

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.

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

A series of inter-related statements, values, goals and priorities form the basis of LMC's ethical and effective leadership, as follows:

LOS MEDANOS COLLEGE MISSION STATEMENT:

Los Medanos College (LMC) 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.

LMC VISION STATEMENT:

Los Medanos College provides the premier educational opportunity for East County residents, where learning matters most.

LMC 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.

Student 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.

GOALS FROM LMC'S EDUCATIONAL MASTER PLAN: (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

STRATEGIC PRIORITIES: (Fall 2012 – Spring 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.

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 each set an 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. (E: EMP and Full document of strategic priorities)

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, work force preparation and services for all students (Evidence: Campus Survey re: Mission, Notes from Mission Task-Force, EMP and strategic plan).

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 outcomes of their stated objectives annually. Results of this evaluation lead to the development of 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 cycle. (E: Program review process, program reviews [examples and electronic access to] and RAP Process)

Additionally, as a result of these LMC “guiding documents”, there are several practices, programs and services which have supported an environment for empowerment, innovation and institutional excellence including, but 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 and 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. (E: EXITO and STEM Grants, Vision 20/20 Strategic Plan, CUE Reports, HoM documentation)

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

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 Research, and the Teaching and Learning Committee and are available on both the LMC and District Research websites. (E: LMC and District Research Websites, ARCC data/Scorecard, LMC Quick Facts, CUE Data, Program Review Data).

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 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 - their common thread. (E:SGC Position Paper and Committee structure)

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 (E:SGC minutes of charges and committee reports). 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 twice each month during each semester and most sub-committees meet regularly at least once each month. (E:sub-committee minutes) The SGC is kept up-to-date on sub-committee activities and related outcomes through formal annual reports each academic year and more often, as necessary. This flow of information forms the basis for many of the decisions made by the SGC. The SGC also schedules retreats 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 and cohort communities, promotion of faculty and staff engagement, and the importance of campus wide respect and civility (E: SGC Retreat Notes). 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. (E: College Assembly Calendar – with topics)

Self Evaluation

LMC meets Standard IV.A.1. As a result of wide-spread 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. (E: SG Committee memberships, Rosters of participation in meetings regarding strategic planning) (E: Mission Statement Survey Results)

In order to stay current with the needs of the College community, LMC regularly evaluates, enhances, and refines its shared governance structure – the current version was created in 2003. (E: Minutes of SGC review and discussions, minutes when standardized charges were developed, SG written reports and annual reporting calendar) During the past several years, new shared governance sub-committees have been formed to meet the needs identified by SGC, including Institutional Development for Equity and Access, Professional Development, Safety, and Sustainability.

All of the College's constituencies are represented on SGC and its sub-committees – except that classified staff are not on the Teaching Learning Committee since it deals primarily with academic and professional matters. Although students are represented on all the groups, in some cases they find it difficult to attend meetings and their participation is less than what the College would like. The College continues to work with the student leadership to find ways to increase student participation in college governance and committees. During the 2014-15 academic year, the Office of Student Life and the SGC will collaborate to develop 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 constituent 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. (E: SGC position paper and membership of sub-committees)

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. (E: Board Policy on institutional governance). The Academic Senate is the faculty's lead 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 such a capacity and meets monthly. (E: Official documents mandating each of the official governance constituent groups, agendas of President Council)

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' roles and responsibilities in college governance, including planning and budget development (E: SGC Position Paper). The document explains the composition of SGC and clearly defines the role of each constituency group within the institutional governance structure. The 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 subcommittees and implementation of the Resource Allocation Process (RAP) funding model. The SGC makes recommendations to the president regarding budget requests that are surfaced through the program review process and the subsequent resource allocation requests.

The SGC has nine voting members, with equal representation from each non-management constituency (E: SGC Membership). The senates and Associated Students elect their representatives for terms determined by the representative senates for 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

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expertise and input to the SGC. The president is the non-voting chair of the council who participates freely in discussions and deliberations, and receives recommendations from the group.

The SGC authorizes the creation of, and the charges of, the shared governance sub-committees. Appointment procedures for shared governance sub-committees mirror those of the SGC, although managers vote on some of the groups, at the sub-committee's discretion. (E: Classified and Faculty Senate and Associated Student Minutes of appointments).

Any constituent of the College may attend shared governance 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 meeting. (E: SGC and Sub-Committee e-mail agendas) The only exceptions are the closed meetings of the SGC during RAP deliberations.

Members of the campus community are encouraged to bring forth 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 through the Resource Allocation Process (RAP). (E: RAP Process Instructions and timeline) 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 resource requests recommended by the CTE Committee as part of the RAP process. Allocations approved during the RAP process are closely tied to the 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 (E: (A RAP Proposal and aligned Program Review)). After receiving the resource allocation recommendations from the SGC, the president works with the director of business services to verify required program review documentation and 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. (E: Orientation notes, e-mails to constituent groups inviting them to fill SG slots on committees)

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In addition, there are many other college venues where important issues are raised and discussed - for example, Department Chair meetings, grant-based 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.

Administrative and Support Services departments were added to the program review process in 2010. (is this the correct year?) During the 2013 program review process, xx% of programs completed their program review and all of the RAP applicants explicitly noted their resource needs and requests in their program review document. (I will ask Beth to go through it manually and give you the count for the percentage of programs that completed program review.)

In following LMC's 2008 Accreditation planning agenda, 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. As an additional focus, 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. (E: Documentation of SG PD)

At LMC, the SGC serves as the college budget committee. 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 formation of a separate college budget committee. The possible role of such a committee is currently under discussion in the Academic Senate.

Governing Board budget study sessions, deliberations and actions are open to the public and some employees typically attend. 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 during Flex. 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. (E: Budget meeting). Based on agreed-upon enrollment management principles developed by the Enrollment Management Committee, the College developed both a reduced and expanded spring course schedule, pending the outcome of the proposition. (Evidence: Principles etc are in the Enrollment Management Committee website)

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 (E: Academic Dean job descriptions, Curriculum Committee Position paper). 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 addressing new programs and curriculum, institutional, program and course-level assessments, 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). (E:AP 1009.02 and Academic Senate by-laws)

Typically meeting twice each month, the Academic Senate follows its constitution and by-laws, which were amended in spring, 2013. (Evidence: Senate Constitution and By-laws) 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 (Evidence – list of faculty appointed to committees). The Academic Senate has two sub-committees – the Curriculum Committee and the Teaching Learning Committee (TLC)

(E: TLC and Curriculum Committee Position Paper), which is a joint subcommittee with the SGC.

The Curriculum Committee reviews and officially recommends courses for approval (E: Course Approval Process and minutes) to the president of the college. In conjunction with the Academic Senate and the SGC, the Curriculum Committee also reviews and approves new programs (E: Program Approval Process). The Curriculum Committee Chair, in addition to being a non-voting member of SGC, attends all Academic Senate meetings (E: Academic Senate and SGC meeting minutes) to ensure continuous communication and alignment between these bodies.

The Curriculum Committee has two subcommittees:

- 1) The Distance Education Committee (E:Distance Education Strategic Plan?), which recommends policies for 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 “substantive instructor-student contact” and the ability of the course to meet all the student learning outcomes in this mode of instruction. (E: Distance Ed Committee minutes and related forms)
- 2) The General Education Committee reviews course outlines and makes recommendations to the Curriculum Committee for the course placement in the general education program. (E: GE meeting minutes and GE recommendation form)

The Teaching Learning Committee (TLC), a body which reports to both the Academic Senate and the Shared Governance Council, leads the College’s work on student learning outcome assessment for outcomes in 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, (E: TLC Position Paper and SGC charges and reports to SGC) provides ongoing faculty input and leadership on campus wide assessment efforts. (Evidence: TLC and SGC/Senate minutes)

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 (E: BRIC Grant letter of approval and follow-up reports). 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. (E: TLC five-year model of assessment)

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 colleges in the District. (E: TLC Position Paper, AA-Ts and AS-Ts which have been approved and the new GE model).

The Academic Senate recently has occasionally had trouble getting a quorum at the stipulated starting 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 bit late. The senate is currently working to fill all its positions. In fall 2013, of the 22 senate positions, 5 were vacant and 3 were considered "inactive." As of this writing, the Senate leaders were working to improve attendance.

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. (E: BP 1009)

The shared governance processes at LMC were designed to encourage campus wide engagement and dialogue in discussions of significant policies, issues, and ideas. All four constituent groups (students, faculty, classified staff, and administrators) 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 senates through the SGC, and through administrative communications. (E:SGC Position Paper and Respective senates minutes and president's council agendas).

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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. **(E: Constituent group agendas and minutes)**

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 sent out to the college community via e-mail from the President’s Office, as well as communicated at monthly college assemblies. **(E: E-mails to college community re: SGC communications)**

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 annual program review summaries.

Monthly college assemblies are also an important vehicle of communication presided by the college president for presentations by administrators, and constituency and shared governance groups to communicate to the entire campus. These college assemblies are held from 3 to 5 p.m. on Mondays when no full time faculty are in class. **(E: College Assembly meeting schedule)**.

Each of its affiliated shared governance committees reports annually to the SGC on its progress, challenges, accomplishments, and related improvements in the College **(E: SGC minutes, SGC self-evaluations, committee reports to SGC)**. The committees also communicate with the college community regularly by sending their meeting announcements, agendas and minutes to the College by e-mail and also post this information on their committee websites. The president also communicates to the campus regularly by e-mail, college wide assemblies, and the various senate and council meetings. Reports, demographic data, and surveys that report institutional improvements and issues and drive planning processes are posted on the website of the Office of Planning and Institutional Effectiveness (www.losmedanos.edu/planning). Additional information is on the website of the District Office of Research and Planning. Currently the reports are 2010-11 and older on this page. District Planning and Research website went “live” during fall 2013. LMC’s Planning Committee website is being re-organized and it will link to the District site for reports.

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. (E: Faculty and Student Handbooks)

Self-Evaluation

LMC meets Standard IV.A.3. 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. (Evidence: minutes which include the above and other such examples)

During the 2013-14 academic year, the Office of the President, working with the SGC, standardized the format of agendas and minutes and web-sites of shared governance committees in order to improve communication with the college community. Dissemination of these documents occurs electronically, in a timely manner. LMC is currently developing a 'Governance' document/handbook. This will include all the committees, their role and membership.)

Information and data are communicated and used regularly at all levels of shared governance for planning purposes. Through well-established governance structures, open dialogue and effective communication indicates that the college works well together to promote our students' achievement of their educational goals, as demonstrated by improvements in student completions – certificates, degrees and transfers. (Evidence: on website of the Office of P&IE)

Actionable Improvement Plan

None.

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.

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

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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 (spring every year).
- Fall 2009 Required Follow-Up Report to LMC's 2008 self-study.
- Fall 2010 Follow-up Report.
- Fall 2011 Focused Mid Term Report.
- Fall 2012 College Status Report on Student Learning Outcomes Implementation.
- Substantive Changes:
 - Distance education (approved in March 2013),
 - Brentwood Center (approved in November 2013)
 - Off-site Fire Academy and off-site contracted Police Academy (approved in November 2013)

(E: copies of each of these reports at www.losmedanos.edu/accreditation)

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. **(E: Catalog and [ww.losmedanos.edu/accreditation](http://www.losmedanos.edu/accreditation).)** LMC's webpage also has an executive summary of the results of the assessment program level student learning outcomes written in simple English 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.

(<http://www.losmedanos.edu/programassessment/>) The District Research Office works closely with LMC faculty, staff, and administrators to ensure that all published data is accurately gathered, processed, and reported. **(District Research and Planning website is <http://www.4cd.edu/research>; LMC Planning website is www.losmedanos.edu/planning, LMC Accreditation website is www.losmedanos.edu/accreditation) and LMC Program Review website is www.losmedanos.edu/programreview.)**

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

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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. (E: Accreditation Reports noted above)

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 14 newly-developed transfer degrees – nine AA degrees and four AS degrees. (E: Program Approvals from Chancellors Office)

Commented [RG1]: Kiran – I got this info from Eileen – There are two additional degrees on the March agenda – that – depending on timing – we may want to add after they are approved.

The College, in collaboration with the District, complied with the Gainful Employment Act passed in 2010. Every certificate program leading to employment has a gainful employment disclosure on the College website. (<http://www.losmedanos.edu/gainfulemployment/>)

LMC 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 and Department of Education Trade Adjustment Assistance Community College Career Training (TAACCCT) Grant, California State Chancellor's Office Career Advancement Academy, and MESA Grant, among others. Additionally, LMC administers U.S. Department of Education Pell Grants and Perkins 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 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 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 who were enrolled at the time 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.

Commented [kk2]: Year to be confirmed.

As indicated in previous sections of this report, LMC complies with 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. (E: Review of SGC Charter, RAP Review, and end of year self-evaluation in SGC minutes).

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. (E: self evaluation template and sample reports)

The SGC also conducts an annual self-evaluation of the Resource Allocations Process (RAP), as well as a survey of all who have participated in RAP, to evaluate this budgeting process. As a result of these evaluations, LMC has improved 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, Classified Senate and Student Senates get feedback from their members through surveys. (E: Need to gather survey forms and results). 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. During 2011-12, 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. (E: Leadership Academy) Assessment of the Academy, by the participants, facilitators and an outside evaluator, has led to the planning of an annual Leadership Academy, beginning in 2014-15.

The Contra Costa Community College District has also sponsored three 4CD Leadership Institutes (4CDLI) and an Advanced Leadership Institute, all with the goal of increasing

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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. Each institute has been evaluated and feedback has been used to improve the subsequent institutes. (E: Evaluations of 4CD Leadership Institutes) LMC's Office of Student Life has also developed and implemented programs to promote leadership development among students.

As indicated previously, evaluation is on-going. Examples include; **Employee Satisfaction Surveys – conducted every 3 years, Program Review process survey – conducted annually (Results on website of Office of P&IE) and the Resource Allocation Process – conducted annually (Results ??? checking on this)**, The information gleaned from these surveys is used to drive improvements of services and processes on campus. One such example 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. (E: SGC minutes, RAP overview, forms, training agendas,). (Kiran – seems we could add more examples here – let's talk about this) All the constituency groups have done formal and informal evaluations. However, evaluations have not always been on-going and systematic.

Actionable Improvement Plan

None.