LOS MEDANOS COLLEGE
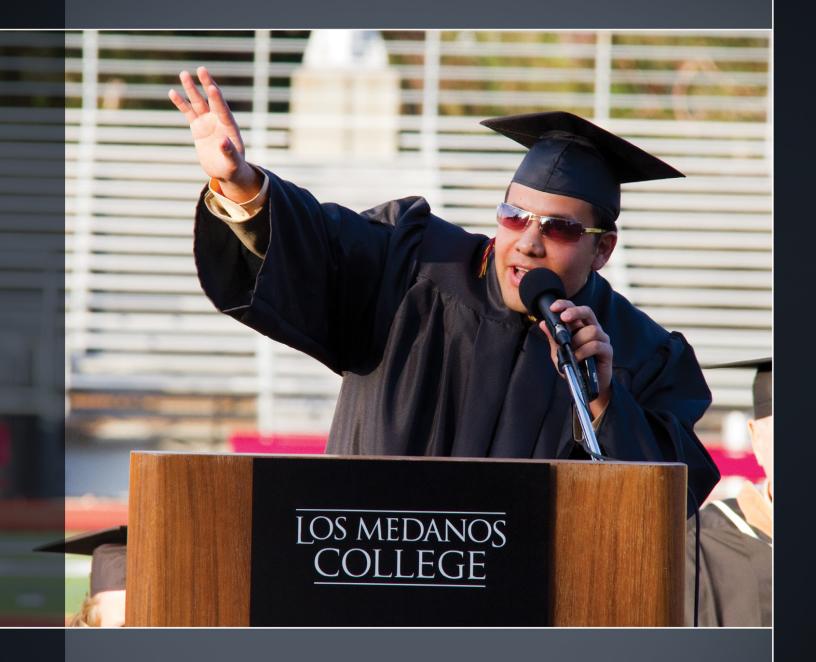

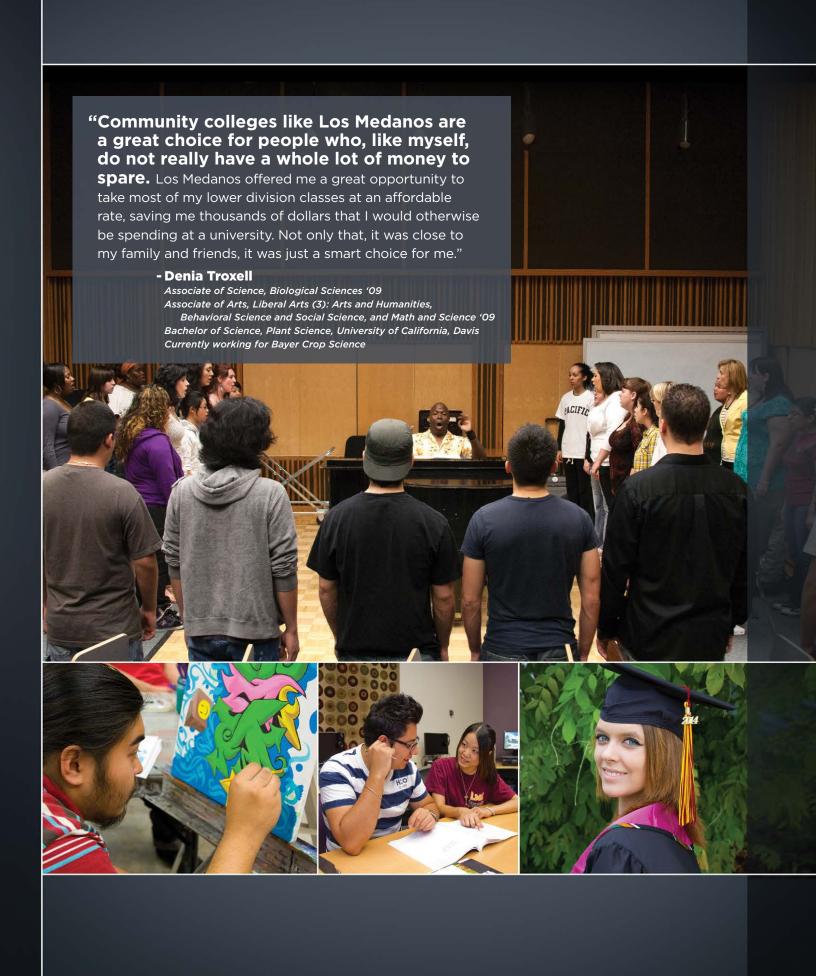# Standard IV: Leadership and Governance

Decision-Making Roles and Processes · Board and Administrative Organization

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"Community colleges like Los Medanos are a great choice for people who, like myself, do not really have a whole lot of money to spare. Los Medanos offered me a great opportunity to take most of my lower division classes at an affordable rate, saving me thousands of dollars that I would otherwise be spending at a university. Not only that, it was close to my family and friends, it was just a smart choice for me."

- Denia Troxell
Associate of Science, Biological Sciences '09
Associate of Arts, Liberal Arts (3): Arts and Humanities,
*   Behavioral Science and Social Science, and Math and Science '09*
Bachelor of Science, Plant Science, University of California, Davis
Currently working for Bayer Crop Science

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A: DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes ensure effective constituent-led discussions, planning, and implementation.

Descriptive Summary

The College's mission, vision, values, goals, and strategic priorities establish a strong foundation forming the basis of LMC's ethical and effective leadership. The LMC Mission Statement clearly defines the College's commitment to student success and educational excellence. This statement and its related vision, values, goals, and strategic priorities set the environmental framework that encourages all staff, faculty, managers, and students to take initiative and leadership for innovation and improvement of College practices, programs, and services that lead to student success (ER-7, ER-58).

Los Medanos College Mission Statement:

"Los Medanos College is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our

performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission" (ER-7).

Los Medanos College Vision Statement:

"Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most" (ER-7).

Los Medanos College Values:

"Values remind us of what matters most. Los Medanos College is an educational community that cares deeply about learning, collaboration, effective communication, and engagement with our surrounding community" (ER-7).

Learning:

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

Collaboration:

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

Communication:

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

Engagement:

Our mission is to provide educational opportunities for the people that live in our surrounding communities. We must be responsive to changing needs and seek

partnerships that promote the well-being of our diverse and growing communities."

Educational Master Plan Goals (2006-2016):

1. Improve the learning of students.
2. Create an educational environment in which all people have a chance to fully develop their potential and achieve their educational goals.
3. Offer high quality programs that meet the needs of students and the community.
4. Ensure the fiscal well-being of the College.
5. Enhance a culture of innovation, inclusiveness, and collaboration.
6. Establish a culture of research and planning, implementing, assessing, and improving.

Interim Strategic Priorities (2012-2014):

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

This commitment to collaborative leadership supports LMC's strong culture of shared governance, which continually and systemically involves classified staff, faculty, administrators, and students participating in institutional planning and decision making. LMC's mission, *Educational Master Plan*, and complementary Strategic Plan are three examples of collaborative decision-making practices that were created through the shared governance process involving campus wide participation and leadership. These documents, each of which includes input from all College constituencies, are designed to promote equitable excellence in campus and classroom teaching and learning, workforce preparation, and services for all students (ER-7, ER-58, I.A.1-1, I.A.1-2, I.A.3-4, I.A.3-6, INT-3, IV.A.1-1, IV.A.1-3, IV.A.1-4, IV.A.1-5, IV.A.1-6, IV.A.1-7, IV.A.1-8, IV.A.1-9).

Members of the College community address each of the *Educational Master Plan* goals and strategic priorities by developing related and concrete objectives and activities through the College's program review and resource allocation processes. Departments and programs evaluate the status and outcomes of their stated objectives annually. Results of this evaluation may lead to developing improvement and implementation plans, so that the College is able to "close the loop" as part of the continuous and collaborative program review and planning process (I.A.3-5, I.B.3-13, I.B.3-17, I.B.3-26, I.B.4-2, II.A.2.c-22, II.A.2.c-23, IV.A.1-10, IV.A.1-11, IV.A.1-12, IV.A.1-13).

Additionally, as a result of these "guiding documents", there are several practices, programs and services which have supported an environment of empowerment, innovation, and institutional excellence. These include, but are certainly not limited

to, initiatives such as the Hispanic Serving Institutions-funded EXITO Transfer and STEM Velocidad grants, the Vision 20/20 *Workforce Development Strategic Plan*, the Looking In-Looking Out, the CUE Equity projects, and the Habits of Mind Student Success Collaborative. Each of these initiatives has significant College wide implications and each was developed through systemic participative processes and constituent-led discussions and planning, followed by implementation and assessment (ER-58, I.A.1-8, I.B.1-43, IV.A.1-14, IV.A.1-15, IV.A.1-16, IV.A.1-17).

The College also has an inclusive and robust professional development program (described more extensively in Standard IIIA) to support employees as they work to implement the vision, values, goals, and priorities in the "guiding documents".

Data and reports to support College wide participatory planning and decision making processes are provided by the District's centralized Office of Research and Planning, LMC's Office of Planning and Institutional Effectiveness, and the Teaching and Learning Committee, and are available on both the LMC Planning and District Research websites (I.A.1-3, I.B.1-43, I.B.3-7, II.B.3-3, II.B.3-4, IV.A.1-16, IV.A.1-18, IV.A.1-19, IV.A.1-20, IV.A.1-21, IV.A.1-22, IV.A.1-23, IV.A.1-24, IV.A.1-25).

LMC's shared governance structure promotes ongoing leadership and participation of staff, faculty, administrators, and students in planning for significant policy and improvement initiatives on campus. The Shared Governance Council (SGC) and each of its seven sub-committees include membership that is appointed by their respective senates (i.e., Academic Senate, the Classified Senate, and LMC Associated Students) and by the College president. The SGC also includes the chair or a representative of the Academic Senate's Curriculum Committee, who is a non-voting member. Collectively, the SGC and its seven sub-committees are responsible for creating opportunities for staff, faculty, managers, and students to be involved in the improvement of LMC's practices and programs. Although shared governance committees differ in their specific responsibilities, enhancing student learning and supporting student success are their primary purposes, and their common thread (IV.A.1-26).

SGC's seven sub-committees are: Planning Committee, Teaching and Learning Committee (Assessment), Professional Development Advisory Committee (PDAC), Institutional Development for Equity and Access Committee (IDEA), Technology Advisory Group (TAG), Safety Committee, and Sustainability Committee. Each sub-committee receives annual "charges" from the SGC and reports regularly to the SGC regarding its activities, outcomes, and assessments (I.B.1-19, I.B.1-26, I.B.2-10, III.B.1.b-5, IV.A.1-27, IV.A.1-28, IV.A.1-29, IV.A.1-30, IV.A.1-31, IV.A.1-32, IV.A.1-33, IV.A.1-37). The Equal Employment Opportunity Committee (EEOC), just approved as a shared governance committee by the SGC in April 2014, will begin in fall 2014 (I.A.1-8). All individuals and groups (staff, faculty, managers, and students) are encouraged to participate in the various opportunities available to provide input. Such opportunities include communicating with their shared governance representatives, bringing forth ideas and issues during the time allotted for public comment at shared governance meetings, and participation at monthly College Assemblies.

The SGC meets regularly twice each month during the fall and spring semesters, and most sub-committees meet regularly at least once each month (I.B.1-4, IV.A.1-34, IV.A.1-35, IV.A.1-36, IV.A.1-38). The SGC is kept up-to-date on sub-committee activities and related outcomes through formal annual reports each academic year, and more often if necessary. This flow of information forms the basis for many of the decisions and recommendations made by the SGC. The SGC also schedules retreats as necessary to focus on topics or issues requiring more in-depth examination. SGC retreats during the past few years have focused on such topics as a study of LMC's planning documents, effective practices of learning communities and cohorts, promotion of faculty and staff engagement, and the importance of campus wide respect and civility (IV.A.1-39, IV.A.1-40, IV.A.1-41, IV.A.1-42, IV.A.1-43). The SGC determines the calendar for regularly scheduled College Assemblies that provide time for information sharing and dialogue with campus members on current issues, such as budget and facility updates, assessment, planning, organizational structure changes, accreditation, and other topics of campus wide importance (I.B.4-6, IV.A.1-44, IV.A.1-45, IV.A.1-46).

Self Evaluation

LMC meets Standard IV.A.1. As a result of widespread participation in the shared governance committees and the College's planning processes, the College community is well-aware of LMC's mission, goals, and related values and strategic priorities (I.A.1-2, I.A.1-7, I.B.4-8, I.B.4-9, I.B.4-10, I.B.7-1, IV.A.1-47, IV.A.1-48, IV.A.1-49).

In order to stay current with the needs of the College community, LMC regularly evaluates, enhances, and refines its shared governance structure, that was created in 2003 (I.A.3-8, I.B.1-18, I.B.1-19, I.B.2-10, III.A.5.b-3, III.A.5.b-4, IV.A.1-28, IV.A.1-30, IV.A.1-50, IV.A.1-51, IV.A.1-52, IV.A.1-53, IV.A.1-54, IV.A.1-55, IV.A.1-56, IV.A.1-57, IV.A.1-58, IV.A.1-59, IV.A.1-60, IV.A.1-61, IV.A.1-62, IV.A.1-63, IV.A.1-64, IV.A.1-65). Over the years, new shared governance sub-committees have been formed to meet needs identified by the SGC which include Institutional Development for Equity and Access (IDEA), Professional Development Advisory Committee (PDAC), Safety, Sustainability, and Equal Employment Opportunity Committee (EEOC).

All of the College's constituencies are represented on SGC and its sub-committees – except for the Teaching Learning Committee, where there are no classified staff, since it deals primarily with academic and professional matters. Although students are encouraged to participate and are represented on all the shared governance committees, in some cases they find it difficult to attend meetings and their participation is sometimes less than what the College would like. The College continues to work with the student leadership and the Office of Student Life to find ways to increase student participation in College governance and committees. During the 2014-2015 academic year, the Office of Student Life and the SGC will collaborate to develop additional strategies and implement plans to facilitate greater student participation in College governance.

Actionable Improvement Plan

None.

IV.A.2: The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a: Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

LMC has the following four constituency groups which are represented in institutional governance: 1) Associated Students, 2) Classified Senate, 3) Academic Senate and 4) Managers. Members from each of these groups are represented in shared governance committees with clearly defined roles that enable them to contribute by making recommendations to the College president on institutional policies, planning, and budgets (CR-21, IV.A.2.a-1, IV.A.2.a-2, IV.A.2.a-3, IV.A.2.a-4, OR-13).

Each of the campus constituencies also has its own governance organization in accordance with the College's shared governance model and the mandates of AB1725, as authorized by the District's board of trustees and administration (DR-7). The Academic Senate is the leading faculty governance organization and serves as the primary body addressing faculty participation in governance and in student learning and assessment. The Classified Senate provides the classified staff with a formal representative voice regarding institutional policies, procedures, and regulations. The Associated Students plays a comparable role for students. While the managers do not have a representative organization, the President's Council of LMC managers serves in that capacity and meets monthly (DR-7, DR-9).

The SGC, which is composed of membership from the four constituency groups and the College president, is charged with promoting and facilitating collaborative decision-making at LMC. It devotes itself to the College's most significant issues and challenges. As the designated constituency-represented recommendation body to the president, the SGC has a substantial role in shaping institutional policies, planning, and budgeting.

The *Shared Governance Council Position Paper* of March 2003 clearly describes policies and procedures for each of LMC's constituency groups and their roles and

responsibilities in College governance, including planning and budget development (OR-13). The document explains the composition of SGC and clearly defines the role of each constituency group within the institutional governance structure. SGC provides for the participation of, and deliberation by, the Academic Senate, Classified Senate, Associated Students, the president and the management team. LMC's planning efforts, in particular its *Educational Master Plan*, are the driving force for key decisions. The SGC spends its time and energy on high-level issues that could include planning for future community needs, new program commitments, and assisting the president in assessing unforeseen or quickly developing opportunities or threats to the College. The Shared Governance Council also provides oversight of its sub-committees and implementation of the Resource Allocation Process (RAP). The SGC makes recommendations to the president regarding budget requests that are surfaced through the program review process and the resulting resource allocation requests.

The SGC has nine voting members, with equal representation from each non-management constituency (IV.A.1-47).The senates and Associated Students elect their representatives for terms determined by the representative senates of no less than one year. The president selects the management representatives. While the three management representatives and the chair of the Curriculum Committee are non-voting members, they provide valuable expertise and input to the SGC. The president is the non-voting chair of the Shared Governance Council and participates freely in discussions and deliberations, and receives recommendations from the Council.

The SGC authorizes the creation of, and the charges of, the shared governance sub-committees. Appointment procedures for shared governance sub-committees are similar to those of the SGC, although managers vote on some of the groups, at the sub-committee's discretion (IV.A.2.a-5, IV.A.2.a-6, IV.A.2.a-7, IV.A.2.a-8, IV.A.2.a-9, IV.A.2.a-10, IV.A.2.a-11, IV.A.2.a-12, IV.A.2.a-13, IV.A.2.a-14, IV.A.2.a-15, IV.A.2.a-16, IV.A.2.a-17, IV.A.2.a-18, IV.A.2.a-19).

Any member of the College may attend SGC meetings to observe, as well as to provide input and feedback to the committee members during the public comment period at the start of each session (II.B.1-63, IV.A.2.a-20, IV.A.2.a-21, IV.A.2.a-22, IV.A.2.a-23, IV.A.2.a-24, IV.A.2.a-25, IV.A.2.a-26).

Members of the campus community are encouraged to bring forward ideas, suggestions, and feedback to the SGC (or its sub-committees), during public comment time on the SGC agenda, by communicating through their constituent SGC representatives, or at college-community gatherings such as College Assemblies. Additionally, shared governance issues are discussed at constituent meetings, where feedback and input from constituency members is encouraged. The feedback is brought back to the shared governance committees by their constituent representatives for further consideration and discussion.

As part of the decision-making process, the SGC is responsible for the annual review of funding proposals and making funding recommendations to the College president as part of the Resource Allocation Process (RAP) (I.B.2-12, I.B.3-5, I.B.3-6, I.B.3-27,

I.B.4-2, I.B.4-3, I.B.4-4, I.B.4-5, III.A.2-8, III.D.1.a-6, IV.A.2.a-27, IV.A.2.a-28, IV.A.2.a-29, IV.A.2.a-30). College departments, organizational units, and programs submit resource requests for new classified staff positions and program improvements. The SGC also reviews, to validate, Perkins IV and Basic Skills Initiative (BSI) resource requests recommended by the CTE or BSI Committees as part of the RAP process. Allocations approved during the RAP process need to be connected to College goals, strategic priorities, assessment, and the program review process. All eligible RAP proposals must explicitly note a documented need to improve student learning outcomes and/or for program improvement as stipulated in the applicant's most recent program review and assessment as applicable; and each request must relate to one or more of the College goals or priorities (I.A.1-4, IV.A.2.a-31). After receiving the resource allocation recommendations from the SGC, the president works with the director of business services to identify available and appropriate funding sources for requests that the president has prioritized for approval.

LMC makes a concerted effort to ensure that all employees and students understand their role in assisting students to achieve success in reaching their educational goals. Shared governance is included as a topic in all new employee orientations and multiple opportunities for participation in the shared governance process are presented to employees and students through e-mails and face-to-face invitations and in a variety of meetings (IV.A.2.a-32, IV.A.2.a-33, IV.A.2.a-34, IV.A.2.a-35, IV.A.2.a-36).

In addition, there are many other College venues where important issues are raised and discussed such as department chair meetings, grant advisory groups, ad hoc task forces, and meetings of administrative and curricular units. Overall, there are numerous opportunities for employee and student input into institutional decision-making.

Self Evaluation

LMC meets Standard IV.A.2.a. For many years, the cooperative spirit of the SGC members has illustrated the effectiveness of the structure, which brings constituency groups of the campus together for shared deliberation. Most shared governance committees have participative representation from all constituent groups and all representatives act as liaisons to bring forward the voice of their constituencies and the decision-making governance process. Any LMC student or employee can individually address the SGC or its sub-committees during the public comment time that is part of each shared governance committee meeting agenda.

Instructional programs, student services programs, and administrative services are all required to complete program review. During the 2013 program review process, 96 percent of the programs and units completed their program review, and all of the RAP applicants explicitly noted their resource needs and requests in their program review document (IV.A.1-10).The six programs that did not complete program review were not able to do so for valid reasons, and will complete it next year.

To follow up on the planning agenda item listed in our 2008 Self Study, SGC hosted a retreat for all members of shared governance committees to develop clearly define roles within shared governance and to share effective practices to increase constituent voices and engagement in discussions regarding institutional policies, planning, and budget decision making. In spring 2014, there was a similar College Assembly for all LMC employees and students, with the goal of promoting active engagement in the shared governance process. During the strategic planning retreats held in spring 2014, there was excellent participation by the LMC community and the students (I.B.4-17, I.B.4-18, I.B.4-19). Similarly, there was excellent participation of faculty, staff, managers, and even some students during a College Assembly in April 2014 and May 2014 to discuss this self evaluation report. (OR-10). In order to continue to build employee engagement, trainings were conducted at the academic, classified and student senates on how to effectively represent the voice of their constituencies, while contributing to the College as a whole (IV.A.2.a-37, IV.A.2.a-38).

The SGC plays a substantial role in the budget decision-making process as it relates to the annual Resource Allocation Process. This process prioritizes the needs of the College as it relates to program improvements and new classified staffing. The College president and the director of business services regularly present District and College budget information to the Shared Governance Council and request input on proposed increases/decreases. In fall 2013, the Academic Senate requested the creation of a separate College budget committee. The proposed roles and responsibilities of such a committee are in discussion in the College.

Governing Board budget study sessions, deliberations and actions are open to the public, and some employees typically attend them. In addition, the chancellor and District fiscal experts present a budget workshop at each College and Center on an annual basis.

While the College community is regularly engaged in dialogue regarding the College's budget planning and development, all constituents were particularly engaged in the fall of 2012 -- the period leading up to the passage of Proposition 30 -- since this state wide ballot measure directly affected community college funding. The proposition was addressed at a series of department chair meetings, at each of the senates, in budget forums, and at a presentation during All College Day in January 2013. The enrollment management team and the College administration engaged in dialogue with the SGC and the College community regarding various scheduling scenarios in preparation for the results of the Proposition 30 vote (IV.A.2.a-39, IV.A.2.a-40, IV.A.2.a-41, IV.A.2.a-42, IV.A.2.a-43, IV.A.2.a-44, IV.A.2.a-45, IV.A.2.a-46, IV.A.2.a-47). Based on agreed-upon enrollment management principles developed by the Enrollment Management Committee, the College developed strategies for both a reduced and expanded spring 2013 course schedule, pending the outcome of the proposition (IV.A.2.a-48).

Actionable Improvement Plan

None.

IV.A.2.b: The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The College relies on faculty, the Academic Senate and its related committees -- Curriculum Committee, General Education Committee, Career and Technical Education Committee, and Distance Education Committee -- the department chairs group, and academic administrators for recommendations about student learning programs and services (IV.A.2.b-1, IV.A.2.b-2). The Academic Senate, along with the Curriculum Committee and the Teaching and Learning Committee, is continuously engaged in dealing with academic and curricular issues and activities, such as discussing new programs and curriculum, assessment (institutional-, program- and course-level), and degree requirements.

All faculty are represented in the Academic Senate, which is the governance body on campus for issues and recommendations concerning academic and professional matters, as agreed upon by the Governing Board and the District wide Faculty Senates Coordinating Council (FSCC) (IV.A.2.b-3, IV.A.2.b-4).

Typically meeting twice each month, the Academic Senate follows its constitution and by-laws, which were amended in spring 2013 (IV.A.2.b-4, IV.A.2.b-5).The Academic Senate is a representative body of full and part-time faculty. The Academic Senate is represented in all the shared governance committees and on many other committees and task forces on campus (IV.A.2.b-6, IV.A.2.b-7). The Academic Senate has two sub-committees – the Curriculum Committee and the Teaching Learning Committee (TLC) (ER-57, IV.A.2.b-2), which is a sub-committee jointly reporting to the SGC.

The Curriculum Committee reviews and officially recommends courses for approval (II.A.3-4, IV.A.2.b-8, IV.A.2.b-9, IV.A.2.b-10) to the president. In conjunction with the Academic Senate and the SGC, the Curriculum Committee also reviews and approves new programs (II.A.2.a-1). The Curriculum Committee Chair, in addition to being a non-voting member of SGC, attends all Academic Senate meetings (CR-6, IV.A.2.b-11) to ensure continuous communication and alignment between these bodies.

The Curriculum Committee has two sub-committees:

1. The Distance Education Committee (I.B.1-29), which recommends policies for fully online and hybrid courses to the Curriculum Committee; it also makes recommendations for specific courses that are proposed to be delivered on-line, based primarily on the requirement for "regular and substantive instructor-student contact" and the ability of the course to meet all the student learning outcomes in the online mode of instruction (II.A.2.c-15, II.A.2.c-16, II.A.2.c-17, IV.A.2.b-12, IV.A.2.b-13).
2. The General Education Committee reviews course outlines and makes recommendations to the Curriculum Committee for the course placement in the general education program (II.A.2.c-12, II.A.2.c-13, II.A.2.c-14, II.A.3-3, IV.A.2.b-14, IV.A.2.b-15).

The Teaching and Learning Committee (TLC), a body that reports dually to the Academic Senate and the Shared Governance Council, leads the College's work on student learning outcome assessment for instruction (course, program, and institutional levels), student services, and library and learning support services. The TLC, as designated by the Academic Senate and the SGC, provides ongoing faculty input and leadership on campus wide assessment efforts (CR-3, ER-57, I.B.1-16, I.B.1-17, IV.A.2.a-5, IV.A.2.a-7, IV.A.2.a-8, IV.A.2.b-16, IV.A.2.b-17, IV.A.2.b-18, IV.A.2.b-19, IV.A.2.b-20, IV.A.2.b-21).

LMC was selected to participate in the California Community College Research and Planning Group's Bridging Research Information and Culture (BRIC) Initiative in 2010.This technical assistance grant provided guidance and support to evaluate and enhance the College's ongoing cycle of assessment (IV.A.2.b-22, IV.A.2.b-23, IV.A.2.b-24, IV.A.2.b-25). As part of the evaluation process, the TLC initiated a comprehensive faculty survey related on the College's assessment model and structure. This information was used, along with BRIC's technical assistance, to develop the new five-year SLO assessment model at the course, program, and institutional levels (II.A.2.f-1), and integrates assessment with program review, planning and resource allocation.

The academic deans lead monthly meetings of department chairs to discuss operational issues, which include scheduling, enrollment management, faculty evaluation, student services, instructional initiatives, etc. The deans also provide related professional development, and enable open and ongoing feedback and dialogue on issues that are important to each of the departments and programs.

Self Evaluation

LMC meets Standard IV.A.2.b. While the Academic Senate's scope of work is varied, there has been particular attention to curricular issues in recent years with focus on assessment, a study and approval of a revised GE model, the development and approval of AA-T and AS-T degrees, changes in course "repeatability", and the creation of course "families" (for repeatability purposes) across the three District colleges (ER-32, ER-33, ER-57, II.A.2.f-1, INT-1, IV.A.2.b-20, IV.A.2.b-21).

The Academic Senate has had trouble occasionally getting a quorum at the stipulated start time for its meetings due to unfilled positions and attendance issues among a few senators. Usually a quorum is achieved and the meeting begins a little late. The Senate is currently working to fill all its positions. In fall 2013, of the 22 senate positions, five were vacant and three were considered "inactive." Senate leaders worked to improve attendance, and during spring 2014, achieving a quorum was not a problem.

Actionable Improvement Plan

None.

IV.A.3: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

LMC has a long history of its campus constituencies working together collaboratively for the good of the institution. Contra Costa Community College District Board Policy 1009 on *Institutional Governance* provides an overview of participatory governance in the District. Specific sections of this policy address participation of faculty, classified staff, administrators, and students. Also included, is input on policy development areas for each group, based on Title 5 provisions (DR-7, IV.A.2.b-3).

The shared governance processes at LMC were designed to encourage campus wide engagement and dialogue about significant policies, issues, and ideas. Students, faculty, and classified staff have active governing bodies. The appropriate roles of each of the constituencies in LMC's shared governance are clearly documented in LMC's *Shared Governance Position Paper* and communicated to the College community through their respective senate representatives in the SGC, and through administrative communications (IV.A.2.b-19, IV.A.3-1, OR-13).

Constituent groups participate equally in all shared governance structures; however, based on the SGC Position Paper, managers do not have a vote on the SGC, but can contribute and articulate information and opinions before votes are cast. The inclusion of "communications" as standing agenda items during constituent groups' meetings ensures that communication is bi-directional between SGC and constituent groups. The particular needs of the Brentwood Center are also communicated through representation on various governance committees (IV.A.2.a-6, IV.A.2.b-19, IV.A.2.b-21, IV.A.3-1, IV.A.3-2, IV.A.3-3, IV.A.3-4, IV.A.3-5, IV.A.3-6, IV.A.3-7, IV.A.3-8, IV.A.3-9).

The Shared Governance Council is the nexus of College wide multi-directional communications. The SGC facilitates communication among the various College constituencies, particularly between the senates and the Associated Students, regarding policy matters of importance to the entire College community. The last item on each SGC agenda is "communications to the College community". During this time, the SGC creates a list of important communications, which are then communicated via constituency groups or as appropriate by the President's Office, as well as communicated at monthly College Assemblies (I.B.4-3, I.B.4-4, I.B.4-5, I.B.4-6, IV.A.1-44).

Governance communication at the District level is also robust. The District Governance Council (DGC) regularly sends out agendas, minutes, and other communications all employees of the district and student leaders. Each month, constituency group leaders and the college presidents' reports provide verbal updates to the District Governing Board. The District's Educational Planning Committee also gets regular reports from the colleges, including plans for proposed new academic programs and program review summaries annually.

Monthly College Assemblies, led by the College president, are an important vehicle of communication for presentations by administrators, constituency and shared governance groups to communicate with the entire campus. These College Assemblies are held from 3 to 5 p.m. on Mondays when no full time faculty is scheduled to be teaching (I.B.4-6, IV.A.1-44, IV.A.1-45, IV.A.1-46).

Each of its affiliated shared governance committees reports annually to the SGC on its progress, challenges, accomplishments, and related improvements in the College (I.A.3-8, I.B.1-19, I.B.2-10, I.B.4-10, III.A.5.b-3, III.A.5.b-4, IV.A.1-31, IV.A.1-32, IV.A.1-33, IV.A.1-51, IV.A.1-52, IV.A.1-53, IV.A.1-54, IV.A.1-56, IV.A.1-57, IV.A.1-58, IV.A.1-59, IV.A.1-60, IV.A.1-61, IV.A.1-62, IV.A.3-11). The committees also communicate with the LMC community regularly by sending their meeting announcements, agendas, and minutes to the College by e-mail; they also post this information on their committee websites. The president also communicates to the campus regularly by e-mail, at College Assemblies, and the various senate and council meetings. Reports, demographic data, and surveys that report institutional improvements and issues that drive planning processes are posted on the website of the Office of Planning and Institutional Effectiveness (www.losmedanos.edu/planning). Additional information and data are on the website of the District Office of Research and Planning, since the research function is centralized for all three colleges at the District (I.B.5-3). The District site includes accreditation data, environmental scans, achievement gap data, *Fingertip Facts* about the colleges, and the Student Success Scorecard.

LMC has both a *Faculty Handbook* and a *Student Handbook* that are updated regularly and available on-line. These documents outline the governance roles and responsibilities of each constituency (ER-38, ER-39).

Self Evaluation

The various shared governance committees communicate well through the SGC report-outs and through the constituency groups. The presidents of the constituent groups and management representative on SGC also communicate regularly about important campus wide issues. Representatives from various committees often attend meetings of other committees to collaborate, share information, and promote dialogue. For example, the SGC sponsored a shared governance retreat on how to increase engagement on campus; the Professional Development Advisory Committee (PDAC) collaborated with IDEA and the GE Committee on issues of diversity, equity and respect on campus; and the Planning Committee and PDAC collaborated to provide professional development on program review (IV.A.3-12, IV.A.3-13, IV.A.3-14, IV.A.3-15).

During the 2013-2014 academic year, the Office of the President, working with the SGC, standardized the format of agendas, minutes, and web-sites of shared governance committees in order to improve communication with the College community LMC is currently developing a governance document/handbook -- this will include all the committees, their role and membership) (IV.A.3-16).

Information and data are communicated and used regularly at all levels of shared governance for planning purposes. Well-established governance structures, open dialogue, and effective communication indicate that the College community works well together to promote students' achievement of their educational goals, as demonstrated by improvements in student completions – certificates, degrees, and transfers (I.A.1-12). There are times, however, when communications are not clear, due to the lack of formalized and practiced campus wide communication standards, strategies and procedures

Actionable Improvement Plan

In collaboration with the President's Office, the Shared Governance Council will formalize consistent, bi-directional communication standards, strategies and procedures between shared governance committees, senates, and constituents.

IV.A.4: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

LMC received numerous commendations as a result of the October 2008 Accreditation Team's visit. These commendations included acknowledgement for a well-organized and thorough self-study; for the development and implementation of a resource allocation process that links to program review and institutional planning; and for a welcoming and supportive campus climate for students, staff, and the community.

The College was attentive in addressing the recommendations made by the visiting Accreditation Team in its February 3, 2009 letter and has responded in a timely manner to the Accrediting Commission's request for the following responses and reports:

- Annual Report and Annual Fiscal Report (III.D.1.a-8, III.D.1.a-14).
- Fall 2009 Required Follow-Up Report to LMC's 2008 self-study (IV.A.4-1).
- Fall 2010 Follow-up Report (IV.A.4-2).
- Fall 2011 Focused Mid Term Report (IV.A.4-3).
- Fall 2012 College Status Report on Student Learning Outcomes Implementation (IV.A.4-4).
- Substantive Changes:
  - Distance education, approved in March 2013 (INT-8).
  - Brentwood Center, approved in November 2013 (INT-7).
  - Off-site Fire Academy and off-site contracted Police Academy, approved in November 2013 (INT-9).

LMC works diligently to ensure that information presented to the public is complete and accurate. Information about the accredited status of the institution is published in the official College Catalog, as well as on the College website within one click from the home page (ER-2). LMC's webpage also has an executive summary of the results of the assessment of program level student learning outcomes written clearly for prospective students and the community. It was cited among the examples listed in the ACCJC Summer 2013 newsletter and discussed during an ACCJC presentation at the Student Success Conference in October 2013 (CR-7, IV.A.4-4, IV.A.4-5). The District Office of Research and Planning works closely with LMC faculty, staff, and administrators to ensure that all published data is accurately gathered, processed, and reported (CP-13, I.B.3-13, I.B.3-27, I.B.5-3).

Major publications, such as the College Catalog and the Class Schedule, are reviewed and proofread by numerous staff and managers to ensure accuracy. LMC's marketing materials undergo similar scrutiny. LMC's website and Marketing Department have earned eight Medallion Awards from the National Council for Marketing and Public Relations in recognition of their outstanding achievement in communications -- the awards are exclusively for marketing and public relations professionals at two-year colleges.

The College also demonstrates honesty and integrity with other program-specific accrediting bodies such as the Board of Registered Nursing (BRN), the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), the National Association for the Education of Young Children (NAEYC; for Child Development), the Commission on Peace Officer Standards and Training (POST; for the Police Academy and law enforcement training), and the State Fire Marshal's Office (Fire Academy). LMC complies with the professional standards set by these agencies and keeps its program-specific accreditation status up-to-date (III.D.1.a-8, INT-7, INT-8, INT-9, IV.A.4-1, IV.A.4-2, IV.A.4-3, IV.A.4-4).

LMC also follows the rules, regulations, and requirements of the California Community Colleges Chancellor's Office. The College recently sought and gained approval for several programs (certificates/degrees) that had not been previously approved, such as three specializations in Liberal Arts degrees. The Chancellor's Office has also approved 16 newly-developed transfer degrees – and two a pending approval (INT-1).

The College, in collaboration with the District, complied with the regulations of the Gainful Employment Act passed in 2010. Every certificate of achievement program leading to employment has a gainful employment disclosure and information posted on the LMC website (CP-12).

The College complies with the regulations and guidelines of all federal, state and private grants. LMC has received millions of dollars in federal and state grants over the past several years, including two U.S. Department of Education Hispanic Serving Institutions (HSI) grants, a U.S. Department of Labor grant, a U.S. Department of Education Trade Adjustment Assistance Community College Career Training (TAACCCT) grant, California State Chancellor's Office Career Advancement Academy funding, and a MESA grant, among others. Additionally, LMC administers U.S. Department of Education Pell grants and Perkins IV allocations. LMC has consistently been in compliance with the regulations stipulated in these grant agreements and the College has submitted complete and accurate reports to these and other funders in a timely manner.

Self Evaluation

LMC was notified by the California Community College System Office that it did not have adequate attendance accounting documentation for a portion of cosmetology and Police Academy instruction in 2010, which had been taught by private beauty colleges and the Sheriff's Office respectively under instructional services agreements

with the College. LMC remedied the situation immediately. The College was already considering phasing out the cosmetology program and did so over a period of one year, which enabled students currently enrolled in the program to complete their education. LMC did not accept any new students during this transition period. The College has been repaying the apportionment for the undocumented hours over the period of two years, 2012 to 2014.The problems related to the Police Academy were also addressed immediately.

As indicated in previous sections of this report, LMC complies with all the Eligibility Requirements and Commission policies. In addition, the College has demonstrated that it has adequately addressed the recommendations from the last External Evaluation Report. The College also meets the requirements of program-specific accrediting groups, licensing agencies, and those of outside funding agencies.

Actionable Improvement Plan

None.

IV.A.5: The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The SGC conducts an annual self-evaluation of its effectiveness, including a review of its processes, decisions made, and annual outcomes. This self-evaluation process also includes initiatives that the council intends to promote and discuss during the upcoming academic year as well as recommendations for improvements for the overall governance structure and processes. **(**I.B.1-18, I.B.1-19, III.B.1.b-5, IV.A.1-40, IV.A.5-1, IV.A.5-2, IV.A.5-3, IV.A.5-4, IV.A.5-5, IV.A.5-6, IV.A.5-7, IV.A.5-8, IV.A.5-9, IV.A.5-10, IV.A.5-11, IV.A.5-12).

The SGC evaluates the work of its sub-committees. The council developed a self-evaluation template for each sub-committee to report its annual accomplishments, challenges, effectiveness of the group's work, and recommendations for improvements (I.A.3-8, I.B.1-19, I.B.2-10, I.B.4-10, IV.A.1-51, IV.A.1-52, IV.A.1-53, IV.A.1-54, IV.A.3-11).

The SGC conducts an annual self evaluation of the Resource Allocations Process (RAP), as well as conducting a survey of all who have participated in RAP, to evaluate this budgeting process. As a result of these evaluations, LMC has continued to improve alignment of the process with the College's goals and its program review process. Discussion of these evaluations and related improvements are documented in SGC minutes.

The constituency groups also conduct self evaluations. For example, the Academic Senate, Classified Senate, and LMCAS get feedback from their members through surveys. Evaluation results are analyzed and discussed by the respective groups and are the basis for improvement. The LMCAS also has regularly reviewed and modified its bylaws in order to codify practices and to change process that have not been deemed to be effective.

Self Evaluation

Based on conversations among current LMC leaders, the College is committed to additional leadership development and improvement. In 2011-2012, LMC created a Leadership Academy to increase leadership capacity and to enhance employee participation and effectiveness in the institution's governance and decision-making processes. Eleven employees, representing classified staff, faculty, and management, completed the program and of these "leadership graduates", eight of them have since taken on leadership roles in governance or have been promoted to leadership positions within the College or District. All the graduates have taken on participatory roles in governance (IV.A.5-13).Assessment of the Academy, by the participants, facilitators and an outside evaluator, has led to the planning of an annual Leadership Academy, beginning in 2014-2015.

The District has also sponsored three 4CD Leadership Institutes (4CDLI) and an Advanced Leadership Institute, all with the goal of increasing participation in leadership in shared governance. LMC has had strong participation in the biannual 4CDLI – six participants in 2010, two in 2012 and five in 2014 -- again with representation from all employee groups. LMC's Office of Student Life has also developed and implemented programs to promote leadership development among students (IV.A.5-14, IV.A.5-15, IV.A.5-16, IV.A.5-17, IV.A.5-18, IV.A.5-19, IV.A.5-20*)*.

As indicated previously, evaluation is on-going; examples include employee satisfaction surveys (conducted every 3 years), program review process survey (conducted annually), and the resource allocation process survey (conducted annually) (I.A.3-5, I.B.3-27, I.B.4-10, I.B.6-1, I.B.6-2, IV.A.2.a-27). The information gathered from these surveys is used to drive improvements of services and processes on campus. One such example of improvement based on evaluation is revisions to the RAP process related to new forms, training for proposal submission, and the process for reading and rating of the proposals by SGC (I.B.3-5, I.B.3-6, IV.A.2.a-28, IV.A.2.a-29, IV.A.2.a-30, IV.A.2.a-31).

Actionable Improvement Plan

None.

Standard IV.A - Evidence List

CP-12	Gainful Employment Webpage Screenshot
CP-13	LMC Accreditation Webpage Screenshot
CR-3	SGC 11Apr2012 Minutes-Approval of SLO Assessment Model
CR-7	Program Assessment Results Executive Summary Webpage Screenshot
CR-21	PDAC Membership Roster 2012-2013
DR-1	Business Procedure 18.01, *Contra Costa Community College District Budgeting System*
DR-7	Board Policy 1009, *Institutional Leadership and Governance*
DR-9	Administrative Procedure 1009.01, *Participatory Governance*
DR-10	Board Policy 1012, *Institutional Effectiveness: Planning, Assessment &Continuous Improvement*
DR-11	Administrative Procedure 1012.01, *Institutional Effectiveness: Planning, Assessment & Continuous Improvement*
ER-2	2014-2015 College Catalog
ER-3	SGC Minutes 8May2013-Approval of Mission Statement
ER-4	Governing Board Minutes 26Jun2013-Approval of LMC Mission Statement
ER-5	LMC Mission Statement College Catalog
ER-6	LMC Mission Statement, Vision and Values Webpage Screenshot
ER-7	LMC *Educational Master Plan* 2006-2016
ER-8	Program Review Submission Tool Homepage Screenshot
ER-10	CCCCD Governing Board Policies and Administrative Procedures
ER-11	Board Policy 1010, *Code of Ethics of the Governing Board*
ER-12	Board Policy 1020, *Conflict of Interest*
ER-13	Administrative Policy 1020.01, *Conflict of Interest*
ER-32	General Education SLOs
ER-33	General Education Philosophy
ER-36	*United Faculty Contract* 2011-2014
ER-38	*Faculty Handbook*
ER-39	*Student Handbook*
ER-52	Board Policy 5034, *Internal Audit Services (IAS) Charter*
ER-53	Board Policy 5007, *External Audit of District Funds*
ER-57	*SLOs A New Model of Assessment* spring 2012
ER-58	*Interim Strategic Priorities 2012-2014*
I.A.1-1	Mission Statement Survey Questions spring 2013
I.A.1-2	Mission Statement Survey Results spring 2013
I.A.1-3	*CCCCD Fingertip Facts 2013*
I.A.1-4	Program Review Process - Memo from Pres. Kratochvil 02Nov2012
I.A.1-7	*Institutional Effectiveness Report* spring 2011

I.A.1-8	Appendix VI: *Workforce Development System Strategic Plan 2012-2015*
I.A.1-12	SENSE 2012 Survey Results
I.A.1-14	LMC Student Satisfaction Survey 2013
I.A.3-4	College Assembly February 2013 Accreditation Update PowerPoint
I.A.3-5	President Bob Kratochvil Email 08Feb2013, 2012-13 Unit Program Review & RAP documents due 25Feb2013
I.A.3-6	President Bob Kratochvil Email 08Feb2013, LMC Mission Statement Review Process-An Opportunity to Provide Input
I.A.3-8	SGC Minutes 050813
I.B.1-1	Email-Get Ready for Program Review November 2013
I.B.1-4	Planning Committee Minutes 06Mar2014
I.B.1-16	SGC Sub-Committee Charges 2011-2012
I.B.1-17	SGC Sub-Committee Charges 2013-2014
I.B.1-18	SGC Minutes 100913
I.B.1-19	SGC Minutes 121113
I.B.1-26	SGC Minutes 012710
I.B.1-29	*Distance Education Strategic Plan 2009*
I.B.1-33	Comprehensive Review Template Administration and Support Units-fall 2012
I.B.1-34	Comprehensive Review Template Instructional Programs-fall 2012
I.B.1-35	Comprehensive Review Template Student Services Programs-fall 2012
I.B.1-43	College Assembly 01Nov2010 CUE Presentation PowerPoint
I.B.1-60	LMC Opening Day Big Ideas for Strategic Plan 2014-2019
I.B.2-6	*Contra Costa Community College District Strategic Plan 2014-2019*
I.B.2-10	SGC Minutes 042512
I.B.2-12	Program Improvement and Development Rating Form 2013-2014
I.B.2-13	Program Improvement and Development Form 2012-2013
I.B.2-17	Accreditation Steering Committee Meeting Minutes 02Feb2014
I.B.3-2	Planning Committee Charges 2013-2014
I.B.3-5	RAP Timeline for 2014-2015 Funding
I.B.3-6	RAP Request Form 2014-2015
I.B.3-7	2011 ARCC Data Report
I.B.3-13	Program Review Webpage Screenshot
I.B.3-17	Program Review Outline and Instructions fall 2011
I.B.3-18	Program Review Rubric 2011-2012
I.B.3-23	Program Review Workshop PowerPoint November 2013
I.B.3-26	Guide to Program Unit Review 2014-2015
I.B.3-27	RAP Timeline for 2013-2014 Funding

I.B.4-2	President Bob Kratochvil Email 02Nov2012, 2012-13 Unit Program Review & RAP documents due 022513
I.B.4-3	President Bob Kratochvil Email-RAP Update on 2013-14 Funding
I.B.4-4	RAP Update on 2013-14 Funding Memo to Campus Community 24May2013
I.B.4-5	LMC President's Email Memo Announcing Outcome of RAP Process 19Sep2013
I.B.4-6	Calendar of Monday Meetings-spring 2014
I.B.4-8	LMC Employee Satisfaction Survey-fall 2010
I.B.4-9	LMC Employee Satisfaction Survey-spring 2014
I.B.4-10	LMC Employee Satisfaction Survey Crosswalk 2010 and 2014
I.B.4-12	Program Maintenance Requests Funded 2011-2012 R. Livingston, President
I.B.4-17	LMC Strategic Planning 1st Retreat-RSVP Sign-in Sheets
I.B.4-18	LMC Strategic Planning 2nd Retreat-RSVP Sign-in Sheets
I.B.4-19	LMC Strategic Planning 3rd Retreat-RSVP Sign-in Sheets
I.B.5-3	District Research and Planning Webpage Screenshot
I.B.6-6	LMC SharePoint-RAP Proposals and PR Objectives spring 2012
I.B.7-1	LMC Employee Satisfaction Survey 2007
II.A.2.a-1	New Instructional Program Approval Process
II.A.2.c-12	General Ed Committee Mins-7Feb2013 COOR Review and Placement
II.A.2.c-13	General Ed Committee Mins-9Dec2011 Reviewing and Recommending COORs
II.A.2.c-14	General Ed Committee Mins-18Oct2012 Reviewing COORs
II.A.2.c-15	Distance Ed Committee Minutes 10Sept2012
II.A.2.c-16	Distance Ed Committee Minutes 19Sept2011
II.A.2.c-17	Distance Ed Committee Minutes 22Apr2013-Forms Online Courses
II.A.2.c-22	Comprehensive Program Review fall 2012-Child Development
II.A.2.c-23	Comprehensive Program Review fall 2012-Developmental Math
II.A.2.f-1	Integrated Model of SLO Assessment: A Synchronized Five-Year Cycle (diagram)
II.A.3-3	General Ed Committee Mins 18Nov2011 COOR Approval and Placement
II.A.3-4	Course Outline Approval Process
II.B.1-63	Planning Committee Agenda 06Mar2014
II.B.3-3	CA Community Colleges LMC Student Success Scorecard
II.B.3-4	LMC Student Success Scorecard 2012-2013 Webpage Screenshot

III.A.1.a-9   Human Resources Procedure 1010.06, *Hiring of Contract Administrators*
III.A.1.b-5   Human Resources Procedure 3080.05, *Evaluation of Classified Contract Administrators*
III.A.1.b-6   Human Resources Procedure 3080.04, *Participation in the Academic Classified Management Evaluation Process*

III.A.2-8   Email Announcement Beginning Resource Allocation Process for 2014-2015 Requests 03Feb2014

III.A.4.c-1   District Mission, Vision and Goals Webpage Screenshot

III.A.5.b-3   PDAC Report to SGC 25Apr2012
III.A.5.b-4   PDAC Report to SGC 12Feb2014

III.B.1.b-5   SGC Minutes 092513

III.B.2.a-1   Governing Board Report 8-C, *2015-19 Five Year Capital Outlay Plan*

III.D-1   Board Policy 5031, *Fiscal Management*
III.D-3   District Budget Study Session 2011
III.D-4   District Budget Study Session 2012
III.D-5   District Budget Study Session 2013
III.D-6   District Budget Study Session 2014

III.D.1.a-3   Governing Board Study Session, 2012-13 Accomplishments toward Strategic Directions November 13, 2013
III.D.1.a-6   2012-13 RAP Rating Criteria Classified Staffing Proposal
III.D.1.a-8   2013 A Annual Report to the Community
III.D.1.c-1   Board Policy 5033, *Budget Development*

INT-1   2014-2015 CCCCO List of Approved Degrees, Certificates, Programs
INT-3   College Assembly PowerPoint 4Mar2013
INT-4   College Assembly PowerPoint 1Apr2013
INT-5   CCCCD Governing Board Meeting Minutes 22May2013-LMC Reorganization Approval
INT-6   2014 LMC Administration Organizational Chart
INT-7   LMC Brentwood Center Substantive Change Proposal
INT-8   LMC Distance Education Substantive Change Proposal
INT-9   LMC Fire and Police Academies Substantive Change Proposal

IV.A.1-1   Mission Statement Task Force Mtg 06Mar2013
IV.A.1-2   Mission Statement Task Force Recommendation Email 17Apr2013
IV.A.1-3   Mission Statement Task Force Mtg 27Mar2013
IV.A.1-4   Mission Statement Task Force Mtg 13Mar2013

IV.A.1-5	Mission Statement Task Force Prelim Mtg 06Mar2013
IV.A.1-6	Mission Statement Task Force Email Mtg Reminder 11Mar2013
IV.A.1-7	Mission Statement Task Force Mtg Email 21Mar2013
IV.A.1-8	Mission Statement Task Force Mtg Email 27Mar2013
IV.A.1-9	Mission Statement Task Force Mtg Reminder and Recommendation 05Apr2013
IV.A.1-10	Program Review Archives and Resources Webpage Screenshot
IV.A.1-11	Program Review Completion Instructions fall 2010
IV.A.1-12	Comprehensive Program Review fall 2012-CalWorks
IV.A.1-13	Comprehensive Program Review fall 2012-EOPS
IV.A.1-14	EXITO Grant Application
IV.A.1-15	STEM Velocidad Grant
IV.A.1-16	CUE Phase II Final Report 18Oct2013
IV.A.1-17	HoM-Habits of Mind Documentation
IV.A.1-18	CA Community Colleges ARCC Reports Webpage Screenshot
IV.A.1-19	2012 ARCC Data Report
IV.A.1-20	2010 ARCC Data Report
IV.A.1-21	2009 ARCC Data Report
IV.A.1-22	2008 ARCC Data Report
IV.A.1-23	2007 ARCC Data Report
IV.A.1-24	*LMC Quick Facts 2010FA*
IV.A.1-25	*LMC Quick Facts 2011FA*
IV.A.1-26	*SGC Committee Structure-Position Paper* Pages 5-6
IV.A.1-27	SGC Minutes 091212
IV.A.1-28	SGC Minutes 082411
IV.A.1-29	SGC Minutes 082510
IV.A.1-30	SGC Minutes 022410
IV.A.1-31	SGC Minutes 121212
IV.A.1-32	SGC Minutes 022212
IV.A.1-33	SGC Minutes 051111
IV.A.1-34	IDEA Committee Minutes 090513
IV.A.1-35	Planning Committee Minutes 011614
IV.A.1-36	PDAC Minutes 012314
IV.A.1-37	Sustainability Committee Minutes 101712
IV.A.1-38	TLC Minutes 030612
IV.A.1-39	November SGC Retreat Notes Updated 010510
IV.A.1-40	SGC Minutes 121411-Notes from Retreat
IV.A.1-41	SGC Retreat Agenda-March 2010
IV.A.1-42	SGC Retreat Draft Plan of Action-March 2011
IV.A.1-43	SGC Retreat Agenda-April 2009
IV.A.1-44	Calendar of Monday Meetings-fall 2013
IV.A.1-45	Calendar of Monday Meetings-spring 2013
IV.A.1-46	Calendar of Monday Meetings-fall 2012
IV.A.1-47	SGC Membership 2013-2014
IV.A.1-48	SGC Membership 2012-2013
IV.A.1-49	Strategic Planning Retreat College Assembly Participants 07Apr2014

IV.A.1-50   LMC Employee Satisfaction Survey spring 2014 (Pgs. 1-3)
IV.A.1-51   SGC Minutes 042606
IV.A.1-52   SGC Minutes 101106
IV.A.1-53   SGC Minutes 121306
IV.A.1-54   SGC Minutes 012407
IV.A.1-55   SGC Minutes 082813
IV.A.1-56   TAG Reporting Template to SGC
IV.A.1-57   PDAC PowerPoint to SGC-February 2011
IV.A.1-58   Safety Committee Report to SGC 022311
IV.A.1-59   Planning Committee Report to SGC 11Apr2012
IV.A.1-60   Planning Committee Meeting Minutes 19Apr2012
IV.A.1-61   IDEA Report to SGC 2011
IV.A.1-62   IDEA Report to SGC fall 2009
IV.A.1-63   SGC Proposed Meeting Schedule and Topics 2013-2014
IV.A.1-64   SGC Meeting Schedule and Planned Agendas 2011-2012
IV.A.1-65   SGC Committee Reporting Schedule spring 2009

IV.A.2.a-1   IDEA Membership Roster 2013-2014
IV.A.2.a-2   Planning Committee Membership Roster 2013-2014
IV.A.2.a-3   Sustainability Committee Membership Roster 2013-2014
IV.A.2.a-4   TLP Membership Roster 2013-2014
IV.A.2.a-5   Academic Senate Minutes 09May2011
IV.A.2.a-6   Academic Senate Minutes 25Mar2013
IV.A.2.a-7   Academic Senate Minutes 14Mar2011
IV.A.2.a-8   Academic Senate Minutes 08Nov2010
IV.A.2.a-9   Procedures for and Minutes of Appointment of Classified Staff to SG Committees
IV.A.2.a-10   Student Senate Minutes 4-1-13
IV.A.2.a-11   Student Senate Minutes 10-22-12
IV.A.2.a-12   Student Senate Minutes 4-15-13
IV.A.2.a-13   Student Senate Minutes 9-10-12
IV.A.2.a-14   Student Senate Automatic Appointments
IV.A.2.a-15   LMC Committee Inventory-Working Document
IV.A.2.a-16   Presidents Cabinet Management Committee Reps-Email 082613
IV.A.2.a-17   Presidents Cabinet Reminder Email 082113
IV.A.2.a-18   Presidents Cabinet Reminder Email 072413
IV.A.2.a-19   Presidents Cabinet Reminder Email 071013
IV.A.2.a-20   SGC Meeting Reminder 030714
IV.A.2.a-21   SGC Agenda 031214
IV.A.2.a-22   SGC Meeting Reminder 120613
IV.A.2.a-23   SGC Agenda 121113
IV.A.2.a-24   SGC Agenda 032614
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IV.A.2.a-27   Resource Allocation Process (RAP) Webpage Screenshot
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IV.A.2.a-32   Email to Constituent Groups (Students) Inviting Them to Fill Slots on
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IV.A.2.a-48   Enrollment Management Guiding Principles Webpage Screenshot

IV.A.2.b-1   Academic Dean Job Descriptions
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IV.A.2.b-3   Administrative Procedure 1009.02, *Academic and Professional
               Matters*
IV.A.2.b-4   Academic Senate Bylaws 13Jun2013
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IV.A.2.b-12   Academic Senate Minutes 13Oct2008-Distance Ed Senate
IV.A.2.b-13   Distance Ed Forms-Courses Delivered Online
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IV.A.2.b-16   Academic Senate Minutes 14Feb2011-TLP Report
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IV.A.2.b-19   Academic Senate Minutes 28Jan2013-SGC Reports AST Adj

IV.A.2.b-20   Academic Senate Minutes 11Apr2011 General Ed Model
IV.A.2.b-21   Academic Senate Minutes 12Sept2011-SGC Report General Ed Model
IV.A.2.b-22   Los Medanos CC-BRIC Application
IV.A.2.b-23   BRIC TAP Participation Agreement MOU-19Apr2010
IV.A.2.b-24   LMC BRIC Recap
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IV.A.3-1   Classified Senate Minutes 05Apr2013
IV.A.3-2   Academic Senate Minutes 10Oct2010-General Ed Model SGC
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IV.A.3-4   Committee Chair Evaluation Reports
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IV.A.3-9   Academic Senate Minutes 22Mar2010-Senate Needs to SGC
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IV.A.3-12   Academic Senate Minutes 04May2009-Professional Development
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IV.A.3-15   Student Senate Minutes 11-26-12
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IV.A.4-3   LMC fall 2011 ACCJC Mid-Term Report
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IV.A.5-14   4CDLI FAQs 2013-2014
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IV.A.5-16   4CDLI Program Schedule 2014
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OR-6   College Assembly April 2013 Accreditation and Mission Statement
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OR-10   College Assembly April 2014 Accreditation Update PowerPoint
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