Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports personal and civic responsibility and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students.

II.A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

Los Medanos College's mission statement exemplifies the college's commitment to student learning and success and to the community: "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."

New programs under consideration are reviewed for appropriateness and alignment with the college mission as well as the availability of resources by the Shared Governance Council, the Academic Senate and the Curriculum Committee. The Curriculum Committee, which is a sub-

committee of the Academic Senate, ensures that all course offerings align with, and support, the mission of the college and are of appropriate academic rigor, breadth and depth for an institution of higher education. Curricula are kept current through the regular revision of course outlines of record (COORs). All COORs are reviewed and updated at least once every five years. The review process includes the update of content, textbook and supplemental materials, mode of delivery and student learning outcomes

II.A.1: The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Los Medanos College identifies and meets the varied educational needs of its students and offers programs consistent with their educational preparation, diversity, demographics and the regional economy. This is reflected in the instructional programs and student support services which the College offers, including learning communities like Puente, Mesa, and Umoja that focus on the particular needs of our diverse student population. Through the program review process, all programs annually review available data relevant to their program and the students that they serve. Data collection is supported by the office of institutional effectiveness at the District level and is further supported by a Senior Dean of Planning and Instructional Effectiveness at the college. Our most recent Environmental Scan data, along with results of CESSIE and SENSE have provided a wealth of data including, but not limited to, demographics of the college's service area and students enrolled at the college, high school student graduation rates and public four-year university eligibility, and median income information, as well as feedback on levels of student engagement. All this data is available on the college and district website. (Evidence:

Environmental Scan, CESSIE and SENSE) Additionally, representatives from the District and college data teams have presented relevant research data in a variety of college forums including college assemblies, committee meetings, and meetings with community leaders in our feeder high school districts. Progress toward achieving stated learning outcomes is monitored through course and program level assessment as defined in our Student Learning Outcomes Assessment Model. (Evidence: Student Learning Outcomes: A new model of assessment, Spring 2012).

Self-Evaluation

A spring 2011, Faculty Survey on Assessment completed by 97 full-time faculty (87.4 percent of 111 full-timers) and 70 adjunct faculty (24.6% of 285 adjuncts) found there is a high level of participation by faculty in assessment. A majority of the faculty responding reported that they made changes in instructional methods and to the course structure, and that their departments or programs made changes to the course outlines of record terms of student learning outcomes, in the sequence of courses, and/or to the program requirements. The new assessment model itself is an improvement plan already in action. It was the end result of a year of self-evaluation and analysis, and integrates evaluation at the midpoint and end of each five-year cycle. Each evaluation will lead to needed improvement in the model.

The assessment survey also evaluated a variety of other metrics relating to teaching, learning and assessment at LMC. The raw survey data and comments are on the P-Drive and an executive summary of the survey was written and included as an appendix in the approved position paper revising the assessment model, which is also available on the P-Drive.

Actionable Improvement Plan

None

b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

LMC offers a variety of scheduling options to serve its students, including traditional semester-length classes, short-term classes, evening and weekend classes, distance education classes and off-site classes. Many departments offer students multiple options of modes of instruction, including self-paced (i.e. some math courses), fully online courses (Travel Marketing Program) and hybrid online courses.

The Curriculum Committee, a subcommittee of the Academic Senate, approves each course, along with its specific mode(s) of delivery before a course can be offered. When evaluating courses for approval, the committee evaluates the mode of delivery -- whether lecture, lab, activity, online, or hybrid -- in the context of the content of the curriculum, the student learning outcomes and whether effective and substantive instructor-student contact can be achieved based on the design of the course.

All course outlines intended for online or hybrid delivery are reviewed by the Distance Education Committee, comprised of faculty with expertise in online teaching and learning, as well as staff and administrators, prior to the course being reviewed for official approval by the Curriculum Committee. Teaching and learning in courses delivered via distance education are also reviewed when the instructor of record is evaluated. Instructors who teach fully online or hybrid courses are evaluated based on the same criteria as instructors who teach face to face courses, with the addition of an evaluation item that specifically addresses instructional effectiveness within the online medium. In addition, students are asked to evaluate their individual online course in various ways, such as instructor-generated questions and campus wide inquiries. Data is gathered and presented on the Distance Education website and was included in the Substantive Change Proposal: Distance Education (December 19, 2012), which was approved by ACCJC in June 2013. Student learning outcomes in online or hybrid courses are assessed as other courses are, with slight modifications to address the online format. Assessment results are reviewed by departments in the program review process, which includes an annual update.

Choices about which courses are to be offered in a distance education mode are made by the discipline faculty, based on their expertise and evaluation of what content can be communicated well in an online environment, as well as through the guidance of program advisory boards in the case of CTE courses. For example, LMC's Travel Marketing Program, which was offered for many years in a face-to-face mode of instruction, was one of the first programs to begin offering courses entirely online. Since travel professionals now utilize the Internet not only to research and book travel, but also to market their businesses, online courses provide a hands-on approach to learning the technology that will be used on a daily basis by travel professionals. During the 2009-10 academic year, the Computer Science Department worked with its advisory board to assess the latest needs of industry and review the local job market. It then developed several new programs leading to degrees and certificates. The curriculum for these programs includes both new and existing courses, and some of the existing courses having been offered completely online for five or more years.

In both the Curriculum Committee and Distance Education Committee, courses delivered online require the completion of the Online Supplement to the Course Outline of Record form, which is reviewed carefully and approved separately and in addition to the official COOR. The Online Supplement form specifically requires the author to describe how the student learning outcomes will be successfully achieved in an online mode of instruction, as well as how effective and substantive instructor-student contact will be achieved. After the Distance Education Committee reviews and endorses the Online Supplement form, the official COOR along with the Online Supplement form, are reviewed by the Curriculum Committee, which is authorized to give official approval.

Student learning outcomes for all courses are assessed by the same standards, regardless of mode of delivery, and use the same outcomes, assessment criteria and rubrics. Individual course level outcomes, regardless of the mode of instruction, are assessed according to the regular college cycle of assessment.

Self-Evaluation:

Significant dialogue has occurred regarding course effectiveness in meeting student needs and supporting student learning. Committees such as Curriculum, Distance Education, Teaching and Learning, and faculty who have completed assessments share their results at department/program meetings and on the college level at department chair meetings, flex workshops and college assemblies. Improvements range from changes in course and program curriculum to improved instruction through professional development to improved student support through services such as tutoring to help students.

During the fall of 2008 the college formed a Distance Education Task Force to draft a strategic plan for distance education. The purpose of the plan was "to provide recommendations and direction to the college in providing online services of rigor, breadth, and depth that are substantiated through an ongoing cycle of planning, assessment and improvement." The plan was developed by the Task Force in the fall of 2009 and adopted by Shared Governance Council. The Distance Education Committee (DEC) remains the planning and online course review body for the college. Chaired by a faculty member, the DEC:

- Reviews and makes a recommendation to the Curriculum Committee for each online supplement form completed for the corresponding course outline of record
- Advises the Technology Systems Manager and the system administrator for the learning management system (LMS) on the operation of the college's LMS
- Reviews and develops new training courses and materials for online instruction
- Drafts and submits for approval to the Academic Senate and SGC policies related to online instruction
- Participates in the training for the new district wide learning management system, Desire2Learn (D2L).

LMS proposals were evaluated by the Contra Costa Community College District Technology Committee and a decision was made to upgrade the existing LMS from Blackboard to Desire2Learn during the 2013-14 academic year. The new D2L system allow for all instructors to have access to the online platform regardless if they teach face to face or in an online or hybrid format. Rationale for this includes providing wider access of course information for students, decreasing the need for printed materials, and increasing opportunities for faculty to become familiar with the new LMS system. This new LMS will enhance learning by aligning student learning outcomes to assignments and exams within the course room. To ensure on-line courses meet the rigor of quality instruction, an Online Supplement is required when the course outline of record is (COOR) is updated.

In addition to the Desire to Learn LMS system, the college utilizes other technologies for teaching, learning and assessment. Examples of this include clickers in Automotive Technology and PTEC, whereby immediate feedback and measurements can be used to enhance teaching. To facilitate use of technology in the learning environment, LMC and its Brentwood Center have 48 Smart classrooms between the two facilities, with additional Smart Classrooms outlined in the college's instructional Masterplan.

The Distance Education Committee made good progress in 2013-2014 in planning for a more coherent approach to online instruction, updating our strategic plan for distance education, coordinating with district wide efforts to implement our new learning management system and to consider planning regarding training, online degrees and certification for online instructors. However, there is not yet a college-wide process in place to evaluate the breadth and pattern of our online course offerings, or their effectiveness. For example, we have not yet had a college wide dialogue regarding data provided by District Research on comparative success and retention rates for face to face vs. fully online or hybrid courses, though these conversations may take place within departments. Nor have we had college wide discussion about survey results that indicate that 24.6% of 66 faculty responding to the 2014 LMC Satisfaction Survey "strongly disagree" that the college should expand distance education courses and offer online degrees. It should be noted, however, that the 66 faculty who responded to the Satisfaction Survey represent only 18% of all faculty, and the survey did not distinguish between full time and adjunct faculty.

(Evidence: LMC Environmental Scan 2013) From a student perspective, when 924 students were surveyed on their satisfaction with online courses, about 35% were satisfied or very satisfied with their experience, about 15% were dissatisfied or very dissatisfied, and about 50% considered the question non-applicable or didn't respond, presumably because they had not taken an online class. (Evidence: LMC Student Satisfaction Survey 2013). This data provides a jumping off point for discussion, generation of additional questions, and possible new lines of inquiry.

Actionable Improvement Plan

- Implement consistent and comprehensive evaluation of online curricular offerings, examining the degree to which the breadth and pattern of offerings is meeting student needs; analyze data on the success and completion rates of online and hybrid courses to inform efforts to improve student learning and success.

c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Student learning outcomes have been developed for all courses included in the college catalog and Chancellor's Office approved certificates and degrees. In spring of 2013, the college began developing outcomes for all of its locally approved skills certificates as well. General Education outcomes, which currently serve as our Institutional level outcomes, have also been developed for all General Education courses. Course-level outcomes are aligned with program and/or institutional (GE) student learning outcomes.

Authentic assessments developed by discipline faculty and designed to measure knowledge, skills, abilities or behaviors are in place at the institutional, program, and course levels. Assessment results are documented on the college's Public drive and are summarized as part of the annual program review process. The assessment model and cycle was revised during the 2011-12 academic year after a college wide survey and dialogue in order to systematize assessment at all levels and to document the close integration of assessment, program review, planning, and resource allocation. (Evidence: Faculty Survey on Assessment, Spring 2011 and Student Learning Outcomes: A New Model of Assessment, Spring 2012.)

The recently revised assessment model at LMC is designed as a five-year cycle to synchronize with the Title 5-mandated timeframe for revising course outlines of record. In addition, it attempts to be as simple and sustainable as possible resulting in economies of time for faculty and economies of resources for the institution. Here are highlights of the revised process:

- A five-year cycle integrates assessment, course outline revision, program review and planning, professional development and the resource allocation process.
- Courses are grouped by instructional departments into four cohorts for the purpose of assessment and course outline revision by the discipline faculty.
- Approximately 25 percent of the courses are assessed each year for four years of assessment at the course level, assessing all CSLOs in all courses in each of the four course cohorts. This achieves assessment of each course at least once in every five-year assessment cycle.
- One year of assessment at the program level, during year five, assessing all PSLOs in each instructional program. Student Service programs will assess all PSLOs once during the five year cycle depending on the best fit for the work flow for each of its programs.
- One or more years of assessment at the institution level each cycle, as determined by the General Education Committee, so that all GE student learning outcomes are assessed during a single assessment cycle.

- CSLO and PSLO assessment results, dialogue and improvement plans are documented in program review and planning reports and posted on the college's public drive (P-Drive)
- GE SLO assessment results, dialogue and improvement plans are documented in program review and planning reports and posted on the college public drive.
- Needs identified through the assessment process inform the writing of new or revised program objectives through the program review process and can lead to requests for professional development and/or resource allocation.

Discipline faculty take primary responsibility for identifying student learning outcomes statements for courses and programs and for assessing them systematically on an ongoing five-year cycle.

Student learning outcomes and assessments are established for each course and program according to the following criteria for defining a program, passed by the Teaching and Learning Project in fall 2010:

For the purpose of learning outcome assessment at LMC, a program shall be defined as:

- A program of study leading to a degree.
- A program of study leading to a state-approved certificate.
- An organized service or sequence of courses leading to a defined objective.

Self-Evaluation:

Prior to the adoption of the new assessment cycle, one third of all courses were assessed each year between 2010 and 2013, and all programs were required to have completed one cycle of program-level assessment. The 2012-13 academic year was the transition year where the last year of the old three-year cycle overlapped with the first year of the new five-year cycle.

In the new model, assessment is on-going in every program and is reported through the annual program review cycle. The results are used to inform curriculum and pedagogy modifications, for program improvement and to support budget requests to improve teaching and learning.

Assessment processes and outcomes are discussed regularly at department meetings, meetings of committees -- Teaching and Learning (TLC), General Education, CTE, Department Chair meetings, College Assemblies, Flex activities and CTE advisory boards. Results of assessments, analysis and changes are discussed during Flex and in campus newsletters. These procedures lead to the assessment of quality, reflection by faculty about the teaching and learning process, and improvement where found necessary through analysis of assessment results. Assessment results are used to create program objectives, and to apply for funding for program activities, staff development and additional staffing necessary for improvement.

LMC has revised course content, modified programs and adopted initiatives based on assessment results and institutional dialogue. For example, as a result of CSLO assessments in ESL writing courses and the complementary reading and vocabulary courses, and the dialogue that ensued, ESL faculty have restructured the content, levels and sequence of intermediate and advanced ESL courses in order to provide better supports to enable students to build complementary skills and knowledge. Similarly, LMC initiated the Transfer Academy to provide academic and comprehensive student support services in order to increase completions and transfer, after extensive college-wide dialogue about the need to improve completions of students, particularly traditionally underserved students. An important aspect of the Transfer Academy is continuous assessment and improvement, while shifting the college towards a college-wide focus on first-year experience opportunities for all incoming students. The College's recently revised model of assessment (passed by both the Academic Senate and the Shared Governance Council in spring 2012 and approved by the College President) was created after a year of college wide dialogue and an extensive Faculty Assessment Survey assessing LMC's assessment model. The survey was completed by 168 faculty (87 percent full-time and 25 percent adjunct). The results included 821 comments. The revised model was implemented in fall 2012. It establishes a five-year cycle of assessment coinciding with the Title 5-mandated course outline revision timeline, and integrates course and program-level assessments with course outline revision, program review, planning and requests for resources. Dialogue begins at the department level with analysis of CSLO and PSLO assessment results which are also posted on the college's Public drive for transparency. The assessment results are documented in the annual program review. An executive summary of program level assessment is posted at

www.losmedanos.edu/programassessment for current and prospective students and the community to learn about the College's constant striving for excellence in teaching and learning.

In the faculty contract, department chairs play a central role in leading instructional assessment. Competencies and SLOs are determined by discipline faculty, in consultation with advisory boards and transfer institutions. Program-level outcomes are reviewed annually during the required program review update, and course-level SLOs are reviewed when the course is assessed and when course outlines of record are updated. Updating COORs occur when there is a need to change the COOR for hours, content, PSLO editing, or, at minimum, every five years during the Comprehensive Review cycle.

Actionable Improvement Plan:

None

II.A.2 The Institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Los Medanos College assures quality and improvement of courses through a rigorous approval process led by the Curriculum Committee, a subcommittee of the Academic Senate. All courses are reviewed for content by faculty coaches prior to being presented to the Curriculum Committee. Academic Deans provide a Technical Review prior to approval of the committee, while General Education Courses are reviewed by the General Education Committee. The General Education Committee, a subcommittee of the Curriculum Committee, assesses course outlines to ensure they meet the academic rigor for an IGETC or CSU transferrable course.

Ideas for new courses, fields of study, and instructional programs may originate from a variety of sources including faculty, CTE advisory boards or CTE regional consortia, business, industry, workforce development boards, and legislation, such as California Senate Bill 1440. The college revised the New Program Approval process following discussion and approval by the Curriculum Committee, Academic Senate, and Shared Governance Council in 2010. The process begins with a "big picture" proposal which includes program mission/goals/rationale and curriculum, a needs assessment and feasibility study, and a description of the human, fiscal, and physical resources required for the program that is presented to the Academic Senate and then to the Shared Governance Council for review and recommendation prior to approval by the College president. This is followed by a detailed proposal addressing the current new program approval criteria of Chancellor's (System) Office. (Evidence: LMC Approval Process for New Instructional Programs, Revised Oct. 2012 and posted on Academic Senate website.)

In addition, in accordance with California Senate Bill 1440 (SB1440), Los Medanos College developed Associate of Arts Degrees for Transfer and Associate of Science Degrees for Transfer. Los Medanos College currently offers the following AA-T/AS-Ts:

1. Administration of Justice
2. Business Administration
3. Communication Studies
4. Early Childhood Education

5. History
6. Kinesiology
7. Physics
8. Psychology
9. Sociology
10. Theatre Arts
11. English
12. Studio Art
13. Journalism

Furthermore, the following AA-T/AS-T's are in the curriculum process as of this writing:

1. Computer Science
2. Mathematics
3. Music
4. Art History
5. Anthropology

Self-Evaluation

Curriculum Committee has provided many resources to assist faculty in writing rigorous, well integrated course outlines that clearly and meaningfully address student learning outcomes. From "Camp COOR" and flex workshops to individual coaching and COOR review supported through RAP funding, we have made a concerted effort to help faculty write robust course outlines that undergo a thorough and comprehensive review process. All COORS fully integrate the assessment of student learning outcomes with grading practices, and align course level with program level outcomes. The committee is currently trying to streamline processes for course approval based on feedback that the course approval process can be lengthy, especially if the course has to go through multiple committees for review, such as online and GE courses. In addition, the committee is actively working on clarifying and communicating criteria for course

approval. We hope to complete that process before we move to writing and tracking courses through CurricuNet, a step we anticipate will occur in 2014- 2015.

Actionable Improvement Plan

None.

b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Los Medanos College relies primarily on faculty expertise in the discipline to establish measurable student learning outcomes and competency levels for programs, certificates, degrees and courses in general and vocational education along with input from advisory committees, external boards, and/or is informed by the curriculum of transfer institutions.

LMC vocational programs are required to have an advisory committee where industry levels of skills, competency and knowledge are discussed to help inform the development of student learning outcomes in these programs (Evidence: CTE programs Advisory Board List, Advisory

Board meeting minutes for Computer Science, Nursing, Travel, ETEC). The student learning outcomes for the General Education program are determined by the faculty-driven General Education Committee based on the philosophy of general education and the curriculum of transfer institutions to enable articulation (Evidence: GE SLOs, GE Philosophy). Measurable student learning outcomes are documented in the official course outline of record for every course developed by the faculty in the discipline. The Curriculum Committee reviews and approves the official course outline of record for new and revised courses, which includes the SLOs for the course and the program. The course-level student learning outcomes are aligned with the program-level student learning outcomes, so that students completing the program will have the necessary competency level required by industry, business and/or transfer institutions. (Evidence: COORs for Biosc 10, Child Dev 35, English 100, Journ 10, Math 70, Psych 10)

Based on extensive institutional dialogue, the college revised the assessment cycle during the 2011-12 academic year in order to synchronize the cycles of assessment, program review and the updating of course outlines. (Evidence: Teaching and Learning Position Paper.) The new assessment cycle was implemented during the 2012-13 academic year. A quarter of the courses in each program are to be assessed each year between 2012 and 2016. (Evidence: Child Development courses in four cohorts) During the 2016-17 academic year, all the programs will again conduct assessment at the program level which will be informed by the assessments at the course level, in addition to other program-level assessments. This five year assessment cycle is synchronized with comprehensive program review, which is conducted every fifth year (The comprehensive program review was completed in 2012-13 and is next scheduled for 2017-18). It also takes into consideration the Title 5 requirement to update course outlines of record at least once every five years. In between the five-year comprehensive program review, the college conducts an annual program review update. The results of each year's assessments are documented in the annual program review and the comprehensive program review. (Evidence: Sample comprehensive program review from 2012-13 and from 2013-14)

Self-Evaluation

Every course outline of record approved by the Curriculum Committee includes student learning outcomes developed by the faculty in the discipline. Student learning outcomes are developed based on competency requirements of industry and transfer institutions. (Evidence: Child Development Permit Matrix, UC and CSU Assist for 2013-14). The SLOs of each course are aligned with the SLOs for each program, certificate and degree.

Every vocational program and some general education/transfer majors have advisory boards that provide input on competency levels and student learning outcomes. Faculty review curriculum of other colleges and transfer institutions, as well as participate in state-wide discussions on the Transfer Model Curriculum. (Evidence: List of AS-T degrees) The SLOs for the course and alignment with program SLOs are reviewed by the Curriculum Committee when a new or revised course outline is approved. (Evidence: course outlines of Record, and Advisory Board meeting minutes.)

For example, the Process Technology program was developed in 2006 based on a model curriculum developed by the Center for the Advancement of Process Technology (CAPT) in Texas funded by a National Science Foundation grant. (Evidence: CAPT Website, PTEC Advisory Board Meeting Minutes) It was modified and adapted to local and regional standards in collaboration with industry partners serving on the program's advisory board. The student learning outcomes are clearly based on the competency levels expected by industry. Similarly the Electrical and Instrumentation Technology program was completely redesigned in 2008 by the program faculty in very close collaboration with regional industry and employers to address the latest competency requirements of a broader range of industry partners than the earlier version of the same program. (Evidence: ETEC Advisory Board Meeting Minutes). The Computer Science Department developed several new programs in 2010, based on industry competency standards as a result of discussions and recommendations of the advisory committee (Evidence: meeting minutes Computer Science), and the Administration of Justice Program made changes to its program to align their curriculum to create an Associate of Science for Transfer based upon input from its advisory committee (Evidence: Advisory Committee Minutes, spring 2013.)

Program faculty regularly assess student learning outcomes at the course and program level based on the cycle established by the Teaching and Learning Committee. (Evidence: Course assessment results for PTEC 60, Travel, Journalism; Program Assessment results for ESL, Biology, Journalism, Travel). Faculty discuss the results of their assessments in the department meetings and with the program's advisory board (Evidence: Administration of Justice Advisory Committee Notes, spring 2013). The faculty also get regular feedback from industry members on the advisory board about the knowledge and skills demonstrated by their new hires (LMC graduates) in order to enable the programs to continue to improve. For example, the Process Technology program was asked to increase the amount of hands-on training and to include more "soft-skill" training. As a result, faculty have incorporated more hands-on work in their instruction and a new course on soft skills (PTEC 60) was developed. (Evidence: COOR for PTEC 60, PTEC Advisory Board Minutes documenting soft skills, PTEC program assessment report).

The CSLOs of the course are included in the course syllabus that students receive at the first class meeting. **(Evidence: Syllabus samples from Biology 10, Business 58, Child Development 10, Computer Science 37 online, English 100, Math 34, Math 27).** The SLOs for all programs are listed in the College catalog. (Evidence: LMC Catalog 2014-15)

Standardized "road maps" are being developed for all majors at the college to provide a clear path for students to improve program completion and shorten the completion time. So far, the road maps have been developed for all CTE and STEM programs. (Evidence: Roadmaps for Chemistry, Child Development, PTEC, Biology). These road maps are included on the program web pages and are well utilized by students. (Evidence: Roadmap Analytics). Students are counseled by counselors and advised by program faculty on the pathway to completion. The faculty at the college are getting more adept at assessing courses and programs; and they make the necessary adjustments to the teaching and learning process or the curriculum to continuously improve student success. Executive summaries of the results of program level assessment in plain English are posted on the college website (www.losmedanos.edu/programassessment) for current and prospective students as well as for the community.

Actionable Improvement Plan

None

c.High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

High quality instruction is maintained through effective faculty hiring, professional development and evaluation of both full time and adjunct faculty. Faculty are employed based on the district hiring policy (Uniform Employment Selection Guide) and the State Chancellor's Office minimum qualifications. (http://www.4cd.edu/gb/policies_procedures/HR/Uniform.PDF).

All full time faculty participate in professional development activities during flex and by attending conferences and workshops. Adjunct faculty are also encouraged to participate in flex activities each semester. The flex obligation for adjunct faculty depends on their teaching load and the number of hours/weeks of their assignment. Records of FLEX activities, participants and presenters is maintained by the Office of College Advancement in collaboration with the Professional Development Committee. Their meeting minutes are available on the college's public drive.

New, tenure track, full-time faculty are evaluated during their first, second, third, fifth and seventh semesters by their peers and an instructional manager, usually the supervising dean. Student evaluations are conducted in at least one section of the courses taught by the evaluatee. This input along with input from the department chair and dean are included in the summary comments. At the end of the evaluation, the evaluation committee debriefs with the evaluatee and offers suggestions for improvement. The evaluation results of tenure track faculty are carefully reviewed by the responsible Instructional Dean, the College President and the District Chancellor. After tenure, all full-time faculty are evaluated once in three years by their peers. All adjunct faculty are evaluated once in three years by their peers. Faculty evaluations are conducted in both face-to-face and online modes of instruction. (Evidence: Classroom Observation Plan, Classroom Observation Form for Classroom Faculty, Classroom evaluation form for online faculty, Summary Evaluation form for Faculty, Summary evaluation form for online faculty, Student evaluation forms).

Appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning are addressed through the program and curriculum design and approval, course and program assessment of student learning outcomes, input from employers and industry advisory boards, and program review processes. (Evidence: PTEC program approval process, PTEC program assessment, Industry advisory board minutes for input. PTEC Comprehensive Program Review).

The New Program Approval Process at the College has two phases and includes review by various committees. The first phase of the approval process when the department or the college is considering the development of a new program is conceptual. It includes an analysis of the need, data on the potential labor market, potential transfer institutions, resources required, the impact on other programs at the college and the college's ability to offer program. The first phase requires approval by the College's Academic Senate and the Shared Governance Council to proceed to the second phase. The district wide Education Planning Committee is also informed at this stage of the process. If the program concept is endorsed by the two sister colleges and the district, the Education Planning Committee grants conceptual approval. Once the phase one proposal is approved, work begins towards developing a more detailed proposal in phase two, which includes detailed curriculum design and development, and completion of all the requirements for Chancellor's Office approval. Phrase two includes curriculum approval by the College's Curriculum Committee, and program approval by the Academic Senate and the Shared Governance Council. After the new program and the curriculum are approved by the College President, documentation is forwarded to the district wide Education Planning Committee and then to the Governing Board for approval, prior to being submitted to the State Chancellor's Office for approval. New Career and Technical Education programs also require the approval of the regional occupational consortium prior to being submitted to the State Chancellor's Office. The program approval process uses the Program Approval Handbook (PCAH) as the guideline for program approval.

The faculty-led Curriculum Committee carefully reviews each course outline, applying the requirements of Title 5 and the Program and Course Approval Handbook. The review includes discussions about the breadth, depth, rigor, level of the course and the student learning outcomes of the course. Examples of this include the course outlines of record for English 100, Journalism 10.

Self-Evaluation

High quality instruction is maintained through the faculty hiring, professional development and evaluation processes. The college takes pride in being an institution of teaching and learning by selecting faculty with high quality teaching skills and industry experience in the case of CTE faculty. Applicants invited for an interview are asked to provide a teaching demonstration as an equally important component of the interview process. New faculty are mentored by veteran faculty in the department. And in some programs like the Process Technology and the Electrical/Instrumentation Technology programs, when first time faculty were hired directly from industry, they participated in a week-long Instructional Skills Workshop before they began to teach, to assist them with transitioning into academia.

Appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning is addressed through the program approval, curriculum approval, program level student learning outcomes assessment, and program review. All programs are primarily designed by faculty who have expertise in the discipline, with input from industry advisory boards, information from licensing boards and industry organizations, as well as from transfer institutions. The competencies and knowledge required by employers and licensure boards form the basis of the design of the curriculum of CTE programs, especially if they are "terminal" programs. In the case of transfer programs, the curriculum is developed to align with the Transfer Model Curriculum or to be compatible with the major four-year transfer partners and/or with the offerings of IGETC.

Dialogue about the quality and level of the programs, sequencing and time to completion occurs within the department during the program development, assessment, and program review process; curriculum development and revision; scheduling; catalog revision; and at advisory board meetings. Dialogue about quality and level of the program also takes place in committees such as the Teaching and Learning Committee, the General Education Committee, the Career and Technical Education Committee, the Distance Education Committee, the Developmental Education Committee, the Transfer Academy, and many learning communities.

Feedback on the appropriate breadth, depth, and rigor of the program is also obtained from results of external licensure exams such as NCLEX-RN, NCLEX-PN, National Registry for EMT; and external examinations such as ASE for Automotive Technology, The Travel Institute for Travel Marketing students, and certification organizations like the American Welding Society. ARCC Score Card data and Perkins Core Indicator data provide completion data and an indirect measure of employment data. During the 2011-12 Completers and Leavers Reports and the 2012-13 CTE Outcomes Survey Results academic years, Los Medanos College participated in the RP Group's pilot surveys to gather employment data on students in CTE programs. Each of these provides input on the quality of the breadth, depth and rigor of the program.

During the scheduling process, department chairs pay close attention to the sequencing of courses so that students can complete a certificate or a degree in the time stated in the catalog.A summary of the assessment of student learning outcomes of the program, quality, sequencing, and completion is documented in the annual program review update and the five-year comprehensive program review of all programs. (Evidence: sample CPRs from 2012-13)

Actionable Improvement Plan

None

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Los Medanos College continues to use a variety of delivery modes and teaching methodologies to address the diverse needs and learning styles of our students. Faculty and departments determine which delivery modes are appropriate for students. A variety of methods are used, including fully online and hybrid. Within each course, faculty members design learning using standard and emerging methods that include lecture, small group work, technology-based teaching and learning, project-based, interactive lectures, multimedia, peer-to-peer and others.

Dialogue about the relationship between teaching methodologies and student performance happens at the department level as faculty members report and analyze student learning outcomes. Student performance as demonstrated by assessment results may also contribute to the revision of course outlines of record, which include a variety of instructional methods.

Self-Evaluation

In addition to the Career Center, where students are able to take a variety of self-assessments that will help them understand more about themselves as learners, learning communities also provide learning style assessment as part of their curriculum. For example Puente and the Umoja Scholars Program use a culturally relevant pedagogical approach to meet the needs of Hispanic and African American students in their programs, while ACE uses experiential learning. The college offers a variety of sections geared toward ESL students, students with learning disabilities, developmental-level students, and honors students.

Faculty and staff participate in professional development opportunities about learning needs and pedagogical approaches. Some examples of these workshops are: *Culturally Responsive Classroom Strategies: Case Studies and Application*; *What Are Your Core Beliefs about African American Males?*; *African American Men: Key Techniques for Retention and Engagement*. In Fall 2012, the Academic Senate formed a faculty collaboration subcommittee that undertakes projects such as facilitating 'guest student' ventures where a teacher visits another teacher's class for a day and participates as a student to learn a new type of lesson or pedagogy from the student's perspective.

System-wide, the college determines whether courses include multiple ways of assessing student learning through the evaluation process. The classroom observation form requires evaluators to assess whether the instructor being evaluated addresses a variety of learning styles.

Actionable Improvement Plan

None

e.The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

On-going systematic review of courses and programs occurs as an integral part of program review and planning. All instructional departments and programs engage in a regularly scheduled comprehensive program review, with annual program review updates during the in-between years. The six-year cycle for comprehensive program reviews was reduced to a five-year cycle as a result of a restructuring of assessment and program review after a year-long study and survey by the Teaching and Learning Committee during the 2011-12 academic year. The cycles of assessment at the course and program level are now better synchronized with the Title 5 requirements to update COORS. Regular on-going assessment of student learning outcomes is reported annually in program review. *The Student Learning Outcomes: A new model of assessment* was proposed to the campus in spring to 2012, whereby a comprehensive plan of individual course, programs and cohorts were identified and a process for college-wide implementation was implemented. Discussion of relevance, appropriateness and currency is regularly discussed in committees including Curriculum Committee, Teaching and Learning, General Education, CTE and others. Evidence of such discussions are included in meeting minutes and agendas, which are available on the college shared drives, as well as on the respective committee websites. Based on these discussions, future needs are identified and recorded in department and unit program reviews and plans.

Faculty assess Course-level Student Learning Outcomes (CSLOs) and Program-level Student Learning Outcomes (PSLOs) through assessment instruments developed by department faculty. The assessment results are used by faculty to improve teaching and learning such as improving classroom strategies, modifying pedagogy, incorporating more hands-on learning, expanding co-operative work experience. This is documented through program improvement plans which may

result in revising course outlines of record, applying for resources for technology, and for professional development.

Self-Evaluation

Assessment information is collected and reported in the Program Review Submission Tool during the annual Program Review cycle. Assessment results may be used to revise course outlines of record, generate new program objectives or verify the need for additional department resources. Program Review reports are currently reviewed by area Deans and Departments, although the college has, in previous years, provided feedback from the Planning Committee to "validate" the program review. Feedback is provided to the units and used to strengthen programs and inform the need for resource allocation requests. This is designed to integrate the program review, assessment, and resource allocation request processes. When a need for improvement is identified by the reviewing body, departments integrate curricular or pedagogical changes through the course outline revision process, and may revise program SLOs as part of the program review process. When improvements call for support in terms of professional development and/or resource allocation, assessment results are used as supporting evidence in making those requests. The President's Cabinet, Shared Governance Council and CTE Committee review and rate resource allocation requests tied to program review. To expand the dialogue, programs have been showcasing CSLO/PSLO assessment processes, results and improvements at Department Chair, CTE and GE meetings, College Assemblies and Assessment Day during Flex.

Actionable Improvement Plan

- Create a standardized process for validating program reviews

f.The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses,

certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Los Medanos College assures the quality and improvement of all its courses and programs through ongoing, systematic evaluation and integrated planning. The primary means for documenting these evaluation and planning processes is our 5 year program review cycle, which consists of a comprehensive program review every 5 years and an annual update. This cycle was changed to synchronize with our new integrated model for assessment, course outline updates, program review/planning and resource allocation. In the comprehensive review, departments begin by reviewing and analyzing course and program data on student success and completion, responding with an equity analysis that addresses trends, noting progress made or areas that require additional effort and resources. This data is made available in multiple ways, including postings on the Planning website and links provided in the Program Review submission tool. College and district wide data is also posted on the Planning website and presented and discussed at College Assemblies; facilitation of these assemblies by our district-wide college researcher helps the college community make sense of the data and consider its implications for student success in our courses and programs.

Additionally, Comprehensive Program Review requires programs/units to report on program and course level assessment results per our new 5 year Assessment Model. (Student Learning Outcomes: A New Model of Assessment, 2012). This comprehensive model details how all LMC courses, certificates and programs will assess SLOs on a five-year cycle which is integrated with program review and the resource allocation process. At both the course and program level, the cycle includes the following steps which assure integrated planning: Assess, Dialogue, Revise, Plan & Report, and Request.

The comprehensive program review also includes careful study of curricular offerings and detailed reporting of needed updates to Title 5 course outlines of record, which are updated the year following course assessment in order to facilitate revision and improvement based on

assessment of student learning outcomes. Certificate and degree requirements are also reviewed and updated as needed.

Finally, programs and units are asked to consider how their goals align with strategic priorities of the college and the district, what professional development might be needed to help achieve their goals, and what their long terms needs might be for facilities, equipment, technology and budget.

In annual updates to the comprehensive program planning and review, objectives related to long term goals are considered for the past 3 years; the status of each objective is reported along with any program improvements that have resulted from the achievement of a particular objective. New objectives may be added annually, and resources needed to achieve those objectives may be requested through the Resource Allocation Process (RAP). Objectives must always be aligned with the program's long term goals and with college/district strategic initiatives.

Assessment of student learning outcomes is documented both in the comprehensive program review, and in annual updates. Assessment is now on a 5 year cycle, with all courses placed in one of four annual cohorts for assessment, and the 5^{th} year devoted to program level assessment. Detailed reports for both course and program level assessment can be read on the P Drive, and summaries are found in both the comprehensive program review document and the annual updates. Assessment results are shared primarily in departments, where they inform updated course outlines and discussion of instructional strategies , but some are also shared in department chair meetings, flex workshops and college assemblies as examples of " closing the loop" to improve instruction and curriculum.

Self-Evaluation

The new model of assessment, described in the above referenced document, moves LMC from the "proficient" to the "sustainable continuous quality improvement" level in the ACCJC Rubric for Assessing Institutional Effectiveness with SLOs. LMC's original model began with institutional level assessment, defined at the time as assessing outcomes for general education, development education, occupational education, student services and library and learning support. The timeline for assessing each of these areas varied greatly. For example, while developmental education programs in math and English were on a two-year cycle, general education had a complicated, overlapping "11 year plan" to assess all five GE outcomes on a rotating basis, tied in with professional development efforts, e.g. workshops on critical thinking during the two years that critical thinking was the focus of assessment efforts. While successful in promoting dialogue at the institutional level, and raising awareness of important aspects of student learning, the model itself was cumbersome, and, ultimately, not sustainable.

Program level assessment was on a two-year cycle and was instituted prior to course level assessment. The final level of assessment the College instituted was course level assessment. Once LMC added that level, it quickly became evident that the overlap of institutional and program level assessment with the course level was overwhelming, and that there was a need for a more streamlined, comprehensive approach, which the new model provides. The new model began in fall 2012 with Cohort 1 courses. Assessment results for that cohort, and revised course outlines of record will be documented in the 2013-2014 Program Review Annual Update. (will need to update this section in spring '14)

The first generation model of assessing SLOs brought LMC through the "Development" and "Proficiency" levels of the rubric for evaluating institutional effectives with assessing SLOs. It was most effective at the program level, and there were several examples of "closing the loop" that were shared with the college community. However, the course level assessment in the previous model was additive rather than integrated, and forced the TLC rethink LMC's approach, which resulted in the new model, with its emphasis on data analysis, integrated planning, resource allocation, and documentation of program improvements.

Actionable Improvement Plan

None

g.If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Instructional departments have developed a variety of systems that validate the effectiveness of measuring student learning and minimizing test bias. This includes developing department exams as in the math department and validation through external examinations as in the case of the Nursing programs, EMT and Appliance Technology.

All course outlines in the college include measurable student learning outcomes. These outcomes measure what a student should know or be able to do at the end of the course. The Curriculum Committee carefully reviews the integrated course outline prior to approving it in order to make sure the student learning outcomes have appropriate assessment instruments and rubrics or other descriptions to assess and measure student proficiency of the learning outcomes of the course.

Self-Evaluation

Some instructional departments like math use departmental exams. The department developed a policy that all courses have a common final that makes up 50% of the final. This was done to ensure that all students were being assessed on the same learning outcomes, which creates an equitable learning experience for students. If every student has the opportunity to develop their skills and abilities during the semester toward the same learning outcomes, which the common final exams assess, then they have equitable preparation for the next level of the course. uses common exam questions that are valid measures of course content because the exam questions

are written by committees that align the questions with the course outlines, with respect to content and CSLOs. When the department does a course assessment, it uses a process of "norming" for the faculty members doing the scoring, in order to create inter-rater reliability. The department also uses the assessments to inform future instruction and future versions of the assessment instruments (exams). For example, in the last Intermediate Algebra course assessment, faculty found that the students overall were not as proficient in problem solving as instructors expected them to be. This result had direct instructional implications for those participating, as well as for future revisions of course materials and professional development opportunities. Faculty have also revised questions on exams after the assessment revealed that problems needed to be reworked and/or reworded to yield the kinds of student responses that the instructors desired. (That is, faculty can see in the students' responses whether or not they understand a question as intended, or if the formulation of the question needs revision.)

Nursing, EMT and Appliance Technology gives standardized exams that are validated through their respective external agencies.

Actionable Improvement Plan

None

h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with the institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Course outlines include measurable CSLOs, aligned with PSLOs also documented in the COOR. PSLOs are listed in the College Catalog. CSLOs are listed in every syllabus and discussed with students at the start of the course. COORs adhere to Title 5 criteria of depth, breadth, and rigor. Units are based on department design and discussion, review by the Office of Instruction, and review and approval of the Curriculum Committee. Courses follow the Carnegie

Unit, whereby every one hour of instruction is designed to have two hours of outside course work assigned to supplement the classroom experience.

The course outlines of record explicitly state how students are assessed and graded based on their achievement of course learning outcomes. Criteria for passing the course and earning credit are based upon a definition of what students are expected to demonstrate when they have met course-level proficiencies. The Curriculum Committee reviews all course outlines of record in order to ensure that credits awarded are consistent with accepted norms in higher education. For transferable courses, the awarding of credit is confirmed through articulation agreements.

Self-Evaluation

Los Medanos College meets this standard by virtue of a robust and thorough review of all courses and programs by Curriculum Committee and its various working subcommittees and faculty coaches, and instructional deans. (Evidence: Curriculum Committee Handbook as published on Curriculum Committee website.)

Actionable Improvement Plan

None

i.The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

All programs, degrees and certificates have identified learning outcomes, and assess these outcomes on a systematic basis as described in our assessment model. These outcomes are listed in the college catalog. In order to receive a certificate or degree, students need to demonstrate

competency in achieving course and program level outcomes. Hence, a student who earns a degree or certificate must have demonstrated such competence in order to have successfully completed all courses within a program leading to a certificate or degree.

As departments consider new programs, such as AA-T or AS-T degrees, they engage in a dialog about program level outcomes for those degrees or certificates. In addition, departments review and revise program level outcomes as a part of the program review process.

Self-Evaluation

Just as LMC ensures that credit awarded for courses is based upon achievement of student learning outcomes, it ensures that certificates and degrees are also based on achievement of student learning outcomes. In-depth institutional dialogue in the following ways:

- Institutional dialogue takes place at the department level for courses within a discipline or major, and in Academic Senate and the Curriculum Committee degrees and certificates.
- Student learning outcomes for General Education have also undergone extensive discussed college-wide within departments, committees and college assemblies.

Actionable Improvement Plan

None

II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the

appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The standard degree program at Los Medanos College (both AA and AS) require students to complete a minimum of 18 units of general education as specified in the College Catalog. The following philosophy statement, collaboratively developed by the college faculty and the General Education Committee, is published in print and electronic versions of the Los Medanos College Catalogue:

> General education is designed to enhance the lives of students in the broadest sense. Generally educated people have well-developed reading, writing, speaking and critical thinking skills, and will mobilize these abilities in all areas of their lives, for the rest of their lives. They can ask thoughtful questions, grapple with difficult texts and concepts, consider competing perspectives, challenge arguments and question conventional ideas, absorb new information, admit their own limitations, and demonstrate curiosity and a love of learning.
>
> The ends of general education are more than academic; they are civic, moral, and personal. They are civic, because citizens in a democracy need to think, be informed, and work with others in public projects. They are moral, because we are bound to uphold rights, to respect diversity, and to oppose the mistreatment of humanity and the natural world. And they are personal, in order to enhance self-awareness and intellectual discipline. As generally educated people, we live better in every way.

A GE course is rigorous and challenging, but also responsive to students and relevant to real-world issues. A GE course honors the diversity of its students' opinions and life experiences. A GE course is active, dynamic, probing, far-reaching, and open to unexpected lines of inquiry. A GE course will engage and benefit any student, not only those with a professional or personal interest in the subject.

(Evidence: Los Medanos College Catalog, pp. xx–xx.)

Self-Evaluation

GE courses at LMC are strongly based in students' life experiences and real world connections as evidenced in GE course outlines and GE program evaluation. To ensure this, courses must be approved by the GE committee for inclusion in the GE program, which is based on all the GE SLOs being fully integrated into the course. This process, including the rationale, is faculty-developed, and approved by the General Education Committee, the Curriculum Committee and the Academic Senate.

The process by which courses may be proposed and approved for inclusion in the GE program, as well as necessary forms, are made available to faculty through the Curriculum Committee web page (http://www.losmedanos.edu/intra-out/cur/default.asp). Academic deans, the GE Committee Chair, and GE Committee members can be consulted prior to submission of a course for GE approval. Models of previously approved GE COORs are available on the College's Curriculum Committee web page. Discussions as to why a particular course did or did not successfully become a GE course are documented in the GE Committee meeting minutes, which are posted on the GE Committee web page (http://www.losmedanos.edu/intra-out/ge/). The GE Chair is responsible for communicating with faculty regarding GE Committee activities and meetings as well as providing feedback to the author(s) of GE courses submitted to the Committee for approval. Approved COORs are then forwarded for approvals in the CSU, UC and/or IGETSE systems as appropriate. The GE Committee publishes its minutes on the Committee website and all faculty are invited to attend GE meetings. **(Evidence: Agendas, Minutes and evaluation criteria sheets from both Curriculum and GE Committees.)**

Actionable Improvement Plan

None.

General Education has comprehensive learning outcomes for the students who complete it including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

Courses included as options in LMC's GE requirements must adhere to guidelines established by Title 5 General Educations requirements. Courses that meet these requirements, as determined by the GE committee, are then recommended for placement within one of the following areas based on the content and methodology of the course: Natural Sciences, Social & Behavioral Sciences, Arts & Humanities, Language and Rationality and Ethnic/Multicultural Studies.

Self-Evaluation

The basic content and methodologies of traditional areas of knowledge in General Education are determined at the department level and are approved when course outlines are reviewed by the General Education Committee and approved by the Curriculum Committee. GE courses are designed to articulate with equivalent courses at CSU and UC, providing further assurance that students receive appropriate breadth and depth of instruction in a variety of core disciplines, as required by Title 5. Articulation agreements are kept current by our College Articulation Officer in the Office of Instruction.

Actionable Improvement Plan

None

b: A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

In addition to addressing basic content and methodology of major areas of knowledge, the GE program has comprehensive learning outcomes that intentionally address "underlying" skills deemed essential to a generally educated person. These are:

1. Reading, writing and oral communication
2. Interdisciplinary problem solving
3. Critical and creative thinking
4. Ethical decision-making
5. Utilizing all of these with diverse social, multicultural and global perspectives.

These underlying skills are focused on developing students' capabilities to be productive individuals and lifelong learners, and are the pedagogical basis for all GE courses, regardless of discipline or GE category. All courses proposed as GE courses must demonstrate in their course outline of record that they both teach and assess these underlying skills in a meaningful way. (Evidence: GE Approval Checklist)

Self-Evaluation

LMC's general education program has been a major part of the College's identity since its foundation. The College was recognized for its excellence in General Education by the Carnegie Foundation in the late 1970s. Central to our model is the integration of the 5 criteria or underlying skills listed above, which are assessed both within individual courses and at the program level. In response to state and national calls to improve degree completion rates, the faculty voted in Fall 2012 to reduce the required general education units from 31 to 18 for students pursuing the AA/AS standard path; these would be students who do not intend to transfer. This reduction in units did raise the question of how many courses students need to complete in order to demonstrate proficiency in these underlying lifelong skills. To try and answer that question , the GE Committee led a program level assessment in Fall 2013 to see if

proficiency with these skills increases relative to the number of GE units taken. The results of the assessment, presented at a College Assembly in March 2014, demonstrate a correlation between proficiency in writing, critical thinking and ethical thinking and number of GE units taken. Only in the 21+ unit range did the majority of students score as proficient or high proficient in ethical thinking and critical thinking. The general consensus seemed to be that this data supported further inquiry and a follow up study that would correct for some of the noted limitations and shortcomings of this assessment; the General Education committee is now discussing next steps for such a follow up assessment. (Evidence: Summary of GE Assessment 2013- 2014).

Actionable Improvement Plan

None.

c A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally and globally.

Descriptive Summary

To cultivate a recognition of what it means to be an ethical human being and effective citizen, LMC's GE program seeks to inculcate the qualities in students that include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally and globally.

All five of the GE criteria/SLOs pursue the goal stated above, particularly criteria numbers 4 and 5. These SLOs were developed many years ago by the Academic Senate, the GE Committee, and the Curriculum Committee and faculty at various professional development exercises. In these collaborative bodies, faculty decided that SLOs 4 and 5 would be part of all GE courses.

(Evidence: Los Medanos College Catalog, pp. xx–xx; GE course syllabi, GE COORs and Agendas and Minutes from both Curriculum and GE Committees, Position papers and revisions for GE courses developed in deliberative and collaborative LMC faculty and community groups since the College's founding)

Self-Evaluation

All GE courses must specifically teach and assess a student's ability to " consider the ethical implications inherent in knowledge, decision-making and action." In addition, to assessing this at the course level, we also assess this at the program level, as demonstrated in the Fall 2013 GE Assessment. That assessment indicated that approximately 47% of students in our sample who had accrued between 12-18 units of GE were proficient in ethical thinking, while 59% of those who had accrued over 21 GE units were deemed proficient. Students proficiency with ethical thinking was weaker than their proficiency with critical thinking and writing ability. This would seem to indicate that we need to do further professional development in helping students gain the ability to think in ethical ways. In addition, the reduction of GE units for the Standard AA/AS path from 31 to 18 units also resulted in the elimination of the Ethical Inquiry "box". A specific course in ethical thinking is no longer required for this degree. Again, a follow up study is being considered to further investigate students' skills in the GE outcomes, including ethical thinking. Results of that follow up study will be widely disseminated and discussed in terms of implications for considering how we can best ensure that our graduates are, indeed, proficient in their ability to think ethically.

Actionable Improvement Plan

None

II.A.4: All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary All degree programs at Los Medanos College include a focused area of study in at least one area of study or an interdisciplinary core. All the degree programs are listed in the Los Medanos College Catalog. **(Evidence: Los Medanos College Catalog, pages xx to xx).** Based on state regulations, all degrees include at least 18 units of a major or "area of emphasis."

The degree programs (AA, AS, AA-T and AS-T) are comprised of two components – the major or focused area of inquiry and the general education breadth requirements. Students must successfully complete at least 60 degree-applicable semester units to earn a degree. Major requirements, at least 18 units, are designed to prepare students for transfer to a four-year institution and/or to provide the appropriate skills and preparation for the workplace.

Self-Evaluation

The advent of the AAT degrees has been an opportunity for many departments to revisit the requirements and essential curriculum in their programs. Aligning with state requirements through the CI-D templates has engendered much discussion about what is critical to student competency in a major or focused area of study. Thorough review by Curriculum Committee and Academic Senate and approval by Shared Governance Council ensures college wide dialog about the effectiveness and relevancy of all programs offered.

Actionable Improvement Plan

None.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

All Chancellor's Office and locally-approved vocational and occupational programs leading to a certificate or a degree have explicit student learning outcomes that are based on competencies, skills or knowledge required of the profession. Learning outcomes are published in the college catalog, on the course outline of record and imbedded within course syllabi. These student learning outcomes are developed and shaped by technical and professional competencies required by business, industry, employers, and by boards and licensure organizations. Examples of this include: RN, VN and EMT board competency requirements, Child Development Permit Matrix, Center for the Advancement of Process Technology. All occupational programs have an industry advisory board that meets at least once a year. Meeting minutes and agendas from are maintained by the Office of Instruction and are accessible on the public drive. These advisory boards provide input on the curriculum, required job skills and competencies, and feedback on the performance of LMC's graduates.

Career Technical Education (CTE) programs use a variety of sources of data and information to address the varied educational needs of its students, business, industry and the community, including assessing the needs of employers directly through formal and informal discussions and advisory board meetings; research conducted by organizations such as the Centers of Excellence, the Employment Development Department, and Economic Modeling Specialists Intl (EMSI). CTE programs also use data provided by external entities to measure the competency and preparation level of students, such as annual Core Indicator data (Perkins), annual Accountability Reporting for the Community Colleges (ARCC) data, and the results of licensure exams (such as Registered Nursing and Licensed Vocational Nursing). Course and program assessments provide valuable data and information for programs to make improvements. Some programs get additional data from external examinations and licensure boards to determine how their students are doing against state, national and industry benchmarks, and make changes accordingly. As part of the Student Success Act, data of licensure pass rates for posted on program websites. Nursing, for example, posts success and pass rates of students that pass their state licensure.

CTE programs review Core Indicator data provided by the California Community Colleges Chancellor's Office. All CTE programs use these indicators in their Program Review to assess their programmatic performance relative to the indicator. Disclosure data on Gainful Employment is posted for every CTE certificate program on the Los Medanos College website. In spring 2014, the college began using CalPass Plus as a data research tool to connect CTE programs to employment. Additionally, employment and wage data is collected using O*Net from the Department of Labor, as well as Salary Surfer from the California Community College Chancellor's Office. These data sources, along with the CTE outcomes survey that is conducted annually by the Research and Planning Group, inform students of opportunities in the current job market. Furthermore, data assist CTE programs for identifying relevant trends and opportunities with industry sectors.

Self-Evaluation

Los Medanos College participated in the regional survey pilot conducted by the Research and Planning Group in 2011-12 gather employment data of "completers and leavers". Students from Los Medanos College who earned a certificate of six or more units or a CTE degree in 2009-2010 were surveyed in the first half of 2012. More than three-quarters (78 percent) of respondents reported being employed for pay and of those currently employed, over half (59 percent) indicated they were working in the same field as their studies and training, as well as an additional seventh (13 percent) indicating they work in a field that is "close" to their studies and training. The results also indicated that 23 percent of respondents indicated they had transferred to pursue a Bachelor's degree within their field of study. Los Medanos College again participated in the survey during the 2012-13 academic year. The results indicate that respondents that were employed for pay rose three percent to 81 percent, and that 38 percent were working in their field of study and 15 percent were working in fields closely related. Students indicating transfer to a 4-year institution rose to 27 percent.

Actionable Improvement Plan

None

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning outcomes, consistent with those in the institution's officially approved course outline.

a.The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The college catalog includes the College's policy for accepting credits from other institutions. Admissions office personnel review courses to establish equivalency and consult with the college Articulation Office and departments to evaluate course for equivalency. The articulation officer works in the Office of Instruction, and serves as a permanent member of the Curriculum Committee and functions as liaison between the committee and the intersegmental office of the presidents for the University of California (UCOP) and California State University (CSU). The officer annually submits courses approved by the Curriculum Committee to UC and CSU for system-wide approval, including Intersegmental General Education Transfer Curriculum (IGETC). She also works closely with other articulation officers as a member of the California Intersegmental Articulation Council (CIAC), and individual UC, CSU campus and independent colleges to develop articulation agreements.

The articulation officer provides course update information to the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) three times each academic year (EVIDENCE: Screenshot). ASSIST is the official depository of articulation for California public

colleges. Since the college participates in ASSIST, students can access articulation agreements with UC and CSU institutions at any time via the Internet.

The College has a Transfer Center with a dedicated full-time staff who works directly with students on all aspects of the transfer process. In addition, there is a dedicated counselor that works with the center. Information about colleges, majors, and transfer processes are posted in the center. Brochures are also available to assist students in transferring. The Transfer Center website provides information about Transfer Articulation Agreements.

Self-Evaluation

Los Medanos College has several mechanisms in place to ensure information is available to its students regarding clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. The College works with other institutions, including high schools, other community colleges and four-year universities to grant credit and ensure students have a clear mechanism for degree completion and transfer. Articulation agreements are developed, approved, and disseminated through collaborative efforts by all partners. Information about these agreements are available in general for all students in several locations, including the college website, ASSIST.org, Transfer Center, orientations, counseling, and other individual websites. In addition, students have access to an online tool that is customized to help them determine what is needed for completion and transfer.

All of the information is continuously verified and updated by several areas, including the Office of Instruction, deans, department chairs, and the Marketing and Media Design Office.

In 2012, Admissions and Records reviewed and revised the process for transcript evaluations. As a result, starting in of January 2013 students can complete the *Student Request for Transcript Evaluation* form (EVIDENCE: Catalog 2012-13 page 9), which can be requested from either a counselor or Admissions and Records staff. This form provides greater information for Admissions and Records and counselors prior to meeting with the student, and streamlines the process for the evaluation and granting of credits. Students can work with either a counselor and/or the Lead Admissions and Record Assistant to review and transfer courses from other

institutions. The Admissions and Records Lead will grant credit based on evaluations using official transcripts only. Information on the process is available from the counselors, Admissions and Records, and the college website.

We have also instituted a Credit by Exam policy which allows students an alternate means of receiving credit for designated courses; students may earn up to 12 units toward an Associate Degree and 6 units toward a Certificate of Achievement. Credit by exam is currently offered for Spanish courses, and may be developed for other courses in the future. (Evidence: College Catalog)

Actionable Improvement Plan

None

b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

A "Program Discontinuance Process" (Evidence: Los Medanos College Instructional Program Discontinuance Process 12/31/08) exists for tracking a program from a designation of "in trouble" to elimination of that program. If a program might be "in trouble", it is designated by the Vice President on Instruction and Student Services, in consultation with the program Dean and faculty. The policy defines the entire process, including identification measures, plan for discontinuance and timeline.

Item 8 of the Program Discontinuance Process specifically addresses this issue. It reads: "If the decision to discontinue [a] program is made by the President, the instructional deans will develop a plan to address: Reassignment of program full-time faculty in accordance with sections 16.3 and 16.4 of the United Faculty Contract (2.36); (Evidence- contract)

When a program is ultimately eliminated, the college submits the deactivation to the state Chancellor's Office Curriculum Inventory. In addition, the Admissions and Records staff will work with the District IT to ensure that the program does not automatically roll over in the IT system. The Admissions and Records staff will remove the program from CCC Apply so that it is no longer available to students for enrollment.

If the college does not offer the classes any longer, the college will help students to fine another college. For example, when Cosmetology was eliminated, students were referred to another college in our District, Contra Costa College, in order to complete the courses needed for their program. Changes are made by catalog year and printed in the catalog. If the change needs to occur during mid-year, then the information is in an electronic catalog addendum ***(Evidence of electronic addendum)***

Self-Evaluation

LMC meets this standard – in the few cases when programs have been eliminated, the College has ensured that the transition has had minimal disruption for students.

Actionable Improvement Plan

None

c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications including the catalog, brochures, and schedules, to assure integrity in all representations about its mission, programs, and services

Descriptive Summary

The College has extensive processes in place to ensure availability, accuracy, and consistency of information to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. The college regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services. The Marketing and Media Design Department works closely with the Office of Instruction, as well as instructional departments, student services, and specialized programs such as the Transfer Academy and Honors Program, to ensure accurate and consistent information through the college website and media campaign. Multiple proof-readers, with a common lead, provide a system of checks and balances regarding information that is continuously disseminated to a broad group of recipients.

Self-Evaluation

The Offices of Marketing, Instruction, Student Services, and Admissions and Records work together very closely to make sure that that the college's catalog, statements, publications and electronic information are clear, accurate and consistent. Each office has a role to play to assure the integrity in the representation of the mission of the college and its programs and services. For example, the Office of Instruction maintains all current course and program information both in print and electronic forms. Following Curriculum Committee approval, program changes are initiated by the Office of Instruction to print publications and uploaded to electronic sources. The Office of Instruction notifies department chairs and program leads when it is time to review, update and correct program information for the catalog. The program and course related sections of the catalog are proof read multiple times by the department chair, the instructional dean, and other managers in the office of instruction. College policies are reviewed, updated and corrected by managers in student services. After the catalog is in its final edit, it is signed off by the Vice President of Instruction and Student Service, the instructional deans and managers, the student services deans and the Director of Marketing.

The Marketing department works closely with the instructional deans and department chairs to make sure that the program information on the website matches the information in the college catalog, and when practical, align with program brochures. In the case of CTE programs, CTE program has a trifold brochure that outlines the program, and the associated careers. These brochures are routinely revised and updated by the faculty and department chairs, as well as the dean (Evidence: Sample CTE brochures). They are distributed on and off campus to current and prospective students. The Los Medanos College Marketing and Media Design Department uses a variety of methods and strategies to ensure that its many forms of communication, including print and electronic, reflect the college goals, are accessible, accurate and clear. These processes include rigorous proofing and editing for all official college publications, the involvement of key staff, faculty and administrators in preparation of information materials and college publications, and frequent analysis and critique of major information media -- these include printed publications, the college website and other electronic communications and campus signage.

As part of the Gainful Employment Act requirements, the college now has a website that provides information on program costs and outcomes for students in every CTE program with a Certificate of Achievement (Evidence: Screenshot website). This website was developed in summer 2011 and is accessible to the general public. The website is routinely reviewed and revised – the last update was in spring 2013.

Actionable Improvement Plan

None

Standard II.A.7: In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The following statement from our district Board Policies and Procedures Manual is found in our Faculty Handbook, which is posted online. All new faculty are directed to view this handbook at http://www.losmedanos.edu/intra-out/oi/documents/FacultyHandbook13-14finalforWebpage.pdf

> The Governing Board has affirmed its belief in the academic freedom of faculty, management and students to teach, conduct research, write and challenge viewpoints without undue restriction. The policy also states that faculty are citizens, members of a learned profession and representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning with institutional affiliations, they should remember that the public may judge their profession and institution by their statements. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinion of others, and make every effort to indicate that they are not expressing their institution's views.‖

Self-Evaluation

Using publicized board policies, instructor evaluations with student input, and publicized procedures for addressing student complaints, Los Medanos College meets standard 7a.

Actionable Improvement Plan

None.

a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The following statement from our district Board Policies and Procedures Manual is found in our Faculty Handbook, which is posted online.

> The college follows the Accrediting Commission for Community and Junior Colleges standards of good practice. One standard requires employees to ―distinguish between personal conviction and proven conclusion and (to) present relevant data fairly and objectively. Furthermore, evaluation criteria require faculty to present controversial material in a balanced manner acknowledging contrary views‖ and to recognize the right of students to have points of view different from the instructor‘s.‖

Self-Evaluation

College policies require academic balance and detail students' rights to hold points of view different from those of their instructors. All college employees, whether in the classroom, in meetings or whenever communication takes place strive to distinguish fact from opinion and to use data in a fair and unbiased manner.

One of the many ways the college ensures this is through the faculty evaluation process that requires written evaluations once every three years for all faculty members. Evaluations involve observation of the instructor by peer members and administrators who are part of an evaluation team. The team also administers student evaluations that solicit feedback on 14 criteria and invite general comments on instructor performance. Evaluation criteria related to this standard are requirements to:

• Presents material which conforms to existing course outline of record.

• Presents controversial material in a balanced manner acknowledging contrary views.

• Recognizes the right of students to have points of view different from the instructor.

Actionable Improvement Plan

None.

b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The LMC Student Code of Conduct specifies academic honesty expectations. Student Conduct expectations are listed in the semester schedule and the Code of Conduct is listed in the LMC catalog.

Academic dishonesty is defined in section III. B. 1 of the Code of Conduct. The code outlines the definition of academic dishonesty as well as the procedures for addressing reported acts and possible sanctions.

The College's academic integrity statement indicates that "dishonesty, such as cheating, (or) plagiarism" may result in discipline or suspension, and is included in the College Catalog and on the college website.

Instructors are encouraged in the college's syllabus template to inform students of the college academic integrity policies in their first day handouts and syllabi.

The District has implemented a process for student authentication for logins for online instruction, which promises increased security for distance education courses, avoiding fraud.

Self-Evaluation

Through the use clear of widely disseminated policies, and the inclusion of expectations on syllabi, the college addresses the requirement for student academic honesty and meets standard 7b.

Actionable Improvement Plan

None

c.

Institutions that require conformity to specific codes of conduct of staff, faculty , administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

The college, through board policies, supports the view that all members of the college community have the right to freedom of expression.

Students' rights and responsibilities, including student conduct, are clearly stated in the Student Handbook and College Catalog. In addition, student athletes must follow specific guidelines and regulations, and penalties for violation of the athlete's decorum contract are clearly spelled out in the Student Athlete Handbook.

The CCCCD Governing Board has also adopted a Student Code of Conduct that provides for disciplinary action in cases of "dishonesty, such as cheating, fabrication, lying, plagiarism, knowingly furnishing false information or reporting a false emergency to the District.

The college/district policies regarding sexual harassment and a drug-free campus are stated in the College Catalog and Student Handbook.

In addition, the college follows district policies on ethics outlined in the district's "Code of Ethics" and Human Resources' "Employee Code of Ethical Behavior."

Self-Evaluation

The college makes it code of conduct available and distributes it in several venues; online, and through paper publications. It follows board policies. Los Medanos College meets Standard 7c

Actionable Improvement Plan

None

Standard II.a.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Los Medanos College does not offer curricula in foreign locations to students other than U.S. nationals.

Self-Evaluation

n/a

Actionable Improvement Plan

n/a