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.

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 mission of Los Medanos College 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." (Evidence: LMC Educational Master Plan)

The College 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. (Evidence: SGC Position Paper) A task force of 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 (Spring 2013 Mission Statement Survey). 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 (Evidence: GB Minutes June 2013).

LMC's Vision Statement briefly states that "Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most." (Evidence: LMC Educational Master Plan)

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To guide LMC's work in fulfilling the mission and working towards achieving our outlined 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." (Evidence: LMC Educational Master Plan)

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. The service area includes Clayton, East Concord, Bay Point, Pittsburg, Antioch, Oakley, Brentwood, Knightsen, Byron and Discovery Bay.

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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 percent increase from 2000 to 2011), which represents 34.5 percent of the population in our service area. Student enrollment at LMC is representative of the surrounding service area (2013 District Environmental Scan, LMC Quick FactsFA2012).

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. *(evidence: EMP, 2014 College Catalog)*

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 8,471. The College currently offers 42 Associate Degree Programs, 34 Certificates of Achievement, and 53 locally-approved College Skills Certificates.

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

*submitted for approval at the March Board Meeting for Approval
**will be submitted for approval at the April Board Meeting
***will be submitted for approval at the May Board Meeting
****will be submitted for approval at the June Board Meeting

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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. (Evidence: Distance Education Sub Change)

LMC offers robust student and instructional support services at the Pittsburg campus, which are also offered/accessible at the Brentwood Center and on-line (Evidence: Brentwood Center Sub Change). Additionally, LMC sponsors the Basic Fire Academy and The Sheriff's Academy at two off site locations (evidence: Brentwood Sub Change, Fire and Sheriff Sub Change)

The College offers a wide range of student services, all of which are designed to help students achieve their educational goals. Services include admissions/records, academic counseling, transfer services, financial aid advising/workshops, veterans assistance, scholarship program, Welcome Center, disabled student programs and services (DSPS) counseling/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. (Evidence: 2014 LMC Catalog)

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 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 share 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 issues such as closing the achievement gap, increasing access to 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

The College also offers the following special programs:

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- Honors: LMC's prestigious Honors Program offers its high achieving members an enhanced academic experience and benefits such as transfer partnerships with top universities. www.losmedanos.edu/honors/
- MESA: LMC's Mathematics, Engineering, Science, Achievement Program 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. www.losmedanos.edu/mesa/

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 1.A.1. LMC has a well-established institutional shared governance planning process that integrates planning, assessment, evaluation and resource allocation. (Evidence: SGC Position Paper) 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. (Evidence: Program Review Process - Email from Pres. Kratochvil 11-2-12) (PDF of email- attached) Task forces are also formed to address new initiatives that surface during these planning processes, aligning with the mission and institutional goals. (New evidence: Email from President Kratochvil forming Veterans Task Force).

The recently-developed Interim Strategic Priorities 2012-2014 (evidence: Fall 2012 – Spring 2014 Interim Strategic Priorities), 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 – a shared governance 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. *(Evidence: Spring 2011 Institutional Effectiveness report)* The publication, a collaborative effort by the College's Research and Planning Committee and 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, CCCS 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 fall 2012. It revised and streamlined the existing assessment model to improve the alignment of the different assessment cycles. The new model of assessment provided a better way to structure dialogue and reflection about teaching and learning to continuously improve student learning, a way to encourage wider participation across the entire college community, and a way to consider not only outcomes, but the experiences that lead to those outcomes. (Evidence: Student Learning Outcomes: A new model of assessment).

LMC continues to develop institutional strategies to involve the entire college in implementing workforce development. While the college has steadily 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. (Evidence: LMC Workforce Development System Strategic Plan 2012 – 2015; CTE brochure). This year-long planning initiative and the resulting strategic plan was 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, of which LMC's share 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 are aligned with LMC's 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 colleges and universities. 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. (evidence – www.losmedanos.edu/news/stem.asp www.losmedanos.edu/news/hsi.asp)

LMC periodically conducts student engagement surveys to learn about student perspectives for future 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 student experiences from when they decide to attend college. This survey provided data on practices that are most likely to strengthen early student engagement. (evidence SENSE2012Results)

Two additional surveys were conducted in spring 2013. The Community College Survey of Student Engagement (CCSSE) is 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 also administered in spring 2013. (evidence: CCSSE 2013 results, student satisfaction survey 2013 results)

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 assists the developmental education faculty and department chairs in curriculum development.

Student 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.

Standard 1.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. (evidence: GB June Minutes) The College ensures that any revisions to the mission statement occur through the College's 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 1.A.2. The mission statement is broadly published: in the College Catalog (evidence: 2013-2014 catalog), in the class schedule (evidence: fall 2013 class schedule, spring 2014 class schedule), and on the college website (evidence: college web page).

Actionable Improvement Plan

None.

Standard 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

Los Medanos College meets Standard 1.A.3. During the fall 2012 semester, the SGC developed the process to review the mission statement (Oct 24, Nov 14, Nov 28, 2012 SGC Minutes). The process for reviewing the mission statement was presented at the College Assembly held on February 4, 2013 (evidence: power point college assembly 2-4-13). A college wide online survey was sent to all members of the College community (students, staff, faculty, managers, and community members). The process ensured broad representation and diverse perspectives as part of the process. (evidence: email from College President 2-8-13).

The survey was conducted online and was distributed via email, the college website, and the College's Facebook and Twitter pages (evidence: powerpoint college assembly 3-4-13). 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 March 4th College Assembly. (evidence: same as standard IV, see email attachment). A Task Force consisting of classified staff, faculty, students, and managers was established to work on reviewing the mission statement and consider revisions. The Task Force reviewed the survey results, 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 (Evidence: SGC Minutes 2-27-13). The Task Force then reported its findings and recommendations on the mission statement back to SGC which were to reaffirm the existing mission statement.

At the April 29, 2013 College Assembly, the College President shared the recommendation of the Task Force with the College. (evidence: Power Point college assembly 4-29-13) At its May 7, 2013 meeting

the SGC endorsed the Task Force's recommendation to reaffirm the existing mission statement (EVIDENCE – SGC Minutes 5-7-2013). The College President accepted this endorsement and forwarded the College's mission statement to the Governing Board for approval. It was formally approved at the June 2013 meeting of the District Governing Board. (evidence: BOTJune 2013 Minutes).

Actionable Improvement Plan:

None.

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

Descriptive Summary

The LMC mission statement is incorporated in and is the basis for all the College plans.

The LMC Educational Master Plan 2006-2016 (evidence: Educational Master Plan) 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, work force preparation, economic development, and services to students."

The College Interim Strategic Priorities 2012-2014 (evidence: Interim Strategic Priorities) were developed based on four identified values - Learning, Collaboration, Communication, and Engagement. Each of these values leads to activities that support the LMC Mission.

The 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

Over the years, LMC has made continuous progress in tying together the processes for planning and resource allocation to the College's mission statement, vision, and values. 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. 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 at the end of January 2014, and LMC then engaged in the development of a new strategic

plan in spring 2014. The 2014-2019 LMC Strategic Plan will serve as the basis for the development of a new Educational Master Plan, which will in turn serve as the basis for all other College plans processes (student equity plan, technology plan, facilities master plan, et cetera).

Actionable Improvement Plan
None.

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 (evidence; EMP), Strategic Planning Priorities (evidence; Interim and 2014-2019 priorities), and Program Review process (evidence: Email from President Kratochvil 11-2-12) guide the work of the College. The College's shared-governance process ensure that all constituency groups are involved in the dialogue.

LMC engages in self-reflective dialogue about the continuous improvement of student learning and institutional processes in for a such as the Shared Governance Council, the Academic Senate (evidence: Academic Senate Minutes 3/24/14), the Classified Senate (evidence: minutes 2/21/14), the Planning Committee, the Teaching Learning Committee, the Curriculum Committee, the General Education Committee (evidence: GE Minutes 11/15/13), the Developmental Education Committee, the Career Technical Education Committee, and the Student Services Committee. Additionally, the College creates opportunities for self-reflective dialogue through General Education retreats, FLEX activities and programs, and monthly College Assemblies.

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.

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 (Evidence 11-12, 2013-14 subcommittee charges, SGC minutes)

Self Evaluation

LMC created a ten year Educational Master Plan in 2006 (evidence- LMC EMP). A similar, however separate, Educational Master Plan was also created for the Brentwood Center (evidence: Brentwood EMP). 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 (evidence: 2009 Update) – 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 2002 (Evidence: need to find this evidence). Later, in November 2006, the voters of Contra Costa County approved a Facilities Bond - Measure A. In September 2007, LMC approved a new ten-year Facilities Master Plan (evidence). The 2007 Facilities Master Plan was updated again in 2010 (evidence: 2010 Facilities Plan Update) to address specific needs in greater detail on 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 then decided to place an additional facilities bond measure on the June 2014 ballot.

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. (evidence: 2013-14 SGC minutes with charges). In January 2010, the SGC "de-authorized" the Distance Education Committee (DEC) as a shared governance committee (evidence: SGC minutes). The de-authorization specified that the DEC would no longer report to the SGC while not specifying to which entity the DEC would report to in the future. In April 2010, the SGC accepted the DEC's proposed 2009 Strategic Plan (evidence: SGC minutes, DEC 2009 Strategic Plan). 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 in improving the effectiveness of program review at LMC. In 2009, the College implemented SharePoint as the electronic submission tool for the required annual program review update. This new submission tool enabled a more efficient review process of the annual program review update. In 2010-11, 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. The SGC charged the Planning Committee in 2011-12 to develop a validation process. The Planning Committee created a process that enabled annual updates to

be validated in spring 2012. A review of the initial validation process led to the recognition that the 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 (evidence – Program Review Survivor Island) in fall 2012. The limitations of the SharePoint-based submission tool led to revamping the submission tool to operate on an SQL database platform. The five-year comprehensive program review as well as the annual update in 2012-2013 was submitted on this new Program Review Submission Tool. (evidence: program review form). The validation process proved to be cumbersome when applied to the comprehensive program review. The only validation that took place was the review of the program review by the corresponding manager.

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 (Evidence: Screenshot from RP website), 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 review update. Additionally, part-time faculty are currently being compensated when a course assessment is completed. Since a large number of courses are taught by part-time faculty, this provides increased assessment data and a higher quality level of engagement in assessment of student learning outcomes in the College (evidence: Student Learning Outcomes: New Model of Assessment).

The model had previously undergone a minor revision in 2006 to situate the responsibility for assessment with the five institutional student learning outcomes (ISLO) committees affiliated with the TLP. During the 2009-10 academic year, the TLP faced a leadership challenge as no one 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 stepped forward to serve for two years as chair of the TLP, and in that role facilitated an evaluation of the assessment initiative on campus that included a Faculty Survey on Assessment. The 37-question survey (Evidence: Survey Form) 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. (evidence: Student Learning Outcomes: New Model of Assessment).

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 our 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 our ÉXITO Initiative; (4) selecting our focus as building a strong transfer pipeline—from the outreach to and the welcoming of 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 we conducted with model programs and the significant input we received from faculty, staff, students, administration and members of our local community through conversations, focus groups and town hall meetings; and (6) selecting the strategies proposed in this application (Evidence: see attached email from Rosa with 10 evidence documents)

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. (evidence: CSU & UC Transfer Rates) Such progress is a result of college wide commitment to implement programs for new students, conduct research that informs practice, and provide professional development for all staff. 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 in and outside the classroom – counseling, tutoring, workshops, social and cultural experiences, leadership development, and university tours. Summer Bridge ran its second cohort in 2013. The four-week program targets incoming high school graduates to provide them a boost for their first year at LMC. In the last year, the college also participated in the Survey of Entering Student Engagement (*SENSE)* and 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 (evidence: School Leader Invitation, EPB Agenga.2.22.12, Notes from ED Breakfast.2.22.12, EPB Agenda.12.7.12, Notes from ED Breakfast.12.7.12, EPB Agenda.11.4.13, EPB Notes.11.7.13)

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 the student services provided to CTE and other students at the college in many ways. The initiative has bolstered the focus on career tech 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 in the college and in the San Francisco Bay Area. Going forward, the College will continue and 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 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 (evidence CSSI Report 090112, Analytics)

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 college at large. 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 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 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.

A new strategic plan for 2014-2019 is being first developed by the District Office as a means for each of the Colleges within the Distirct to guide the development of their own individual College strategic plan. The District began its planning efforts by conducting an environmental scan of the entire Contra Costa County and reporting out the data by individual College service area (evidence: environmental scan). The evidence found in the Environmental Scan formulated an approach and introduction to the first of three strategic planning charettes (evidence: 1st charette) in Fall 2013. The College begun its formal strategic planning process with an opening day exercise in January 2014 (evidence: opening day big ideas document). The themes and evidence gathered by the District, along with the input gathered during the opening day exercise, have served as the basis for discussion in the three strategic planning retreats that have been held in planning efforts for the College (evidence: powerpoints from retreats).

Actionable Improvement Plan
Edited second draft – RL, KK and Dan Henry; February, 2014

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, an all college activity was conducted on opening day of the spring 2009 semester during which measures for the EMP were developed (cite evidence "EducationalMasterPlanNotesfromOpeningDay"). Subsequently, in the spring 2011, the Planning Committee, in collaboration with the 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 (Evidence: "Institutional Effectiveness Report Spring 2011"). In response to this report, the SGC and Planning Committee jointly developed a draft list of potential strategic priorities (Evidence: "APPENDIX III – spring 2011 SGC Planning Priorities")

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 quantified goals for the College. A process to develop interim (fall 2012- fall 2014) strategic priorities was conducted (Evidence: "Steps to Complete Interim Plan 030112"). A subcommittee of the Planning Committee was charged with organizing this work. In order to develop an initial draft of potential priorities, the subcommittee collectively reviewed the following:

1) The draft priorities developed in spring 2011 by the SGC and the Planning Committee (Evidence: "APPENDIX III – Spring 2011 SGC Planning Priorities")
2) Feedback from the fall 2011 all college opening day session where the discussion centered on being outcomes focused (Evidence: "APPENDIX IV - Combined Notes from Opening Day Fall 2011")
3) Recommendations from a Certificate/Degree Completion Task Force from spring 2008 (Evidence: "Appendix II - RECOMMENDATIONS FROM THE CERTIFICATE DEGREE TASK FORCE_SP2008")
4) The spring 2012 study conducted by the SGC on outcomes (Evidence: "APPENDIX V - SGC Study of Big O spring 2012)
5) The spring 2012 Workforce Development Strategic Plan (Evidence: "APPENDIX VI - Workforce Development System Strategic Plan March 2012")
6) The Contra Costa Community College District Strategic Plan (Evidence: "Appendix VII - District wide Strategic Plan") and
7) Additional achievement data (Evidence: "APPENDIX I - Additional Data" and "fall 2012 - spring 2014 Interim Strategic Priorities")

Edited second draft – RL, KK and Dan Henry; February, 2014

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 college community and feedback sessions inviting all constituent groups were held to gather reactions from each group (Evidence: "Strategic Plan Sessions Input Spring 2012"). Additionally, an online survey was distributed to the entire campus community soliciting feedback on the proposed priorities (Evidence: "Survey Feedback on Proposed Strategic Priorities"). Upon integrating the feedback obtained, the Interim Strategic Priorities and the corresponding quantified objectives (Evidence: "Fall 2012 - Spring 2014 Interim Strategic Priorities") were officially recommended for approved by the SGC and approved by the College President (Evidence: "042512SGCMinutes").

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 our African American Students

In order to link the activities of individual units and programs to the objectives in the District Interim Strategic Plan and the College Interim 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 (Evidence: "Program Review Screenshot Objective Link to Strategic Plans"). In addition, as units and programs request new funding, they must link the activities that require additional resources to objectives in their unit/program reviews and the College and District goals (Evidence: Program Improvement and Development Form 2013-14 and 2014-15).

The activities and objectives of Interim Strategic Priorities are also being implemented through many major grants, initiatives and committees in the College. (Evidence: "EXITO Activity Objectives 092911" and "STEM_GRANT_OBJECTIVES") The Professional Development Advisory Committee Strategic Plan (Evidence: "PDAC Strategic Plan 10-24-12") and the Workforce Development Strategic Plan (Evidence: "APPENDIX VI - Workforce Development System Strategic Plan March 2012") also align with these priorities.

In order to demonstrate the alignment between the activities and objectives of individual units, programs, and projects with the objectives of the college strategic priorities, the Planning Committee proposed to use the updates in the program review process, along with the annual reporting of grants and other programs, to update the activities and progress in the college strategic priorities document.

Self Evaluation

Los Medanos College meets Standard 1.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 (Evidence: "fall 2012 - spring 2014 Interim Strategic Priorities") are clear and measureable. Therefore, the extent to which these objectives are attained is easily monitored.

The College facilitated an Employee Survey in 2010 and again in 2014 (evidence: 2010 & 2014 surveys). Since the questions between the surveys varied slightly, a crosswalk document was created to enable a survey to survey analysis (evidence: crosswalk document) Employees were asked to reflect on how well the institution sets and articulates goals and objectives. The survey enables the results to be sorted by constituencies (classified, faculty, and managers). Overall, there is improvement in the awareness of goals and the activities planned to reach those goals.

A new strategic plan for 2014-2019 is being first developed by the District Office as a means for each of the Colleges within the Distirct to guide the development of their own individual College strategic plan. The District began its planning efforts by conducting an environmental scan of the entire Contra Costa County and reporting out the data by individual College service area (evidence: environmental scan). The evidence found in the Environmental Scan formulated an approach and introduction to the first of three strategic planning charettes (evidence: 1st charette) in Fall 2013. The College begun its formal strategic planning process with an opening day exercise in January 2014 (evidence: opening day big ideas document). The themes and evidence gathered by the District, along with the input gathered during the opening day exercise, have served as the basis for discussion in the three strategic planning retreats that have been held in planning efforts for the College (evidence: powerpoints from retreats).

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. LMC has a local Planning Committee, charged by the SGC, with faculty, staff, student, and management representatives from diverse programs and units at the College. The representatives are appointed by their respective senates and the President's Cabinet. 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. (E*vidence: PDFs and links of planning sites; **and list SGC charges***).

The Planning Committee has developed a planning cycle calendar (*Evidence: Planning Calendar, planningcyclesandaccreditation*) to outline expectations and establish institutional timelines. Some of the major efforts led by the Planning Committee include Strategic Plans (E*vidence: Interim Strategic Plan, 2014-2019 Strategic Plan*), and the Annual and Comprehensive Program Review processes, which are linked to the Resource Allocation Process (*evidence: link to submission tool, 3 Comprehensive review template documents, 2014-15 RAP forms and timeline*). These processes demonstrate integrated planning across the college and a systematic approach for evaluation and improvement.

A subgroup of the Planning Committee began drafting the College's interim strategic plan (2012-2014) after assessing and evaluating institutional data (*evidence: Institutional Effectiveness Report, AARC data report, IDEA Inquiry Phase I & II, student achievement data in Appendix 1 of Strategic Plan, Appendix 2 – task force recommendations*). This plan was then approved by the college community through a systematic process by which the draft was presented to various constituents at open fora where input and feedback were gathered and incorporated in to the final document. (E*vidence: SGC notes, College Assembly/All College Day notes, Vision 20/20 notes, Strategic Plan Session Notes, Survey Feedback on Proposed Strategic Priorities*). The priorities of the College's Interim Strategic Plan align with the District Strategic Plan (*evidence: District Strategic Plan*) and are revised as part of the same cycle. The current Strategic Plan is effective until fall 2014.

A new strategic plan for 2014-2019 is being first developed by the District Office as a means for each of the Colleges within the Distirct to guide the development of their own individual College strategic plan. The District began its planning efforts by conducting an environmental scan of the entire Contra Costa County and reporting out the data by individual College service area (evidence: environmental scan). The evidence found in the Environmental Scan formulated an approach and introduction to the first of three strategic planning charettes (evidence: 1st charette) in Fall 2013. The College begun its formal strategic planning process with an opening day exercise in January 2014 (evidence: opening day big ideas document). The themes and evidence gathered by the District, along with the input gathered during the opening day exercise, have served as the basis for discussion in the three strategic planning retreats that have been held in planning efforts for the College (evidence: powerpoints from retreats).

The Planning Committee also provides college leadership for the annual program review update process and the five year comprehensive program review. The goal of program 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 the 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 Research Office makes useful data,

such as retention and completion rates, available to each program/unit. This data is currently available through the Program Review Submission tool *(evidence: Accessing Program Review Data Fall 2012, fall 2013)*. The data provided is clearly presented, highly relevant and helpful throughout the strategic planning process of each program/unit. The local 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 *(evidence: Planning Committee meeting notes – link to insite page or webpage, Unit Program Review General Feedback)*.

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 *(evidence: Unit Program Review – Definitions and Instructions , Program Review Outline and Instructions, Survivor Program Review Island Focused FLEX Flyer)* . The Planning Committee provided input to help design an enhanced 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 *(evidence: Program Review Screenshot Objective Link to Strategic Plans)*.

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 2011-12 academic year. A rubric with additional helpful information (definitions, instructions) was established by the Planning Committee and provided to all programs/units prior to the beginning of the program review process *(evidence: Program Review Rubric)*. 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 *(evidence: Program Review feedback form)*. To prepare the campus for the Comprehensive Program Review and to address some of the challenges identified during the feedback process *(evidence: Unit Program Review General Feedback)*, a day-long professional development workshop was provided during fall 2012 as a collaborative effort between the PDAC and the Planning Committee *(evidence: Survivor Program Review Island Focused FLEX Flyer)*. This workshop provided information and training on using the new program review submission tool, writing clear objectives and making connections between strategic planning and student learning outcomes *(evidence: Unit Program Review – Definitions and Instructions, ObjRationaleActivity, Gil Game)*.

 The connections between Program Review, strategic planning, and the Resource Allocation Process (RAP) have been streamlined as well. RAP proposals are directly linked to objectives in the program review *(evidence: Program Improvement Development form)*, and all program review objectives are linked to Strategic Priorities at the college and assessment results of student learning outcomes. The timeline and process for completing the Resource Allocation Process have been clearly communicated with the college (evidence: RAP timeline).

In addition, the College has developed Educational, Technology and Facilities Master Plans with input from the college community (*evidence: 3 Master plans, Educational Master Plan Notes From Opening Day Activities, AppendixIV – Combined Notes From Opening Day Fall 2011*). 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 focused College Assemblies (*evidence: EducationalMasterPlanNotesFrom OpeningDayActivities, AppendixIV – Combined Notes From Opening Day Fall 2011*).

Self Evaluation

Los Medanos College meets Standard 1.B.3. LMC has been utilizing data throughout various planning processes and continues to assess the effectiveness of its approaches. All of the efforts described demonstrate integrated planning across the college and a systematic approach for evaluation leading to 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 process 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. 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 Planning and Research along with four research analysts. Each college in the District has a planning committee. To provide leadership in 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 effective in 2013-2014. The Office of Planning and Institutional Effectiveness enables the College to integrate and support all planning efforts on campus, as well as to maintain alignment with the District Planning and Research Office. (evidence: LMC Administrative org chart). (*evidence: Research Dept Pre and Post Survey*)

The Planning Committee continues to improve the efficiency and effectiveness of the Program Review process at LMC. During the 2012-13 Program Review cycle, a new submission tool (web application) was implemented. Based on user feedback, this tool continues to be evaluated and improved by the Office of new Office of Planning and Institutional Effectiveness in collaboration with the IT Department and the Planning Committee. (*evidence: Program Review Submission Tool Feedback 2013 and 2014*).

Actionable Improvement Plan

Design and implement an instructional technology plan that will support student learning in all classrooms and labs.

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.

Edited second draft – RL, KK and Dan Henry; February, 2014

Descriptive Summary

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. (evidence: SGPositionPaper03).

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 the management, as well as the College President. (evidence: SGPositionPaper03Pg2FlowChart). The President selects the management representatives, who are non-voting members of the Council. SGC is deems to be "the Keeper of the Plan", and makes recommendations to the College 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 Strategic Priorities. (evidence: EMP, Dist. Strategic Plan; LMC Strategic Priorities)

SGC authorizes shared governance committees and assigns them annual charges that align with the mission and strategic priorities of the College. (evidence: SGC Sub-committee charges 11-12 (may need to update for 2013-2014). Shared governance committees rely on research and input by all members, who 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 plans, and the College Mission Statement. Committee and 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 employees at the department level. (evidence: Nov. 2, 2012 email from Pres. Bob Kratochvil re: program review). Additional Evidence: Program Review/RAP – Bob's campus-wide emails (11/2/12 & 2/8/13), RAP allocations – Bob's campus-wide emails and memo attachments (5/24/13 & 9/19/13)

Other opportunities for involvement in college planning and decision making include participation in College Assemblies (**Evidence: calendar of Monday meetings**), and Flex Activities. (**Evidence PDF of website: http://www.losmedanos.edu/intra-out/staff/flex.asp.**) Periodic surveys on a variety of collegiate issues are sent out electronically to the LMC community, which provides another avenue for faculty, staff and students to have a voice. A recent survey to the LMC community was initiated by the President's Office in order to gauge student and employee perception and satisfaction with the College Mission Statement during the review process in 2013-2014. (Evidence: Mission Statement survey – email from Bob)

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The College facilitated an Employee Survey in 2010 and again in 2014 (evidence: 2010 & 2014 surveys). Since the questions between the employee surveys varied slightly, a crosswalk document was created to enable a survey to survey analysis (evidence: crosswalk document). The survey enables the results to be sorted by constituencies (classified, faculty, and managers). Overall, there is improvement employee perception that there is broad opportunity to participate in the planning process.

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 approach to resource allocation is designed to lead to improved institutional effectiveness and student success. The mechanism to request additional funds is through the Resource Allocation Process (RAP) which occurs after the annual Program/Unit Review and Planning process. Departments and units may make requests to 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 department'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 increased numbers of requests. (evidence: RAP memo to LMC Community - 2011-2012 R. Livingston, Pres).(Evidence: RAP Memos to LMC Community – Spring 2013, Fall 2013)
SGC reviews and ranks RAP requests annually in spring after a brief presentation by the proposer, a discussion of the proposals, vetting of concerns, and evaluation. This approach has consistently resulted in the President accepting the recommendation of the SGC. 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. The College makes every effort to fund proposals through a painstaking search 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 other may need further review; and some are not approved if they do not meet the necessary criteria during the review and ranking process.

Some examples of recently approved RAP proposals are:

- Perkins funds were used to support Career and Technical Education (CTE) requests for new equipment and instructional technology in the Automotive Technology, Electrical and Instrumentation Technology, Graphic Arts, and the Welding Technology programs.
- Program maintenance requests resulted in new and/or updated equipment and software in student labs at both the Pittsburg and Brentwood campuses; a variety of other proposals were funded, both instructional and operational, most of which directly benefit student learning. (evidence: memo's from President for status of all 2011-12 & 12-13 proposals)

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 a NASA national competition, debate tournaments, university transfer tours, and conferences, as well as program equipment and supplies. (Evidence: list from Lindy)

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 work to increase 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 strategic planning process resulted in applying for the $14.9 million Trade Adjustment Assistance for California Community Colleges Training (TAACCCT) regional grant to support workforce development in the region. This grant is a consortium grant which includes 14 Bay Area community colleges and 3 workforce development boards with LMC as the fiscal agent receiving $1.2 million of these regional funds. (Evidence: ?)

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. (evidence: 2012 Bond Report to the Community.)

Self Evaluation

Los Medanos College meets Standard 1.B.4. Attendance at Faculty and Classified senate meetings remains consistent, but is sometimes sparse; however all employees receive emailed agendas and minutes. Many faculty members are highly involved and engaged, particularly in SGC and the committees under its purview. In general, attendance/participation at college assemblies and flex activities is good, but could always be better. The College has a devoted group of classified employees who are very involved and engaged in shared governance matters, but as can be expected, many classified employees opt out of participating in on-going commitments to committees and tasks forces, due to concerns about their regular workload. 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 is consistently strong on several of shared governance committees, but during some academic years it has been difficult to recruit enough students for all shared governance and task force needs.

LMC's successful program review and resource allocation processes have resulted in improved institutional effectiveness, enhancing the educational environment and learning for the students the college serves. The Program Review and Resource Allocation processes are evaluated and improved

annually to ensure its on-going reliability in allocating resources aligned with LMC's institutional, mission, goals and priorities.

To assist in on-going planning processes, upcoming surveys are planned to gauge the sentiment of all constituents on shared governance processes; level of participation in college governance; understanding of the Program Review and Planning process, etc.

The College facilitated an Employee Survey in 2010 and again in 2014 (==evidence: 2010 & 2014 surveys==). Since the questions between the surveys varied slightly, a crosswalk document was created to enable a survey to survey analysis (==evidence: crosswalk document==) The survey enables the results to be sorted by constituencies (classified, faculty, and managers). Overall, there is improvement in the awareness of goals and the activities planned to reach those goals. For example, when asked, "The institution has a culture of using research information for purposes of evaluation and planning," all three constituencies reported increased awareness. Faculty showed increasing in Moderately Agree response from 34.7% to 42.9%, Management showed increasing in Moderately Agree response from 40% to 76.9%, and Classified showed increasing in Moderately Agree response from 38.3% to 58.6%.

Actionable Improvement Plans

None.

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

Descriptive Summary

The College collects a variety of data and assessment results, such as course level student learning outcomes assessments (CSLOs), program level student learning outcomes assessments (PSLOs), career technical education (CTE) outcomes data, and self studies, as well as data provided by the District research office which includes disaggregated, enrollment, retention, completion, success and productivity data.

LMC utilizes a variety of methods to communicate data both internally and externally - 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, also accessible outside of campus), InSite (the portal service supplied by the District), email, college meetings, and committees. Externally, the college provides access to its data to the public via internet resources like the College website, http://losmedanos.edu/, publications, and on/off site meetings with advisory boards and local high schools. The District provides each college with basic yearly research data that illustrates enrollment retention, student success rates, and productivity. The College has taken its own initiative to collect District and local college data and respond to the local community's needs through the Educational Master Plan. The

Program Review process requires that assessment data from program assessment be included in both annual and comprehensive updates.

The College collects data, produces qualitative assessment results, and communicates its institutional excellence to the public through various media: The *CCCCD Fingertip Facts (Ev. http://www.4cd.net/about/docs/Fingertip%20Facts.pdf)* communicates the college's dedication to access, equity, innovation, opportunity, support services and student success. *Chapter 3: Environmental Assessment and Analysis* (*Ev. b. LMCEMP-2007.doc pp.9-12*) of the *2006 - 2016 Educational Master Plan* 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 is shared with campus employees via email, college-wide meetings and is presented at the District level to the District Governance Council (DGC) meetings. (EV. http://www.4cd.edu/about/committees/dgc/minutes/Forms/AllItems.aspx).

As a result of reviewing the initial assessment structure in practice, the SGC assigned 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) in order to be in synchronization with required course outline updates. (EV. *AccFA11.docx*) The *TLP position paper* (*Ev. Final amended TLP position paper w-graphic SP12.pdf*) – 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 (evidence: journalism PSLO assessment - http://www.losmedanos.edu/programassessment/journalism.asp).

The CORE indicator data is collected by the Office of Instruction and Distributed to the CTE faculty during Program Review. CORE indicator data is also collected and distributed during the Perkins Grant application period, which occurs it the spring of each year. CORE indicator data is used as a benchmark for programs to measure their attainment toward specific criteria such as skill attainment, completions, persistence, employment and underrepresented student participation (evidence- CORE Indicator for Accounting. Stored under Pdrive/perkins/core indicator data). CTE programs report annually through the Program Review Process on their progress toward meeting these indicators (evidence- Program Reviews from CTE programs).

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 (evidence- minutes attached), collaborate to provided middle and high school outreach, and articulation activities. Linking activities with K-12 partners, such as the Educational Partners Breakfast (evidence: minutes attached) and the C5CTE Collaborative (evidence: minutes attached), 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 regards to improving student success in underserved students. In 2009, LMC partnered with the University of Southern California's Center for Urban Education (CUE) (Ev. *CUEEquityModelFAQs.pdf*). The LMC Evidence

Team (Ev. *Newsletter - feb2010.pdf*) has adopted the CUE Equity Model and is currently in Phase 2. In 2010, the Institutional Effectiveness Report (Ev. http://www.losmedanos.edu/groups/research/documents/InstitutionalEffectiveness2010.pdf) revisited institutional goals from previous years to assess the current status of students' success and achievement data.

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 institution (evidence: committee membership - http://www.4cd.edu/about/committees/measure_a/default.aspx). The commmittee is directly involved with the oversight of each of the facilities programs outlined in the two different bond campaigns (evidence: bond oversight committee 10/23/13 agenda and minutes).

Self Evaluation

Los Medanos College meets Standard 1.B.5. The College ensures communication through email, college meetings, publications, intranet, and through its website. The institution demonstrates quality through its programs and services and is responsible in relaying its information 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. (Evidence: http://www.losmedanos.edu/programassessment/). 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 via 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. SLOs of 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 (Evidence: http://www.4cd.edu/research/default.aspx) is now the centralized site for all data related to the District and the three colleges. The website of the LMC Office of Planning and Institutional Effectiveness (Evidence: http://www.losmedanos.edu/planning/) is the centralized site for all College plans, accreditation and links to the program level assessment site . (Evidence: http://www.losmedanos.edu/programassessment/).

Actionable Improvement Plan

Edited second draft – RL, KK and Dan Henry; February, 2014

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 to review, assess, and, if necessary, propose changes to the College's strategic plan, existing planning processes, and the program review process [Evidence: SGCSub-committeeCharges11-12]. The Planning Committee did assess and modify the Strategic Plan [Evidence: 042512SGCMinutes] in April 2012 in order to clarify and improve effectiveness regarding cultural competency and contextualized learning. The Strategic Plan and Educational Master Plan have been reviewed, discussed [Evidence: PlanningCommitteeMinutes3-32011], and updated so that review and planning cycles the College's Strategic Plan timeline now align with District's. The Planning Committee worked collaboratively with the Teaching and Learning Project, and includes new assessment cycles to align with Program Review and course updating cycles [Evidence: Final amended TLP position paper w-graphic SP12 (in Eric's evidence file)]. These changes are designed to ensure that all programs and units within the institution conduct assessments with the current Master Plan 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 has made changes to the process and the forms in spring 2014. (Evidence: SGC minutes fall 2013; 2014-2015 RAP forms)

The Planning Committee initiated a process of peer review of annual program/unit review documents in order to improve the quality of planning in individual programs and units [Program review rubric]. This assessment activity has led to collaboration with the professional development committee. There have been professional development activities focused on improving the quality of program reviews [Evidence: Survivor - Program Review Island Agenda for Day 8-15-12, Evaluation Summary meo 9-10-12, and Survivor Program Review Island Focused FLEX), as well as training sessions for the new Program Review Submission Tool [Evidence: ResearchandPlanningCommitteeMinutes12.6.12 and Program Review Submission Tool Now Available].

A new program review submission tool was developed to incorporate the results of SLO assessment, in program review, develop new objectives based on assessment results and other program needs, and document the resources that will be required. [Evidence: link to PRST]. Resource Allocation Proposals (RAP) must be related to objectives stated in program review to be considered for funding [Evidence: http://lmcsharepoint/RAP/default.aspx]. Each year after the resource allocation process is completed, it is evaluated by SGC. (Evidence: SGC Minutes fall 2013) 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. (Evidence: Revised RAP forms spring 2014) Similarly, each year after the program/unit review process is completed it is evaluated. Based on feedback received in spring 2013, the Program Review Submission Tool (PRST) was modified in fall 2013 to now include the ability to

upload course level and program level assessment reports to the "data repository" of each program within the tool. (Evidence: Screen shots of the PRST)

Research has been centralized in the District Office under the leadership of the 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 to the SQL reporting system accessible by all college personnel through the InSite Portal.

Self Evaluation

Los Medanos College meets Standard 1.B.6. 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 model implemented in 2012, while effective, is not sustainable given the number of hours each validation took.

Actionable Improvement Plan
Create a sustainable process for validating program review annual updates and comprehensive review submissions.

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 evaluates the LMC's evaluation mechanisms, based on charges from the SGC. Here are some examples of how the college evaluates processes in order to improve effectiveness:

- The College administered the Survey of Entering Student Engagement (SENSE) survey which surveys for student engagement in Fall 2012 (evidence: SENSE results)
- The 2011 Institution Effectiveness Report, linked to the Educational Master Plan, measured the recommended indicators of institutional effectiveness (evidence: institutional effectiveness report 2011)
- Each program/unit submits an annual Program Review report 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 Review reports. (evidence: Evaluation Rubric)
- The 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 (evidence: Program Review Survivor Island).
- A link to the SQL reporting tool is included in the Program/Unit 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. (Evidence: Screen Shot of SQL page with data)
- 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. (Evidence: Screen Shot of page)
- 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. (evidence: PDF of http://reports.4cd.edu:82/Reports/Pages/Report.aspx?ItemPath=%2fResearch+Department%2f LMC+REPORTS%2fPROGRAM+REVIEW%2fLMC+STUDENT+TRACKING+SYSTEM)
- LMC programs analyze CSLO and PSLO assessment results and respond to them in order to improve student learning. (Evidence: ?)
- The Planning Committee evaluated the program review online submission tool through a survey (evidence: program review submission tool survey 4-26-13). The Planning Committee created a new online program submission tool for instruction, student services and administration in 2012 and the tool was modified in 2013 based on results of the survey.
- The College administered the Community College Survey of Student Engagement (CCSSE) which surveys for student engagement in spring 2013 (evidence: CCSSE results)
- The College also administered a Student Satisfaction Survey in spring 2013. (Evidence: results)
- The College administers an Employee Satisfaction Survey every 3 years – 2007-2008; 2010-2011, and 2013-2014. (Evidence: Results on website of Office of P&IE)

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, etc) on campus. A special program project summary report was developed (Evidence: special program project report). Several recommendations are in the document and the first phase is currently being implemented. The new data tool for special 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 special 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. The 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 process.

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, and various data collection tools. The new data available for learning communities and special programs will improve the effectiveness of the evaluation process for these programs, which should result in improvements in these programs.

Planning Agenda

None

4th Draft Completed April 15, 2014