 Survey Results
I.A.1-13	CCSSE 2013 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.A.3-8	SGC Minutes 050813
I.B.1-1	Email-Get Ready for Program Review November 2013
I.B.1-2	Academic Senate Minutes 24Mar2014
I.B.1-3	Classified Senate Minutes 21Feb2014
I.B.1-4	Planning Committee Minutes 06Mar2014
I.B.1-5	Teaching and Learning Committee Minutes 21Jan2014
I.B.1-6	Curriculum Committee Minutes 04Dec2013
I.B.1-7	Curriculum Committee Minutes 05Feb2014
I.B.1-8	Curriculum Committee Minutes 19Feb2014
I.B.1-9	General Education Committee Minutes 15Nov2013
I.B.1-10	Developmental Education Committee Minutes 30Apr2013
I.B.1-11	Career Technical Education Committee Minutes 27Nov2012
I.B.1-12	Matriculation Committee Minutes 13Feb2012
I.B.1-13	List of Flex Workshops-January 2013
I.B.1-14	List of Flex Workshops-spring 2014
I.B.1-15	College Assembly 31Mar2014 GE Assessment PowerPoint
I.B.1-16	SGC Sub-Committee Charges 2011-2012
I.B.1-17	SGC Sub-Committee Charges 2013-2014
I.B.1-18	SGC Minutes 100913
I.B.1-19	SGC Minutes 121113
I.B.1-20	<i>LMC Brentwood Center Educational Master Plan 2006-2016</i>
I.B.1-21	Educational Master Plan Opening Day-January 2009 Activity Summary
I.B.1-22	<i>LMC Facilities Master Plan 2001</i>

I.B.1-23	CCCCD Governing Board Approval of 5 Year Construction Plan
I.B.1-24	<i>LMC Facilities Master Plan 2007</i>
I.B.1-25	<i>LMC Eastside Campus Master Plan Update 2010</i>
I.B.1-26	SGC Minutes 012710
I.B.1-27	SGC Distance Ed Committee De-Authorization spring 2010
I.B.1-28	SGC Minutes 041410
I.B.1-29	<i>Distance Education Strategic Plan 2009</i>
I.B.1-30	Survivor Program Review Island Agenda for Day 8-15-12
I.B.1-31	Survivor Program Review Island Focused Flex Flyer 8-15-12
I.B.1-32	Survivor Program Review Island Focused Flex Email from Ryan 25May2012
I.B.1-33	Comprehensive Review Template Administration and Support Units- fall 2012
I.B.1-34	Comprehensive Review Template Instructional Programs-fall 2012
I.B.1-35	Comprehensive Review Template Student Services Programs-fall 2012
I.B.1-36	Program Review Survey Results Summary spring 2014
I.B.1-37	RP Group Website Screenshot
I.B.1-38	Faculty Survey on Assessment Results spring 2011
I.B.1-39	College Assembly Notes 15Mar2010
I.B.1-40	Cohort Community Coordinator Meeting May 2010
I.B.1-41	Goal 2 for Program Review 2010 as of 02Nov2010
I.B.1-42	Insights spring 2010
I.B.1-43	College Assembly 01Nov2010 CUE Presentation PowerPoint
I.B.1-44	Governing Board Presentation 25May2011
I.B.1-45	HSI Latino Advisory Meeting II 24May2010
I.B.1-46	General Education Presentation 10Dec2010
I.B.1-47	College Assembly 21Jan2011 EXITO-HSI Presentation PowerPoint
I.B.1-48	LMC HSI EXITO Grant Webpage Screenshot
I.B.1-49	UC-CSU Transfer Data 1989 to Present
I.B.1-50	School Leader Invitation 25Jan2012
I.B.1-51	Educational Partners Breakfast Agenda-February 2012
I.B.1-52	Notes from Educational Partners Breakfast 23Feb2012
I.B.1-53	Educational Partners Breakfast Agenda 05Dec2012
I.B.1-54	Notes from Educational Partners Breakfast December 2012
I.B.1-55	Educational Partners Breakfast Agenda 06Nov2013
I.B.1-56	Notes from Educational Partners Breakfast November 2013
I.B.1-57	CTE Student Success Initiative Report September 2012
I.B.1-58	Analytics Los Medanos Website Content Drilldown
I.B.1-59	District Strategic Planning 1st Charrette
I.B.1-60	LMC Opening Day Big Ideas for Strategic Plan 2014-2019
I.B.1-61	LMC Strategic Planning 1st Retreat
I.B.1-62	LMC Strategic Planning 2nd Retreat
I.B.1-63	LMC Strategic Planning 3rd Retreat
I.B.2-1	Appendix III - spring 2011 SGC Planning Priorities

I.B.2-2	Steps to Complete Interim Plan 01Mar2012
I.B.2-3	Appendix IV - Combined Notes from Opening Day fall 2011
I.B.2-4	Appendix II - Recommendations from the Certificate Degree Task Force spring 2008
I.B.2-5	Appendix V - SGC Study of Big O spring 2012
I.B.2-6	<i>Contra Costa Community College District Strategic Plan 2014-2019</i>
I.B.2-7	Appendix I - LMC Additional Data
I.B.2-8	Strategic Plan Sessions Input spring 2012
I.B.2-9	Survey Feedback on Proposed Strategic Priorities
I.B.2-10	SGC Minutes 042512
I.B.2-11	Program Review Objectives Linked to Strategic Plans PRST Screenshot
I.B.2-12	Program Improvement and Development Rating Form 2013-2014
I.B.2-13	Program Improvement and Development Form 2012-2013
I.B.2-14	EXITO Activity Objectives 29Sep2011
I.B.2-15	STEM Grant Objectives spring 2011
I.B.2-16	PDAC Strategic Plan 24Oct2012
I.B.2-17	Accreditation Steering Committee Meeting Minutes 02Feb2014
I.B.2-18	Teaching and Learning Committee Minutes 19Nov2013
I.B.2-19	Department Chairs Meeting Agenda and Minutes 01Oct2013
I.B.2-20	Department Chairs Meeting Agenda 04Feb2014
I.B.2-21	Management Council Agenda October 2013
I.B.2-22	Email to Department Chairs on PRST and Institution Set Standards
I.B.2-23	Institution Set Standards-Blank Form Template
I.B.2-24	RN Program Institution Set Standards Completed
I.B.2-25	<i>Interim Strategic Priorities</i> Update Data Presentation PowerPoint 07Apr2014
I.B.2-26	Student Outcomes Studies Academy of College Excellence Webpage Screenshot
I.B.2-27	District Research Report on Academy of College Excellence
I.B.2-28	LMC Path2Stats
I.B.2-29	BSI Completion Resource 18Oct2013
I.B.3-1	Planning Committee Webpage Screenshot
I.B.3-2	Planning Committee Charges 2013-2014
I.B.3-3	Planning Calendar 2008-2009
I.B.3-4	Planning Cycles and Accreditation Excel Spreadsheet fall 2006 – spring 2012
I.B.3-5	RAP Timeline for 2014-2015 Funding
I.B.3-6	RAP Request Form 2014-2015
I.B.3-7	2011 ARCC Data Report
I.B.3-8	IDEA Phase I 13Dec2011
I.B.3-9	IDEA Inquiry Phase II 26Jan2012
I.B.3-10	Vision 20/20 Notes and Retreats on <i>Interim Strategic Priorities</i> 2012-2014
I.B.3-11	Accessing Program Review Data fall 2012

I.B.3-12	Accessing Program Review Data fall 2013
I.B.3-13	Program Review Webpage Screenshot
I.B.3-14	Planning Committee Minutes 03Mar2011
I.B.3-15	Unit Program Review General Feedback spring 2012
I.B.3-16	Unit Program Review - Definitions and Examples
I.B.3-17	Program Review Outline and Instructions fall 2011
I.B.3-18	Program Review Rubric 2011-2012
I.B.3-19	Program Review Feedback Form 2011-2012
I.B.3-20	Program Review Survey Questions-spring 2014
I.B.3-21	Objectives Rationale Activities Flex 15Aug2012
I.B.3-22	Gil Game Flex 15Aug2012
I.B.3-23	Program Review Workshop PowerPoint November 2013
I.B.3-24	What is Program Review?
I.B.3-25	Steps to Conducting a Thoughtful Program Review
I.B.3-26	Guide to Program Unit Review 2014-2015
I.B.3-27	RAP Timeline for 2013-2014 Funding
I.B.3-28	Office of Planning and Institutional Effectiveness Webpage Screenshot
I.B.3-29	Research Department Admin Services Survey Pre-Post Summary 05Jun2012
I.B.3-30	Program Review Submission Tool Feedback 26Apr2013
I.B.4-1	SGC Position Paper-2003 Flow Chart
I.B.4-2	President Bob Kratochvil Email 02Nov2012, 2012-13 Unit Program Review & RAP documents due 022513
I.B.4-3	President Bob Kratochvil Email-RAP Update on 2013-14 Funding
I.B.4-4	RAP Update on 2013-14 Funding Memo to Campus Community 24May2013
I.B.4-5	LMC President's Email Memo Announcing Outcome of RAP Process 19Sep2013
I.B.4-6	Calendar of Monday Meetings spring 2014
I.B.4-7	Flex Webpage Screenshot
I.B.4-8	LMC Employee Satisfaction Survey-fall 2010
I.B.4-9	LMC Employee Satisfaction Survey-spring2014
I.B.4-10	LMC Employee Satisfaction Survey Crosswalk 2010 and 2014
I.B.4-11	RAP Memo to LMC Community 2011-2012 R. Livingston, President
I.B.4-12	Program Maintenance Requests Funded 2011-2012 R. Livingston, President
I.B.4-13	Foundation Mini-Grants Funded 07Mar2013
I.B.4-14	District Receives TAA Grant Email 19Sep2012
I.B.4-15	ETA News Release-\$500 million grant award
I.B.4-16	2012 Bond Report to the Community
I.B.4-17	LMC Strategic Planning 1st Retreat-RSVP Sign-in Sheets
I.B.4-18	LMC Strategic Planning 2nd Retreat-RSVP Sign-in Sheets
I.B.4-19	LMC Strategic Planning 3rd Retreat-RSVP Sign-in Sheets

I.B.5-1	Student Services E-Newsletter Webpage Screenshot
I.B.5-2	LMC Newsletter – February 2010
I.B.5-3	District Research and Planning Webpage Screenshot
I.B.5-4	Research Request from Office of P&IE Webpage Screenshot
I.B.5-5	Fingertip Facts District Webpage Screenshot
I.B.5-6	Planning Data and Surveys Webpage Screenshot
I.B.5-7	LMC Quick Facts fall 2013
I.B.5-8	CTE Employment Outcomes Survey Results – 2013
I.B.5-9	LMC Math Program Boosts Probability of Success Webpage Screenshot
I.B.5-10	District Governance Council Meeting Minutes Webpage Screenshot
I.B.5-11	Accounting Core Indicator Data
I.B.5-12	Electrical Instrumentation Technology Program Review Core Indicators 2014-2015
I.B.5-13	SB-70 Advisory Minutes 11Nov2013
I.B.5-14	C5CTE Agenda February 2014
I.B.5-15	Center for Urban Education Equity Model FAQs
I.B.5-16	Accreditation Focused Mid-Term Report 15Oct2011
I.B.5-17	Journalism Program Assessment Results Webpage Screenshot
I.B.5-18	Measure A 2002 and Measure A 2006 Bond Oversight Committee Membership
I.B.5-19	Bond Oversight Committee Meeting Minutes 23Oct2013
I.B.6-1	Program Review Survey spring 2014 Email
I.B.6-2	Program Review Survey spring 2014 Results Charts
I.B.6-3	Evaluation Summary Focused Flex fall 2012
I.B.6-4	Research and Planning Committee Minutes 06Dec2012
I.B.6-5	Program Review Submission Tool Now Available Email 04Dec2012
I.B.6-6	LMC SharePoint-RAP Proposals and PR Objectives spring 2012
I.B.7-1	LMC Employee Satisfaction Survey 2007
I.B.7-2	ETEC SQL Data Program Review Screenshot
I.B.7-3	ETEC CTE Core Indicator Page Program Review Screenshot
I.B.7-4	Learning Community Cohorts Student Tracking System
I.B.7-5	JOURN 010 CSLO Assessment FA11
I.B.7-6	JOURN 016 CSLO Assessment SP13
I.B.7-7	Special Program Project Summary Report fall 2011
INT-6	2014 LMC Administration Organizational Chart
INT-10	2013 Environmental Scan External

listed in alpha-numeric order