INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

Submitted to:

The Accrediting Commission for Community
and Junior Colleges of the Western Association
Of Schools and Colleges

Fall 2008

Peter Garcia, President
Los Medanos College

Contra Costa Community College District Governing Board
JoAnn Cookman
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Dr. Helen Benjamin, Chancellor

CERTIFCATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date: July 31, 2008

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report reflects the nature and substance of this institution.

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Dr. Helen Benjamin, Chancellor, Contra Costa Community College District

_____
Tomi Van de Brooke, President, CCCCD Governing Board

_____
Peter Garcia, President, Los Medanos College

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Michael Norris, President, LMC Academic Senate

_____
Linda Kohler, President, LMC Classified Senate

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Taeko Colbert, President, LMC Associated Students

_____
Richard Livingston, Accreditation Liaison Officer

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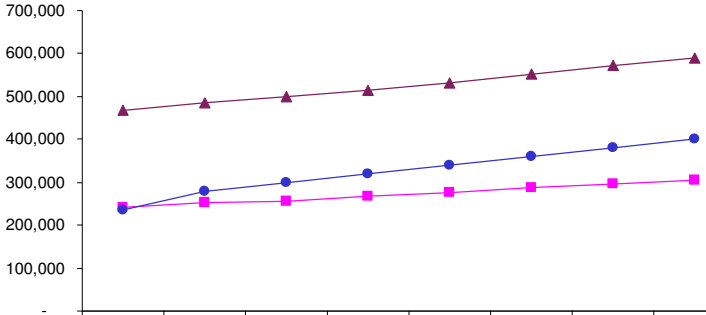
INTRODUCTION

Contra Costa College in San Pablo, Diablo Valley College in Pleasant Hill and Los Medanos College in Pittsburg and centers in Brentwood and San Ramon, comprise the Contra Costa Community College District. With headquarters in Martinez, the District enrolls about 43,000 students. The district was established in 1948, and is the second oldest multi-college district in the state and the eighth largest of the 72 districts statewide. Overall District policy is set by five elected Governing Board members and carried out by Chancellor Helen Benjamin and staff. Many decisions are made at the colleges. Classified staff, faculty, managers and students have active involvement in decisions at each location.

Los Medanos College was founded in 1974, on a 120-acre site near the boundary of Pittsburg and Antioch. The college name is derived from Rancho Los Medanos, among the last of the huge Mexican land grants in what was to become California. Los Medanos, roughly translated from Spanish, means "The Sand Dunes." The geographical location is unique. To the east is the Delta area where agriculture and recreation thrive. Directly to the north is the Sacramento River with bustling heavy industry on its banks. Just over the Mt. Diablo foothills to the west lay San Francisco Bay and its metropolitan areas. With abundant available land, the "East County" continues to go through rapid growth and "suburbanization" characterized by large housing tracts and retail developments. This rare geographic combination provides LMC with a rich diversity of students who bring with them a broad range of interests, histories and lifestyles.

Los Medanos College serves primarily the communities of Clayton, parts of Concord, Bay Point, Pittsburg, Antioch, Oakley, Knightsen, Bethel Island, Brentwood, Byron and Discovery Bay. In recent years, there has been rapid growth in Contra Costa's "East County", and it is projected that this growth will continue in the next 20 years (Figure 1). Current population of the feeder area is approximately 300,000. To serve the needs of the growing community from the "East County", the college has built three new buildings - library, math and science - which added 109,132 square feet to its facility. The college also opened a center in Brentwood in 2001.

Figure 1



	2000	2005	2010	2015	2020	2025	2030	2035
West County	240,988	252,200	256,800	265,900	276,200	287,800	296,000	303,800
Central County	466,292	485,800	498,300	513,600	532,900	552,400	571,300	588,800
East County	235,153	278,600	299,800	320,600	340,500	360,300	380,100	399,900

	2000-2035 Projected Percentage Change
West County	+26%
Central County	+26%
East County	**+70%**

Source: Association of Bay Area Governments. Population Projections, 2007.

The Student Population

Los Medanos College enrolled about 8,453 students in fall 2006 (43 percent male, 57 percent female, with an average age of 31 years). Typical of most community colleges, Los Medanos College's student population is ethnically diverse -- 24 percent Hispanic, 15 percent African American, 6 percent Asian/Pacific Islander, 6 percent Filipino and 39 percent Caucasian (Figure 2). Student age is also diverse: 30 percent of the students are age 19 or under, 37 percent are 20 - 29 and 33 percent at age of 30 or older (Figure 3).

Figure 2
LMC's Student Ethnic Composition
Fall 2006 (n=8,453)

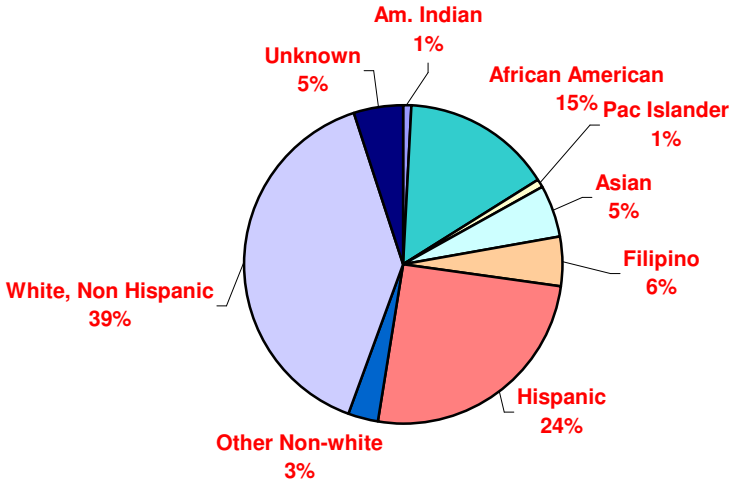
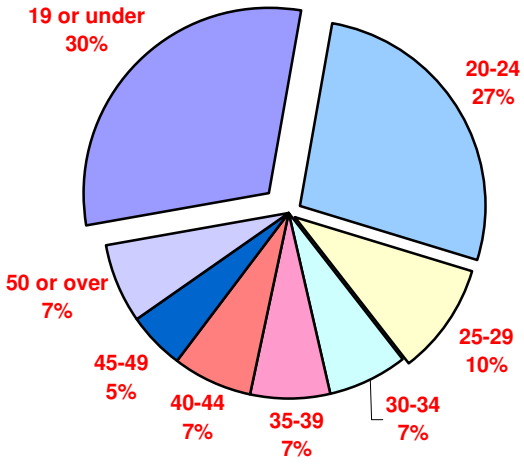


Figure 3
LMC's Student Age Composition
Fall 2006 (n=8,453)



Six-Year Enrollment Trends at Los Medanos College

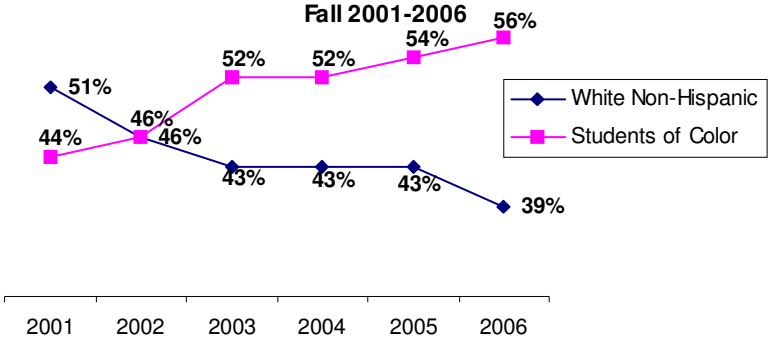
Student head count decreased from 9,971, in fall 2001, to 8,453, in fall 2006, a decrease of 1,518, students during that period. Six-year enrollment trends by ethnicity (Table 1) indicate that Hispanic students have increased from 18 percent in fall 2001, to 24 percent in fall 2006. African-American students have increased from 12 percent to 15 percent in the last six years; conversely, white students have decreased from 51 percent in fall 2001 to 39 percent in fall 2006; as students of color increase, white students decrease (Figure 4). The proportion of female students has also changed (Table 1). Female students have increased from 54 percent in fall 2001, to 58 percent in fall 2006, and males have decreased from 42 percent to 39 percent in the same time period. There has been an increase in proportion of students under 24 during the past six years. Students under 24 have increased from 43 percent in fall 2001, to 58 percent in fall 2006 (Table 3). Full time students increased from 16 percent in fall 2001, to 28 percent in fall 2006 (Table 4).

Table 1
LMC Students by Ethnicity: Fall 2001 to Fall 2006

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
ETHNICITY	**N=9971**	**N=10956**	**N=8189**	**N=8956**	**N=8632**	**N=8453**
Asian	6%	6%	6%	6%	6%	5%
African American Non-Hispanic	12%	12%	12%	13%	15%	15%
Filipino	5%	5%	7%	6%	7%	6%
Hispanic	18%	18%	23%	23%	24%	24%
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%
Other Non-White	2%	2%	3%	2%	3%	3%
Pacific Islander	1%	1%	1%	1%	1%	1%
White Non-Hispanic	51%	46%	43%	43%	43%	39%
Unknown/ Non-Respondent	5%	9%	5%	5%	3%	5%
TOTAL	100%	100%	100%	100%	100%	100%

Figures are estimates based on End-of-Term data from the Research Data Warehouse.

Figure 4
Six-Year LMC Students of Color Enrollment Trend
Fall 2001-2006



* Percentages for unknown are not included

Table 2
LMC Students by Gender: Fall 2001 to Fall 2006

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
GENDER	**(N=9971)**	**(N=10956)**	**(N=8189)**	**(N=8956)**	**(N=8632)**	**(N=8453)**
Female	54%	54%	58%	57%	58%	58%
Male	42%	43%	38%	40%	39%	39%
Unknown	4%	3%	4%	3%	3%	3%
TOTAL	100%	100%	100%	100%	100%	100%

Figures are estimates based on End-of-Term data from the Research Data Warehouse.

Table 3
LMC Students by Age: Fall 2001 to Fall 2006

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
AGE GROUP	**N=9971**	**N=10956**	**N=8189**	**N=8956**	**N=8632**	**N=8453**
19 or younger	20%	28%	28%	28%	27%	31%
20-24	23%	20%	25%	26%	29%	27%
25-29	10%	10%	10%	11%	10%	10%
30-34	10%	10%	8%	8%	7%	7%
35-39	9%	9%	8%	8%	7%	7%
40-44	9%	8%	8%	7%	7%	7%
45-49	8%	6%	5%	5%	5%	5%
50 or over	11%	10%	8%	7%	7%	7%
TOTAL	100%	100%	100%	100%	100%	100%

Figures are estimates based on End-of-Term data from the Research Data Warehouse.

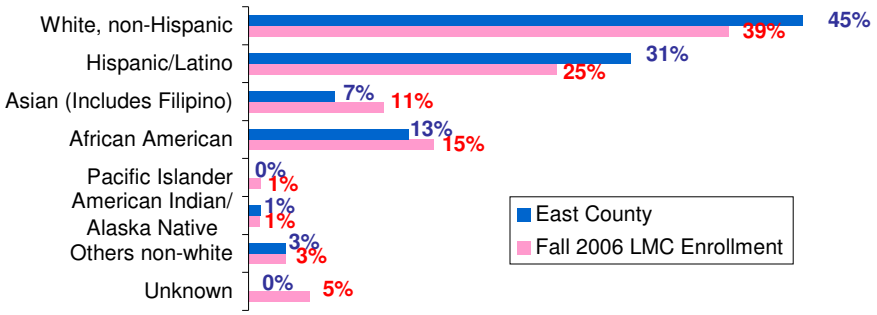
Table 4
LMC Student Load: Fall 2001 to Fall 2006

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
STUDENT LOAD	**N=9971**	**N=10956**	**N=8189**	**N=8956**	**N=8632**	**N=8453**
Full Time	16%	13%	22%	25%	26%	28%
Part Time	84%	87%	78%	75%	74%	72%
TOTAL	100%	100%	100%	100%	100%	100%

Comparing the ethnic composition of Los Medanos College to that of the feeder area, the college population reflects fairly well the ethnic diversity of its community, with the exception of Hispanic and white students, who are underrepresented (Figure 5).

* LMC Research Data Warehouse
** US Census data, 2000

Figure 5
LMC Student Enrollment as Compared to East County



Enrollment in the Brentwood Center:

To serve the academic needs of the rapid growing population to the east of the Pittsburg campus, Los Medanos College opened a center in Brentwood in fall 2001. The center has significantly increased enrollments during the past six years. Enrollment has increased from 493 in fall 2001, to 1,731 in fall 2006, an increase of 251 percent. Most students who attend the Brentwood center are white females and under 24 years of age.

Some observations in Brentwood enrollment from fall 2001 to fall 2006, include: Hispanic students have increased from 23 percent to 30 percent (Table 5); females have increased from 56 percent to 63 percent (Table 6); and students 19 years or younger have increased from 30 percent to 40 percent (Table 7).

Table 5
Brentwood Students by Ethnicity: Fall 2001 to Fall 2006

ETHNICITY	Fall 01 N=493	Fall 02 N=1103	Fall 03 N=1260	Fall 04 N=1502	Fall 05 N=2100	Fall 06 N=1731
Asian	4%	3%	3%	4%	3%	4%
African American Non-Hispanic	8%	4%	6%	7%	8%	9%
Filipino	3%	3%	4%	4%	3%	4%
Hispanic	**23%**	**20%**	**24%**	**26%**	**27%**	**30%**
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%
Other Non-White	2%	3%	2%	3%	3%	4%
Pacific Islander	1%	1%	1%	1%	1%	1%
White Non-Hispanic	53%	59%	52%	49%	50%	44%
Unknown/ Non-Respondent	4%	6%	6%	4%	3%	4%
TOTAL	100%	100%	100%	100%	100%	100%

Table 6
Brentwood Students by Gender: Fall 2001 to Fall 2006

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
GENDER	**N=493**	**N=1103**	**N=1260**	**N=1502**	**N=2100**	**N=1731**
Females	**56%**	**59%**	**60%**	**58%**	**59%**	**63%**
Males	41%	37%	36%	39%	36%	33%
Unknown	3%	4%	4%	3%	5%	4%
TOTAL	100%	100%	100%	100%	100%	100%

Table 7
Brentwood Students by Age: Fall 2001 to Fall 2006

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
AGE GROUP	**N=493**	**N=1103**	**N=1260**	**N=1502**	**N=2100**	**N=1731**
19 or younger	**30%**	**39%**	**37%**	**38%**	**45%**	**40%**
20-24	26%	23%	27%	27%	27%	27%
25-29	6%	9%	9%	9%	7%	8%
30-34	8%	7%	7%	5%	4%	5%
35-39	9%	7%	6%	7%	5%	6%
40-44	7%	6%	6%	6%	5%	5%
45-49	8%	4%	4%	4%	3%	5%
50 or over	6%	5%	5%	4%	3%	4%
TOTAL	100%	100%	100%	100%	100%	100%

College Personnel

The college employs about 484 individuals: 23 percent are full-time faculty, 49 percent part-time faculty, 23 percent classified and 5 percent management (Figure 6). Also, 43 percent are male and 57 percent are female. The ethnic composition is shown in figure 7.

Figure 6
LMC Personnel Classification
Fall 2006 (n=484)

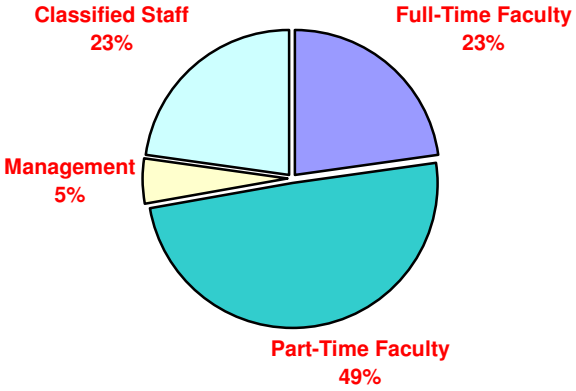
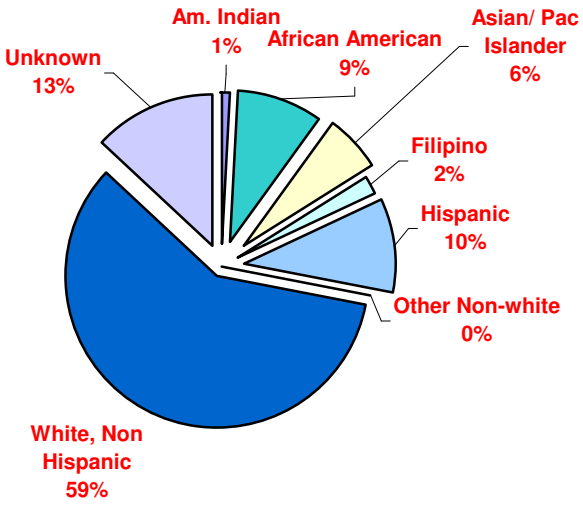


Figure 7
LMC's Personnel Composition
Fall 2006 (n=484)



Source: LMC's Business Office, 2006.

ABSTRACT OF THE REPORT

Standard I: Institutional Mission and Effectiveness

The Los Medanos College mission statement clearly defines the institution's purposes, intended student population and its commitment to achieving student learning. The statement was the result of institutional dialogue – it has been reviewed and updated, approved by the Governing Board and widely disseminated. The mission statement is central to the college's planning and decision-making processes.

The college demonstrates a conscious effort to produce and support the learning of its diverse student body, assesses how well that learning is taking place and completes the "assessment cycle" by using the results to make changes designed to enhance learning outcomes. LMC demonstrates its effectiveness by providing evidence of achievement of student learning outcomes and evidence of institutional and program performance.

LMC has developed and implemented comprehensive and systematic evaluation and planning process designed to improve student learning and other institutional effectiveness outcomes.

More specifically, the college has set measurable goals in its Educational Master Plan that reflect the mission statement and core values and are designed to improve effectiveness. Under the leadership of the Shared Governance Council and Planning Committee, LMC has adopted an on-going cycle of evaluation (based on both quantitative and qualitative data), integrated planning, resource allocation, implementation and re-evaluation. The Resource Allocation Process (RAP) has recently been improved to make it less cumbersome. The RAP and other planning processes, particularly program review, ensure opportunities for widespread participation. The processes are evaluated on a regular basis and improvements are designed and implemented, as necessary. The evaluation processes themselves are also reviewed regularly and modified as necessary.

Standard II: Student Learning Programs and Services

The college offers high-quality instructional programs in a wide variety of academic disciplines. LMC utilizes various delivery systems and modes of instruction that are designed to meet the needs of its diverse student body and community. Consistent with its mission – transfer/degree, occupational, developmental and lifelong learning – LMC has identified student learning outcomes at the institutional, program and course levels. Under the leadership of the Teaching and Learning Project, the outcomes are being assessed and the results are being used for institutional improvement. Curriculum Committee policies and processes and numerous professional development activities support faculty participation in assessment.

Through the revised program review process, including the required annual update, the college regularly assesses instructional programs in order to improve them. All instructional departments participated in the most recent review process.

The college is proud of its integrated general education program, which is required for all degree programs. General education is based on a carefully considered philosophy that led to development of five student learning outcomes that are common to all GE courses. Only courses that can facilitate student achievement of the SLOs are included in the GE program. All degree programs also require a major or area of concentration.

Students in occupational programs demonstrate recognized technical and professional competencies in their field by mastering the course and program-level student learning outcomes. Active advisory committees aid the college in identifying and assessing the competencies.

LMC demonstrates integrity in the information that is made widely available to students and the community through a variety of media.

Policies on academic freedom and responsibility and student academic honesty are in place and readily available.

LMC recruits and admits diverse students who are able to benefit from its programs – demographic data indicate that the student body is generally more diverse than the area that the college serves.

Student support services address the identified needs of students and enhance a supportive learning environment. The college is characterized by a concern for student access, progress, learning and success – new programs have been implemented to achieve those goals. Improvements are being made in the coordination and integration of student services at LMC. Student services have been expanded to better serve the needs of students who take classes at the Brentwood Center. On-line counseling is being piloted. The Student Life program has been expanded and improved in order to promote student engagement.

LMC and the District have implemented new policies and procedures designed to protect the integrity of student records. The changes will be evaluated to ensure that they are producing the desired level of security.

The college systematically assesses student support services through program review and the assessment of the student learning outcomes that have been identified for student services as a whole and for specific programs.

Library and other learning support services also support student achievement and development. The new library has been enthusiastically received by the college community and utilization has increased significantly. The college provides training to students so that the library and its many resources can be used effectively and

efficiently. An institutional dialogue is underway regarding an information competency requirement.

Other learning support services – such as computer labs, other instructional labs, the High Tech Center and tutoring – also assist students in meeting the stipulated learning outcomes. The tutoring program has been evaluated and is currently being revised in order to better address students' learning needs.

The college regularly evaluates library and other learning support services, primarily through program review and the assessment of student learning outcomes. The results of these evaluations are used for improvement.

Standard III: Resources

The college employs qualified personnel – classified staff, faculty and management – who are well prepared by education, training and experience to support students' pursuit of their educational goals.

LMC has a sufficient number of qualified full-time classified, faculty and managers to achieve its mission, although college leaders agree that the hiring of additional full-time classified and faculty would be helpful.

The District has developed comprehensive personnel policies and procedures that are widely available, in print and electronically, and equitably administered.

The college demonstrates an understanding of, and concern for, issues of equity and diversity, as demonstrated by its mission statement, policies and procedures, curriculum and student support services. The District is developing a diversity plan and LMC will form a committee to implement the plan at the college level.

LMC has a rich history of commitment to professional development. The approach to professional development is currently being re-evaluated and a new model will be implemented during the 2008-09 academic year, with an emphasis on improved linkage between activities and college goals.

The college provides safe and sufficient physical resources to support its programs and services. Recent improvements include a new library, math and science buildings, an attractive new quad, expanded Brentwood Center and solar panel covered parking. Plans are underway to renovate vacated space in the college complex and to upgrade physical education facilities. Based on widespread input and dialogue, the college updated its Facilities Master Plan during fall 2007. The college continues to search for a site for a permanent Brentwood Center.

Technology resources are used to support student learning programs and services. The college's new buildings feature "state of the art" technology. LMC is facing the challenge of maintaining and replacing its vastly increased stock of computers and related

devices. LMC regularly assesses the effectiveness of its technology resources and uses the results as the basis for improvement.

Financial resources are sufficient to support instructional programs and student services. Through the Shared Governance Council's Resource Allocation Process, financial planning is integrated with other institutional planning efforts. The college follows its processes for planning and budget development, which include opportunities for input from all constituencies.

The financial management system has appropriate control mechanisms and widely disseminates dependable and timely information so that sound financial decisions can be made.

Standard IV: Leadership and Governance

LMC recognizes that ethical and effective leadership throughout the college are necessary for continuous improvement. College leaders strive for innovation and institutional excellence.

The college has written policies providing for constituent participation in decision making – particularly through the Shared Governance Council and the three senates. The SGC has improved communication about governance and related issues to the college community, although more needs to be done. Efforts are underway to expand employee and student involvement in various governance groups and processes.

Governance and decision-making processes are regularly evaluated to assure their integrity and effectiveness. Results are used for improvement – for example, the Resource Allocation Process has been improved and streamlined.

The Governing Board is responsible for the overall quality of the colleges and District support systems. The board selects and evaluates the chancellor, who has lead administrative responsibility for the District. The college president has primary responsibility for LMC. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness.

Roles and responsibilities of the District Office and colleges have recently changed and a detailed document delineating the changes has been written and disseminated. Once a reasonable amount of time has passed, the structural changes should be evaluated for effectiveness. The District and colleges are also reviewing resource allocation processes, particularly the hourly teaching budgets, which the colleges believe are underfunded.

The District also has shared governance processes and bodies in place, led by the District Governance Council. All governance processes, at the District and colleges, are designed to support the mission of enhanced student learning.

ORGANIZATION FOR THE SELF STUDY

During the summer of 2006, the college president, vice president and senior dean of instruction, who also serves as accreditation liaison officer, met to outline an approach and process for the Self Study. That fall, the Accreditation Steering Committee was formed and began its work to organize the process, based on widespread participation. Steering Committee membership was composed of: classified staff – Linda Kohler, Humberto Sale and Jennifer Victor; faculty – Ken Alexander, Curtis Corlew, Phil Gottlieb, Frances Moy and Michael Norris; management – Dan Henry and Richard Livingston (facilitator). The senior executive assistant to the president was assigned as support staff to the committee. The Steering Committee, chaired by the accreditation liaison officer (ALO), met regularly during 2007 and 2008 calendar years to oversee the process. It was charged with acting as the primary editing input body for the report and was assigned to test the accuracy of input forwarded from the standards committees in cases where disputes or questions were identified.

In early spring 2007, five representative standards committees – Standard Two was divided between 2A and 2BC – were formed and began their work. Committees were directed by the Steering Committee to become familiar with the specific standards and given guidance on how to complete the Self Study work. Every attempt was made to recruit committee members who were both representative and knowledgeable about the issues being studied. Some members of the college community opted to serve as readers/editors of the standards, rather than serving as actual members of the committees. The standards teams were charged with taking responsibility for gathering information about the performance of the college in relation to the standard – by reviewing available data and research, by interviewing key personnel and by collecting written comments and documents. The committees were asked to focus on providing evidence regarding the degree to which the college practices met the standard, as opposed to being concerned about producing a “polished” chapter for the self study.

The first task, completed during spring 2007, was to draft responses to the previous recommendations and to begin the research for this document. Very rough drafts of each standard were completed by the end of the semester. Throughout the process, numerous memos and e-mails were sent to the college community requesting input into, and review of, the Self Study. On May 7, 2007, a College Assembly was held to inform the community of the Self Study process and preliminary findings.

During the summer of 2007, the ALO produced a rough draft from materials submitted by the standards committees. Numerous “holes” and issues in the draft document were identified and the standards committees were charged with doing additional research and writing. During fall 2007, the drafts were refined. During that semester, and spring 2008, the latest drafts were placed on the college intranet and members of the community were asked to provide input/feedback on the Self Study. Two more College Assemblies were held on September 24 and November 26, 2007, to present tentative planning agenda items to the community for feedback. During early 2008, the ALO produced an updated draft of all five standards. On April 14, a final College Assembly

was held to go over highlights of the report. During late spring and early summer, the document was refined and documentary evidence was collected.

During July 2008, the Governing Board held a study session on the document and approved it. The Self Study was scheduled to be forwarded to the printer in August and distributed to the visiting team, the commission and the college community in September 2008.

LOS MEDANOS COLLEGE ACCREDITATION SELF STUDY
STANDARD COMMITTEES AND MEMBERS

STANDARD #1 – Institutional Mission and Effectiveness

Co-Chairs: Gil Rodriguez, Management
Humberto Sale, Classified Staff

Members: Robin Aliotti, Faculty
Scott Cabral, Faculty
Mark Lewis, Faculty
Sharen McLean, Classified Staff
Newin Orante, Management
Kwadwo Poku, Faculty
Pat Wagener, Faculty

STANDARD #2A – Student Learning Programs and Services – Instructional Programs

Co-Chairs: Ken Alexander, Faculty
Curtis Corlew, Faculty

Members: Kiran Kamath, Management
Cindy McGrath, Faculty
Jancy Rickman, Faculty
Jennifer Saito, Faculty
Mitch Schweickert, Faculty
Myra Snell, Faculty
Denise Speer, Faculty
Jeannine Stein, Faculty
Kathy Willett, Faculty
Nancy Ybarra, Faculty

STANDARD #2B/C – Student Support Services & Library and Learning Support Services

Co-Chairs: Phil Gottlieb, Faculty
Frances Moy, Faculty

Members: Art Alatorre, Management
Stephanie Alves, Classified Staff
Rosa Armendariz, Management
Gabriella Boehme, Faculty
Ed Bolds, Faculty
Virginia Richards, Faculty
Kathy Cullar, Classified Staff
Daniel Henry, Management
Thais Kishi, Faculty
Carmen Pacheco, Classified Staff
Pam Perfumo, Faculty
Laura Subia, Faculty
Michael Yeong, Faculty

STANDARD #3 - Resources

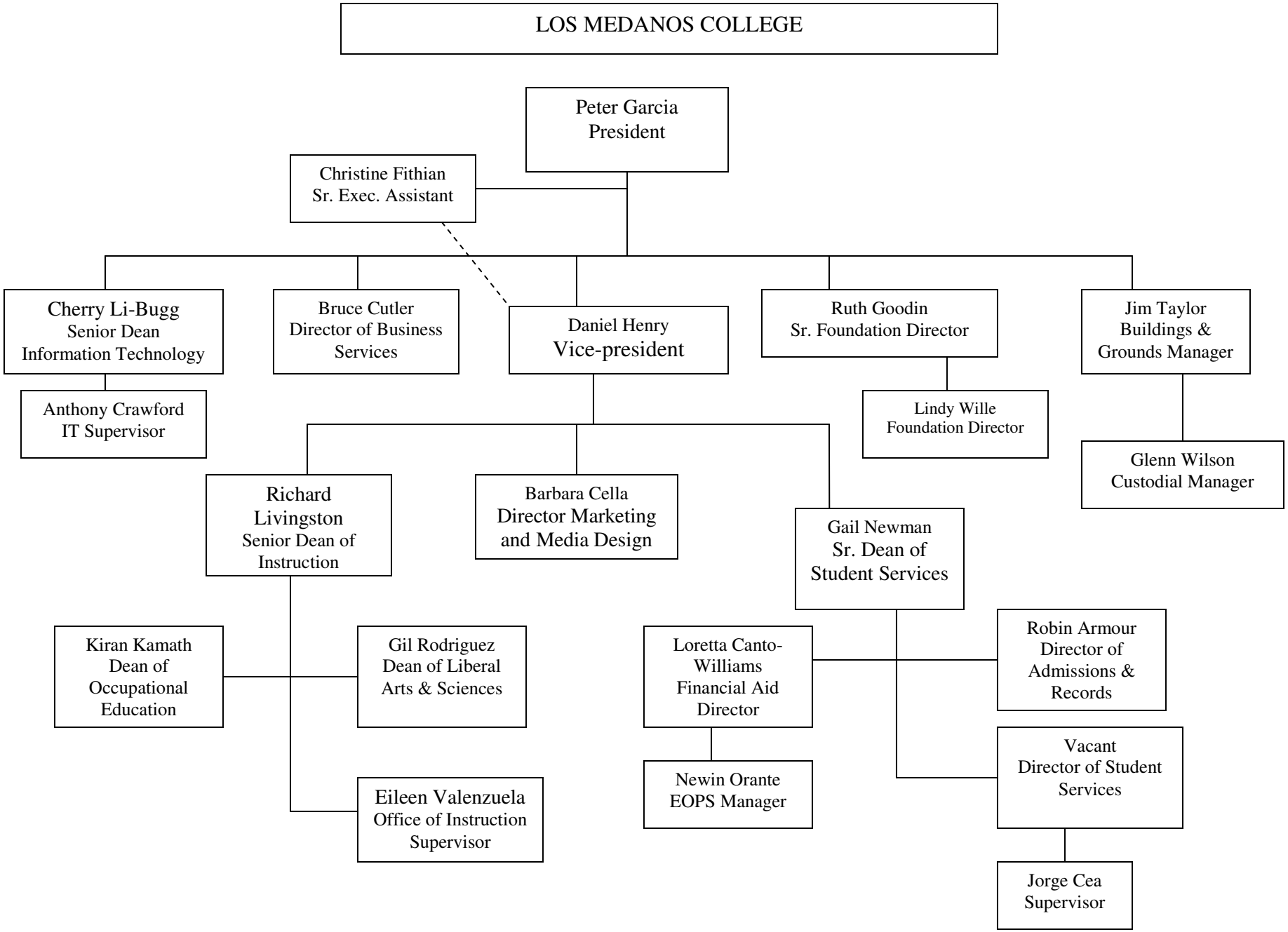
Chair: Bruce Cutler, Management

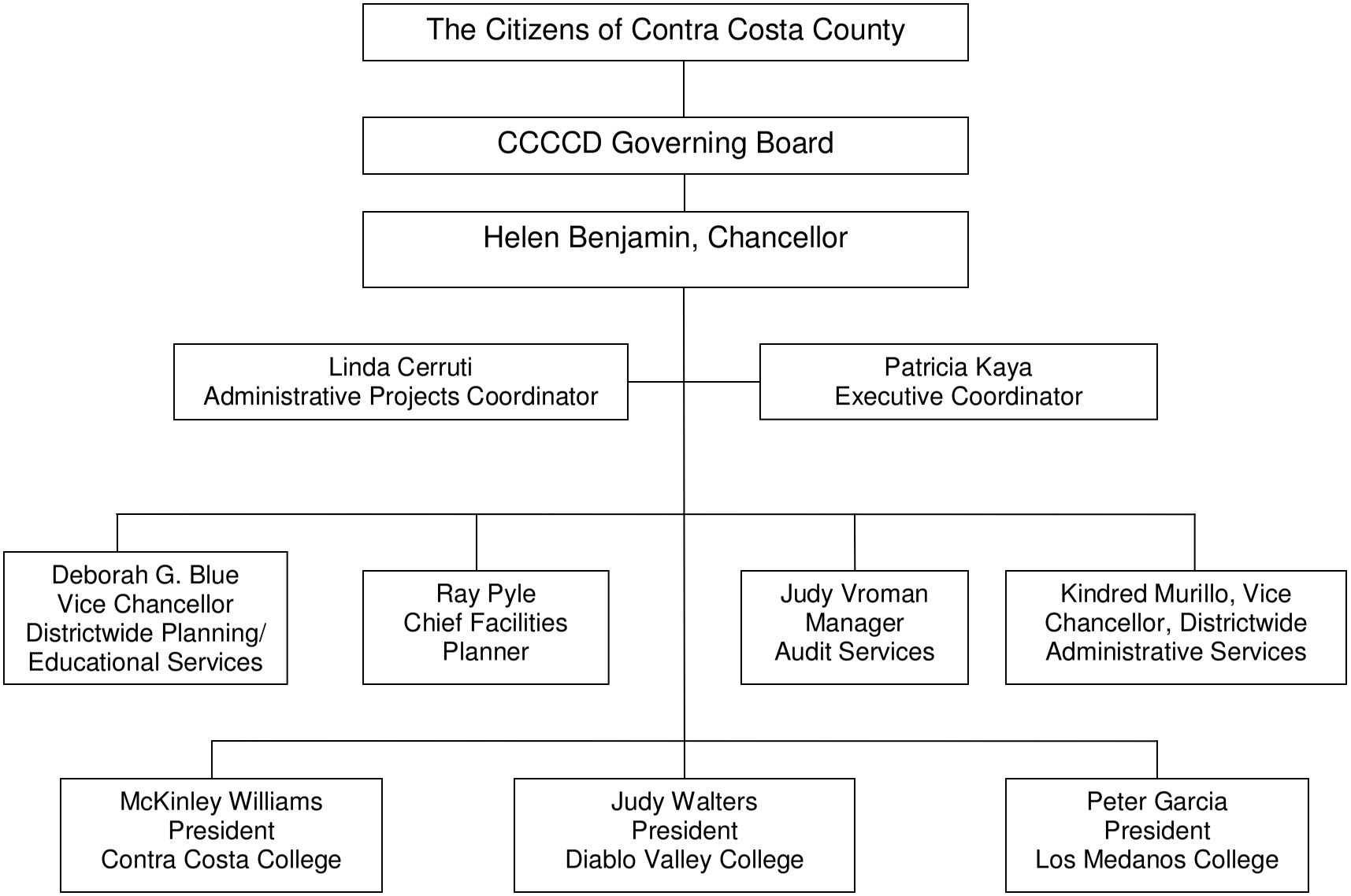
Members: Camme Benzler, Classified Staff
Cherry Li-Bugg, Management
Gail Newman, Management
Ann Starkie, Classified Staff
Nancy Whitman, Faculty
Lindy Wille, Management

STANDARD #4 – Leadership and Governance

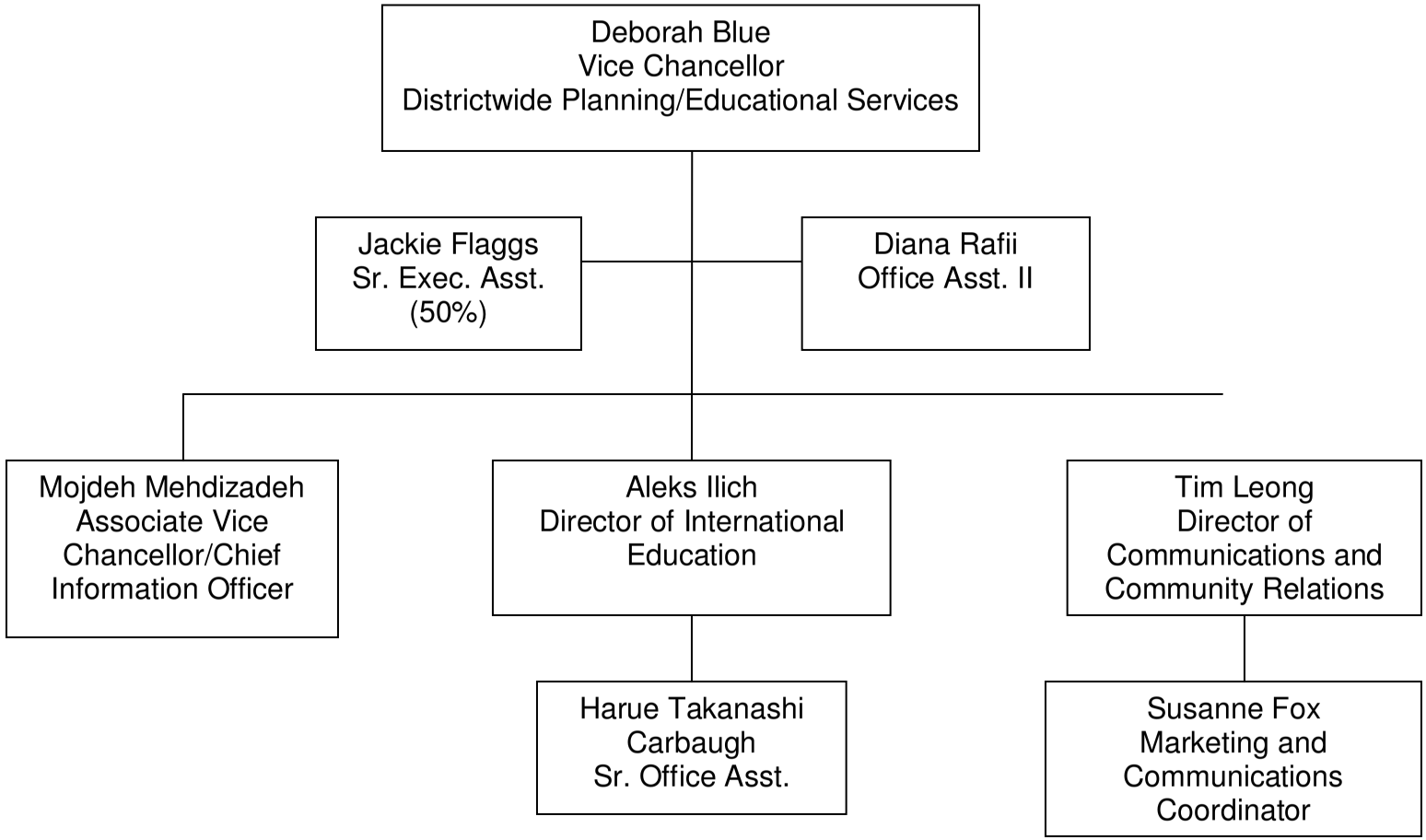
Co-Chairs: Michael Norris, Faculty
Jennifer Victor, Classified Staff

Members: Barbara Austin, Faculty
Van Boschetti, Faculty
Jorge Cea, Management
Peter Garcia, Management
Ruth Goodin, Management
Erich Holtmann, Faculty
Mary Oleson, Classified Staff
Sandi Schmidt, Classified Staff


LOS MEDANOS COLLEGE
Peter Garcia
President
Christine Fithian
Sr. Exec. Assistant
Cherry Li-Bugg
Senior Dean
Information Technology
Anthony Crawford
IT Supervisor
Bruce Cutler
Director of Business
Services
Daniel Henry
Vice-president
Ruth Goodin
Sr. Foundation Director
Lindy Wille
Foundation Director
Jim Taylor
Buildings &
Grounds Manager
Glenn Wilson
Custodial Manager
Richard
Livingston
Senior Dean of
Instruction
Barbara Cella
Director Marketing
and Media Design
Gail Newman
Sr. Dean of
Student Services
Kiran Kamath
Dean of
Occupational
Education
Gil Rodriguez
Dean of Liberal
Arts & Sciences
Eileen Valenzuela
Office of Instruction
Supervisor
Loretta Canto-
Williams
Financial Aid
Director
Newin Orante
EOPS Manager
Robin Armour
Director of
Admissions &
Records
Vacant
Director of Student
Services
Jorge Cea
Supervisor


The Citizens of Contra Costa County
CCCCD Governing Board
Helen Benjamin, Chancellor
Linda Cerruti
Administrative Projects Coordinator
Patricia Kaya
Executive Coordinator
Deborah G. Blue
Vice Chancellor
Districtwide Planning/
Educational Services
Ray Pyle
Chief Facilities
Planner
Judy Vroman
Manager
Audit Services
Kindred Murillo, Vice
Chancellor, Districtwide
Administrative Services
McKinley Williams
President
Contra Costa College
Judy Walters
President
Diablo Valley College
Peter Garcia
President
Los Medanos College

DISTRICTWIDE PLANNING AND EDUCATIONAL SERVICES



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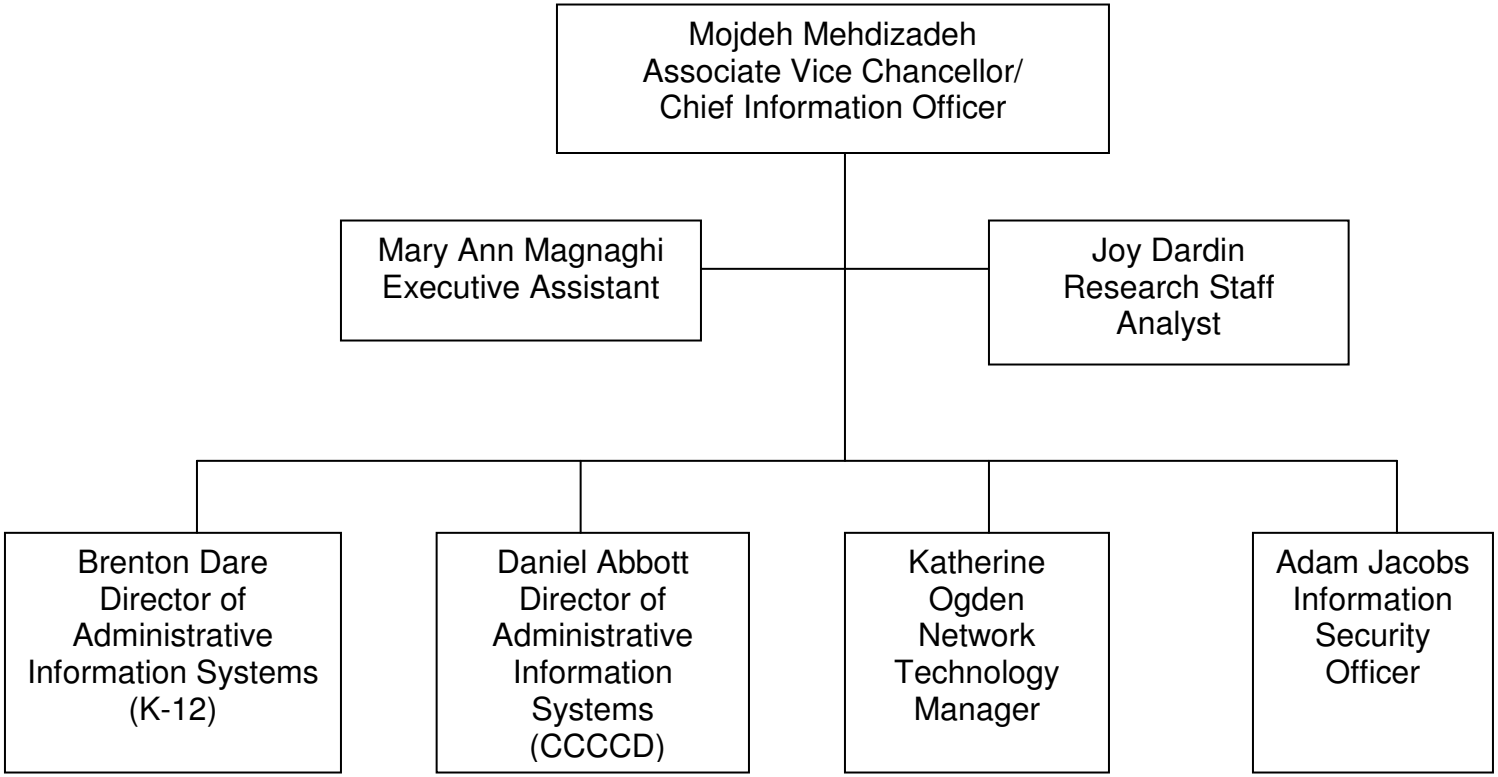

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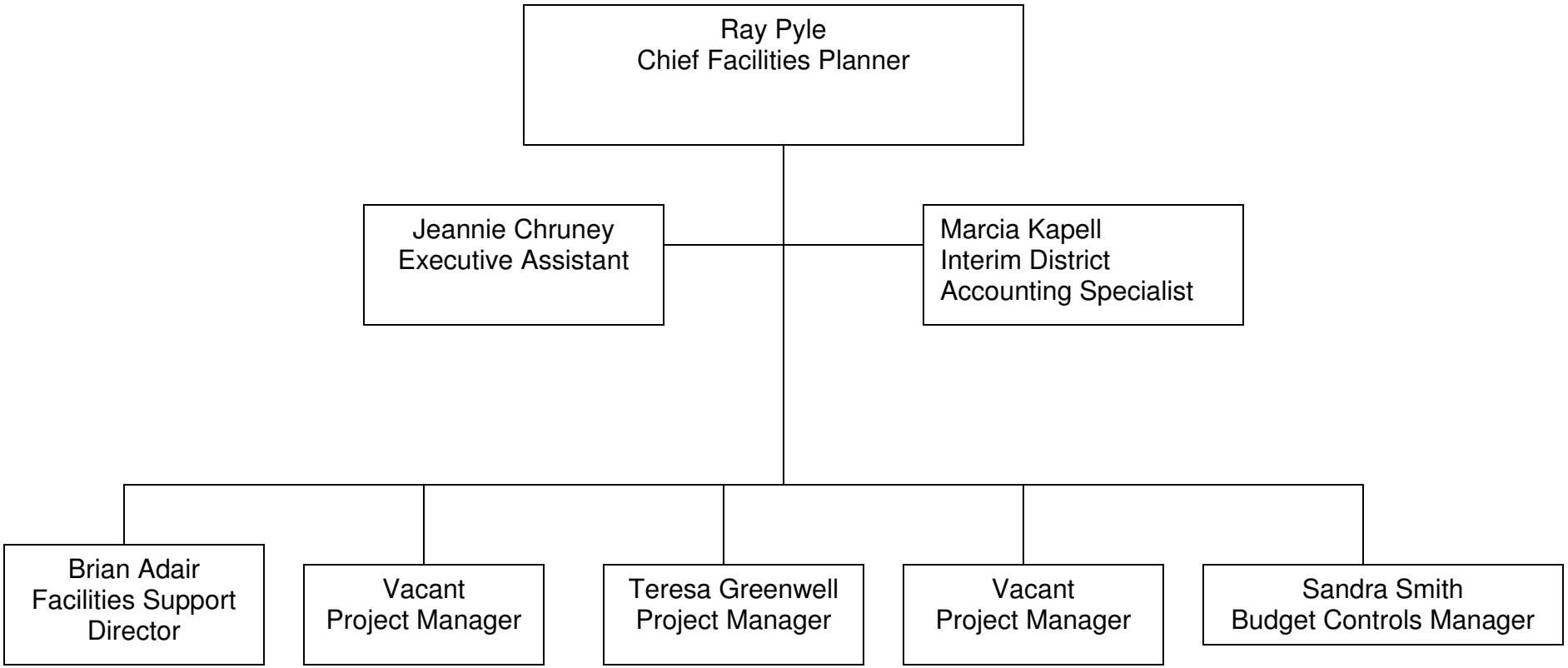
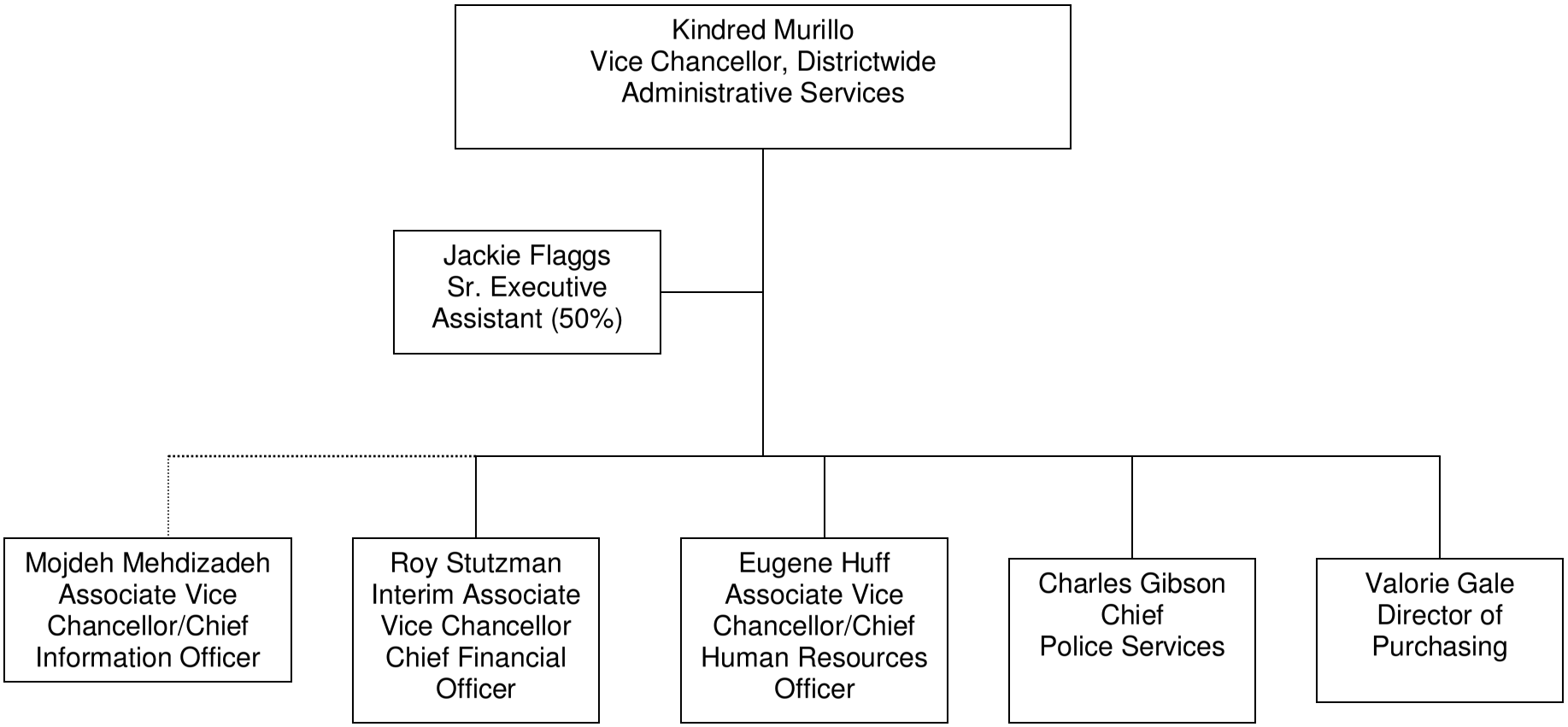
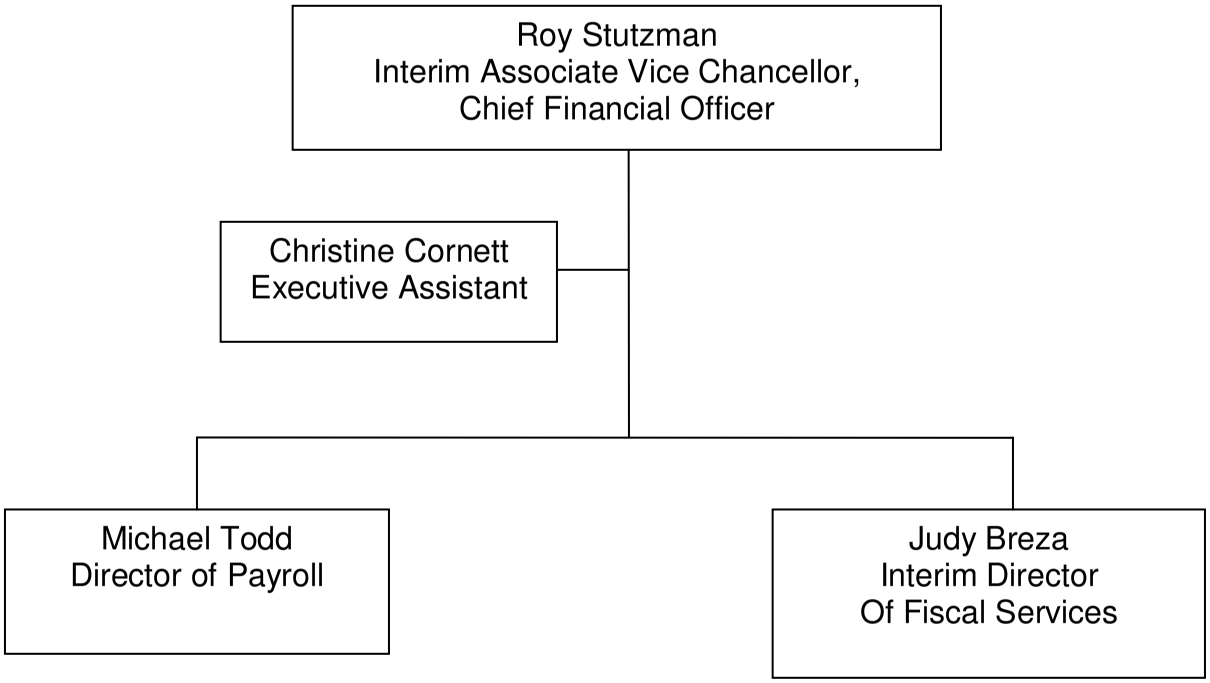


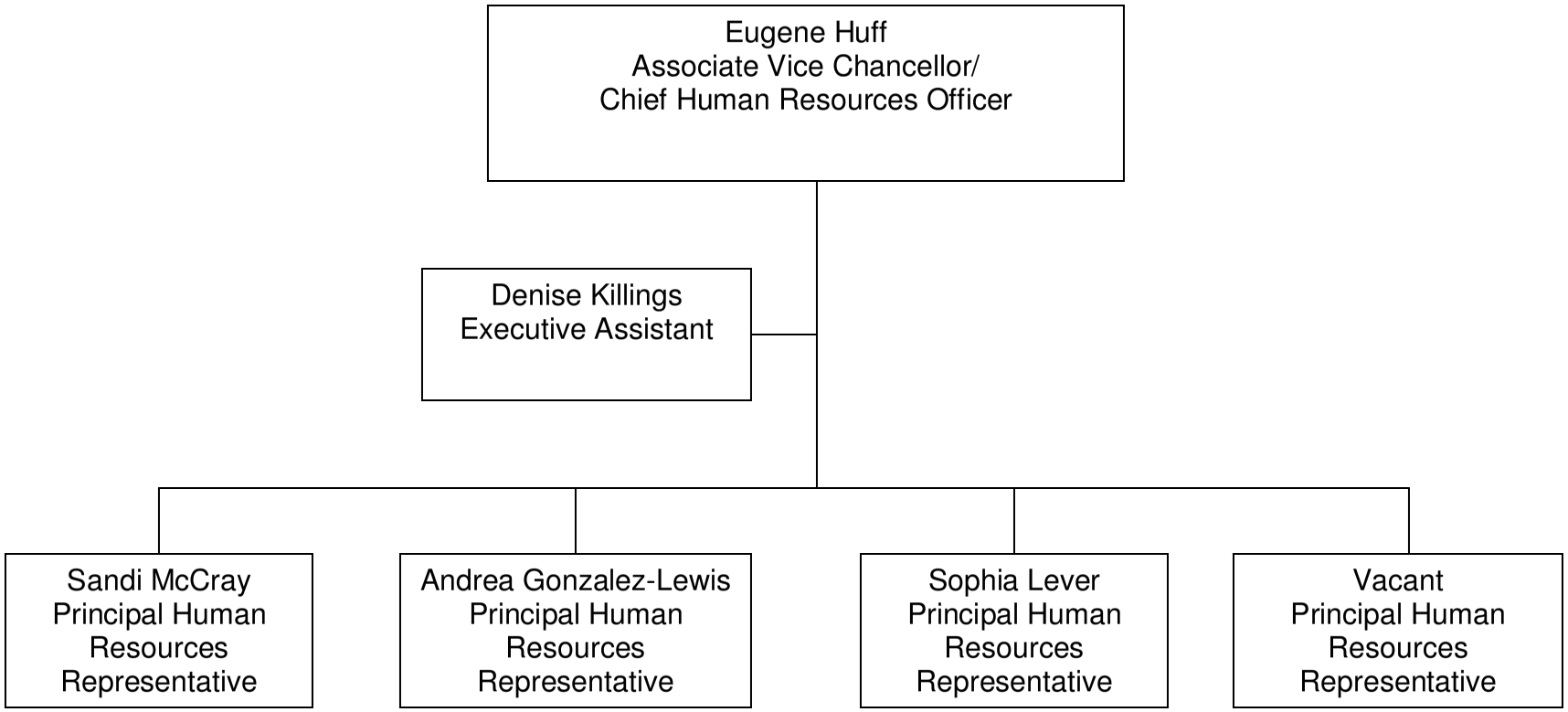
DISTRICTWIDE ADMINISTRATIVE SERVICES



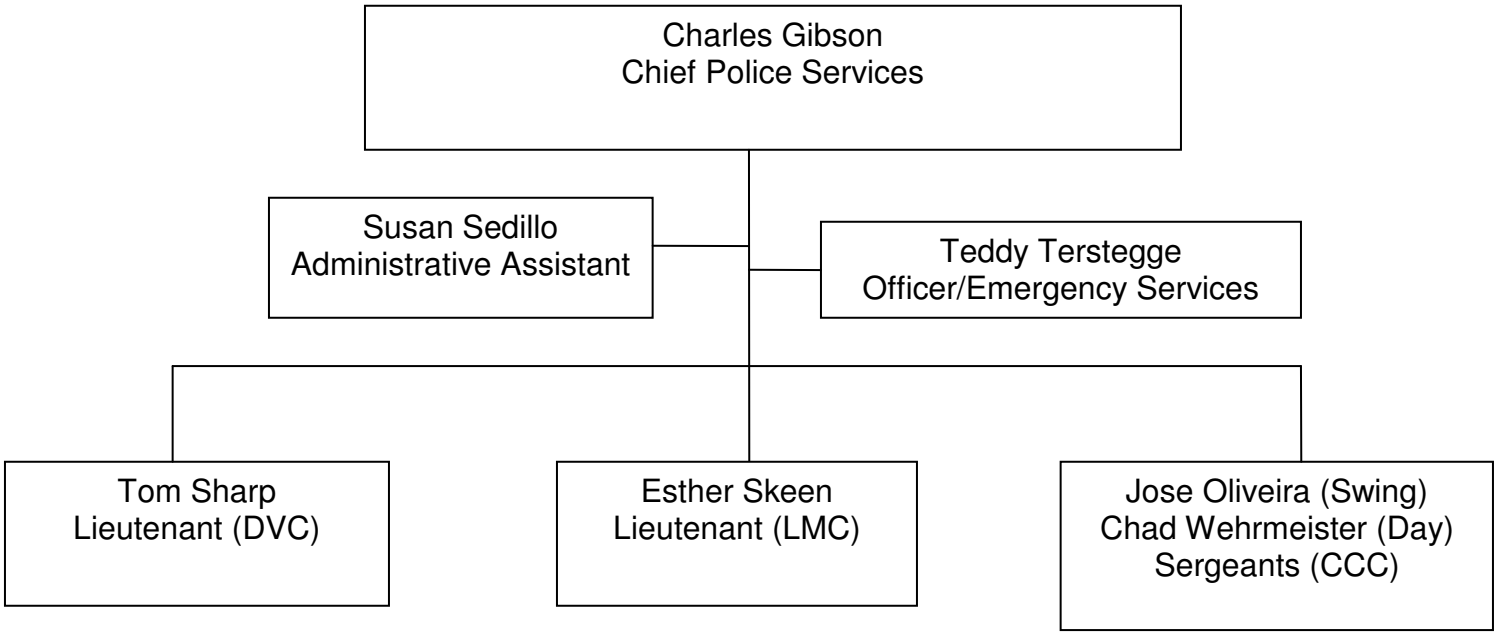
FISCAL SERVICES



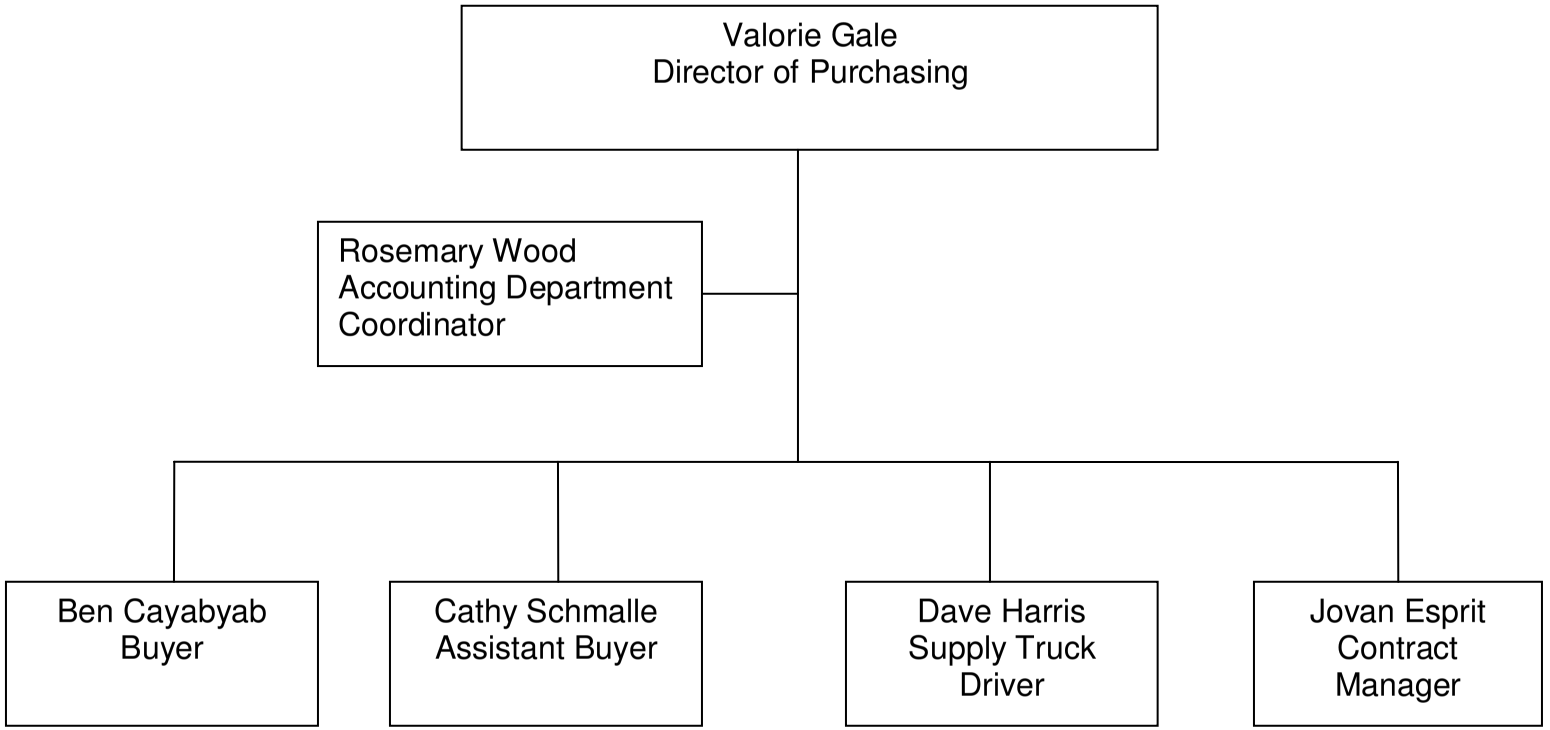
DISTRICT HUMAN RESOURCES DEPARTMENT



POLICE SERVICES DEPARTMENT



PURCHASING DEPARTMENT



CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

Los Medanos College certifies its compliance with the eligibility requirements for the 2008 reaffirmation of accreditation by the Accrediting Commission for Junior and Community Colleges.

1. Authority

Los Medanos College's authority as a degree-granting institution is based on the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. The college is also authorized to grant degrees by the Board of Governors of the California Community Colleges. The degree-granting authority is stipulated in the College Catalog. (1.11, ER1)

2. Mission

During fall 2003, all college constituencies had input in to development of mission, vision and values statements as an integral part of writing a new Educational Master Plan. Student learning is the central theme for all of these statements. During fall 2005, the college reviewed the statements; based on college-wide input, in fall 2006 the Educational Master Plan was rewritten – including a review of the mission, vision and values. The Planning Committee has developed a planning cycle for review of the mission, vision and values by the Shared Governance Council every three years. The mission statement is found in the College Catalog and in various planning documents. (1.4, ER2)

3. Governing Board

A five-member Governing Board oversees the Contra Costa Community College District, a multi-college district, in order to ensure quality, integrity and financial stability. The board ensures that the colleges' missions are being carried out and that financial resources are used to provide sound educational programs. Board members are elected for four-year terms from each of five wards in the county. No member of the Governing Board shall have any financial interest in any contract or purchase order approved by the board. Board members' terms are staggered to provide continuity. A student trustee position, which rotates among the three colleges, provides representation for students in an advisory capacity. The Governing Board holds public meetings at least monthly; notices and agendas are widely posted in advance. Public comment is always included on the agenda. The three college Academic Senates and two unions provide reports to the board on a regular basis. (ER3, ER4, 4.23, 3.13)

4. Chief Executive Officer

The college president is appointed by the Governing Board, with responsibilities that include

administration of board policies. Peter Garcia is the college's Chief Executive Officer, whose primary responsibility is to the institution. (ER5, ER6)

5. Administrative Capacity

The administrative staff is adequate in number, experience and qualifications to provide administrative support and oversight to facilitate accomplishment of the institutional mission. (ER7, 1.11, ER8)

6. Operational Status

Students are enrolled in a variety of courses that lead to associate degrees, certificates of achievement, college skills certificates (previously known as "locally-approved certificates") and/or transfer. (ER9, ER10, ER11)

7. Degrees

A significant majority of LMC's offerings are in programs that lead to degrees, as described in the College Catalog. Most students are enrolled in these courses. Degree opportunities and transfer courses are clearly identified in the catalog. (1.11, ER12)

8. Educational Programs

Los Medanos College's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor. The college has identified and published program-level student learning outcomes. Basic skills (developmental) programs in English and mathematics help students develop the proficiencies to advance to college-level curricula and/or to qualify for entry-level employment. Students with limited English proficiency may enroll in English as a Second Language courses. LMC offers courses in 61 disciplines. Associate degrees require at least 60 units; certificates of achievement, at least 18 units; and locally-approved college skills certificates, fewer than 18 units. (1.11, 2.2)

9. Academic Credit

The awarding of academic credit is based on Title 5, Section 55002.5 of the California Administrative Code. Guidelines on units of credit are clearly listed in the College Catalog. (1.11, 2.16)

10. Student Learning Achievement

Los Medanos College publishes specific student learning outcomes in course outlines; program-level student learning outcomes are included in course outlines and also published in the catalog. The college regularly assesses student achievement of the stipulated outcomes and uses the results for institutional improvement. (1.25, ER13, 1.11, ER14, ER15, ER16)

11. General Education

All LMC degree programs require a substantial component of general education designed to ensure breadth by introducing students to the major areas of knowledge and to promote intellectual inquiry. Five broad student learning outcomes for all general education courses have been identified and are being assessed. Degrees and certificates of achievement require writing, mathematical and computer

proficiency. The quality of degree-applicable courses is consistent with Title 5 requirements and with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards. (1.11, 2.2, ER17, ER18, ER19, ER20)

12. Academic Freedom

The Governing Board policy on Academic Freedom provides for "the academic freedom of faculty, management and students to teach, study, conduct research, write and challenge viewpoints without undue restriction." An extensive statement on academic freedom is included in the College Catalog. (2.40)

13. Faculty

LMC has a substantial core of well-qualified full-time faculty. The names and degrees of all full-time faculty are listed in the College Catalog. Faculty responsibilities, which include development and review of curriculum and the assessment of learning, are stated in Governing Board policies, the United Faculty Contract and the Faculty Handbook. (1.11, ER21, 3.1, 3.4, 2.36, ER22, 2.2)

14. Student Services

Los Medanos College provides appropriate services to support the educational needs of its increasingly diverse student body. The college provides all the support services of a typical California public community college. (ER23, 1.11, 2.48, ER24, ER26)

15. Admissions

The college's admissions policies are consistent with its mission and conform to requirements in the Education Code, Title 5 and District regulations. The policies are published in the College Catalog, schedule of classes and on the college website. ((1.11, ER24, ER27, ER28)

16. Information and Learning Resources

Los Medanos College provides access to sufficient information and learning resources and services to support its educational mission. Resources and services are provided by several organizational units, but are the primary responsibility of Information Technology and the library. (ER29, ER30)

17. Financial Resources

Most of the financial resources for the college come from the State of California, through the district. Additional funding is obtained from federal, state and private sources. All funds coming to the district and college are carefully tracked and documented. The district maintains adequate financial reserve levels. The college and district maintain sound financial management policies and practices in order to ensure continued fiscal stability. (ER31, ER32, ER33, ER34, ER35)

18. Financial Accountability

The college is audited on an annual basis by an independent audit firm. The firm is selected by evaluating its experience, size and ability to provide adequate personnel with a wide range

of expertise. The firm employs *Audits of Colleges and Universities*. The Governing Board reviews the audit findings, exceptions, letters to management and any recommendations made by the contracted firm. (ER31, ER36, ER37, ER38)

19. Institutional Planning and Evaluation

LMC systematically evaluates its processes and outcomes and disseminates the results to both the internal and external community through a variety of communication media. The assessment of student learning outcomes is well underway and results are being used for improvement of teaching and learning. The Planning Committee, Shared Governance Council and administration have instituted extensive planning and evaluation processes designed to result in institutional improvement. LMC regularly assesses progress toward achievement of its goals and implements the cycle of evaluation, planning, resource allocation, implementation and re-evaluation. (1.3, 2.57, ER39, 1.33, ER40, 4.1)

20. Public Information

The college provides a catalog – in printed and electronic formats – that provides accurate and current information: required general information about the institution, requirements, major policies affecting students and information on where other policies may be found. (1.11, 2.48, ER41, ER42, ER32)

21. Relations with the Accrediting Commission

The Governing Board of the Contra Costa Community College District provides assurance that Los Medanos College adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies and actions and in its validation of this self study. The college represents itself accurately to all accrediting and governmental agencies. (ER44, 1.11, ER45, ER46)

We hereby certify that Los Medanos College continues to meet the eligibility requirements for accreditation.

Signed:

_____

Tomi, Van de Brooke, President, Governing Board of the Contra Costa Community College District

_____

Peter Garcia, President, Los Medanos College

Date: July 31, 2008

ELIGIBILITY REQUIREMENTS EVIDENCE

1. Authority

1.11 College Catalog
ER 1 California Community College Chancellor's Office list of Los Medanos College approved programs

2. Mission

1.4 LMC Mission Statement
ER 2 Governing Board minutes, adoption of Educational Master Plan

3. CCCCD Governing Board

ER 3 Governing Board members biographical information
ER 4 Governing Board Policies and Administrative Procedures
4.23 Code of Ethics of the Governing Board, BP 1010
3.13 Board Conflict of Interest Policy

4. Chief Executive Officer

ER 5 Presidential biographical information
ER 6 President's contract and Governing Board action to approve the contract

5. Administrative Capacity

ER 7 LMC and District organizational charts
1.11 College Catalog
ER 8 Administrator biographical information

6. Operational Status

ER 9 Enrollment by semester
ER 10 Degrees and certificates awarded
ER 11 Fall 2008 Schedule of Classes

7. Degrees

1.11 College Catalog
ER 12 Degrees and certificates awarded

8. Educational Programs

1.11 College Catalog
2.2 Schedule of Classes

9. Academic Credit

1.11 College Catalog
2.16 Curriculum Committee Handbook

10. Student Learning Achievement

1.25 Sample course outlines with SLOs
ER 13 Sample program reviews
1.11 College Catalog (program level SLOs)
ER 14 Teaching Learning Project webpage http://www.losmedanos.edu/intra-out/tlp/default.asp
ER 15 Nursing licensure pass rate data
ER 16 Graduation, transfer and job placement data

11. General Education

1.11 College Catalog
2.2 Schedule of Classes
ER 17 Curriculum & Instruction Policy 4007 on General Education
ER 18 Outlines for courses meeting language and quantitative reasoning requirements
ER 19 General Education SLOs
ER 20 Project Assist – articulation data

12. Academic Freedom

2.40 Board Policy 2018

13. Faculty

1.11 College Catalog
ER 21 List of faculty degrees and experience
3.1 Minimum Qualifications for Faculty and Administrators in California Community Colleges
3.4 Uniform Selection Guide – sections on minimum qualifications and equivalency
2.36 United Faculty Contract
ER 22 Faculty Handbook
2.2 Schedule of Classes

14. Student Services

ER 23 Demographic characteristics of students
1.11 College Catalog
2.48 Student Handbook
ER 24 Admission Application
ER 25 Student Services program reviews
ER 26 Matriculation Plan

15. Admissions

1.11 College Catalog
ER 24 Admission Application
ER 27 Nursing Handbook
ER 28 Job descriptions of Admissions and Records staff

16. Information and Learning Resources

ER 29 Library webpage http://www.losmedanos.edu/LMC_library/default.htm
ER 30 Agreements for access to external resources

17. Financial Resources

ER 31 College Budget
ER 32 District and College Financial Statement, June 2008
ER 33 CCCCD Tentative Budget, 2008-09
ER 34 Funding base documentation
ER 35 Foundation funding

18. Financial Accountability

ER 31 College Budget
ER 36 Certified Audit Report
ER 37 Financial Aid program review
ER 38 Student load default rate report

19. Institutional Planning and Evaluation

1.3 Educational Master Plan
2.57 Facilities Master Plan
ER 39 Enrollment Management Plan
1.33 Resource Allocation Process
ER 40 Program reviews
4.1 Shared Governance Council position paper

20. Public Information

1.11 College Catalog
2.48 Student Handbook
ER 41 Board Policy 1005 – Public Information
ER 42 College website http://www.losmedanos.edu/
ER 43 Sample advertisements

21. Relations with the Accrediting Commission

ER 44 Board statement of compliance with Accreditation Commission
1.11 College Catalog
ER 45 College website
ER 46 College accreditation status for Nursing programs

INSERT TAB - RESPONSES

RESPONSE TO 2002 VISITING TEAM RECOMMENDATIONS

Recommendation #1: The team recommends that the college evaluate all of the newly adopted planning policies, procedures, and roles of various campus committees in order to meet the accreditation standards.

- **Clarify lines of responsibility, timelines, and mode of participation in the process (3A,B,C).**
- **Establish college goals with evaluation criteria as part of the program review and planning process to ensure equal levels of success for all students (3A.3, 3C.1, 4A.4).**
- **Establish better integration of enrollment projections, program mix, and analysis of facilities utilization in college long-range plans.**

Los Medanos College has continued to evaluate and improve its various planning processes. The revised college governance structure makes it clear who is responsible for planning policies and procedures.

The previous Institutional Planning Committee evaluated the Program Review/Unit Planning process prior to the fall 2003, cycle. Based on the evaluations, the processes were modified in order to improve them. During the 2003-04 academic year, the new Shared Governance Council (SGC) "reauthorized" the college Planning Committee and charged it with evaluation of various planning processes and the monitoring of progress in achieving college goals. This active committee, which includes representatives from all four constituencies, has created and maintains a six-year planning calendar for the college.

During May 2004, two evaluative surveys were distributed to all those who had been involved in the Program Review/Unit Planning and Financial Planning Model (FPM allocates college resources) processes. The previous College Council and current SGC also evaluated their roles in the processes. The evaluations indicated general satisfaction with the processes but included suggestions for improvements, which were implemented.

Based on the feedback and extensive research on "best practices", the Program Review/Planning process was re-engineered during the 2005-06 academic year and implemented during the fall 2006 semester. Processes for instructional, student services, support services and administration services reviews were more "data driven" and linked program goals to college goals. Results of the reviews were then distributed to appropriate college groups – Curriculum Committee, Teaching Learning Project (assessment group) and the SGC – for review and feedback.

The college's Educational Master Plan was updated during the 2002-03 academic year and adopted by the SGC during the fall 2003 semester. It focused on nine broad institutional goals, which were written to make them as "measurable" as possible. During a retreat, SGC members brainstormed benchmarks to measure attainment of the goals. The Planning Committee then

developed "performance indicators" for each goal. The goals were the basis for the Unit Planning process during fall 2003 and used by the SGC as one criterion in evaluating FPM proposals during spring 2004.

The Educational Master Plan, which includes the Facilities Master Plan, was updated again during the 2006-07 academic year. The heart of the plan is the goals, objectives and strategies. The goals are to: improve the learning of students; create an environment in which all have a chance to fully develop their potential and achieve their educational goals; offer high quality programs that meet the needs of students and the community; ensure the fiscal well-being of the college; enhance a culture of innovation, inclusiveness and collaboration; establish a culture of research and planning, implementing, assessing and improving. Institutional effectiveness indicators were identified in order to evaluate progress in achieving the goals. The SGC continues to use the plan to guide its decisions/recommendations.

For the past five years, the Enrollment Management Steering Committee, the Office of Instruction and the department chairs have used all of the following factors in order to integrate enrollment projections, program mix decisions and facilities utilization:

- Enrollment and productivity trends at the program level.
- Enrollment and retention trends at both the course and section level.
- Periodic enrollment projections developed by the director of business services during the schedule development process and the enrollment period.
- Curriculum balance/program mix reports that provide trend data regarding resources allocated to general education/transfer, occupational, developmental and lifelong learning offerings.
- Facilities use data that compare section enrollments to classroom capacities. (Based on the information, the instructional deans have moved the locations of some sections in order to better match enrollments and classroom sizes.)

One of the primary principles of the Enrollment Management Plan is that the Educational Master Plan is used to guide resource allocations designed to promote enrollment growth and decision-making when conditions require the reduction of sections.

<u>Recommendation #2</u>: Implement plans to enhance effectiveness of Student Services through improved coordination among the units and expanded outreach efforts (5).

The college hired a senior dean of student services in order to enhance the effectiveness of the various student services units. During the 2002-03 academic year, student services managers began to meet weekly in order to improve the integration of programs and services and to better integrate planning efforts with those of the college as a whole. The senior dean reported that the meetings facilitated communication, improved problem solving and led to resource sharing.

A Student Services Advisory Committee (SSAC), including managers and constituency group representatives, was

established in January 2003. The committee provided critical input in the areas of planning, facilities, budgets and the development and assessment of student learning outcomes. In summer 2007, the committee was expanded and provided a more specific charge. Following a year of research and discussions among the Student Services managers, there was interest in broadening the discussions about the student services philosophy and approach to providing services, as well as to improve coordination and integration within student services. The expanded work team became the Student Services Planning Task Force, with meetings scheduled twice monthly.

During summer and fall of 2003, student services managers developed and conducted Program Review, which included a preliminary discussion of student learning outcomes for programs and services. The process resulted in improved unit goals – linked to the goals of the Educational Master Plan – and additional integration across service units. An improved Program Review process was implemented in the fall of 2006.

The SSAC identified student learning outcomes that are common to all student services and a pilot was developed to assess one of them. During 2006, a Student Services Student Learning Outcomes Committee was formed to more specifically address assessment of learning outcomes and student services programs.

One specific example of improved coordination was the implementation of a document imaging system in various student services offices in order to improve the information flow regarding students and enhance research capabilities.

A merger between the Counseling and Categorical Programs departments was implemented during spring 2005, reflecting the college's commitment to provide all students with comprehensive academic counseling and support services.

The senior dean took a leave of absence during the 2006-07 academic year; the vice president supervised student services with the goal of improved communication, integration and service delivery. That year a statement of philosophy and guiding principles for the Student Services Division, developed the previous year, was adopted. A document outlining the responsibilities of each student services manager was also developed in order to clarify the organizational structure. Options for the restructuring of student services were discussed during spring 2007. The senior dean later resigned to take a position at a nearby university. Her replacement, previously the college's director of admissions and records, was hired during summer 2007.

While coordination among the managers has improved, efforts to improve collaboration and integration within student services is a work in progress. Projects that are currently underway (i.e. assessment of student learning outcomes, design of a "one stop" student services facility and a re-engineering of student services) contribute to the achievement of this goal.

College outreach efforts were expanded significantly beginning with the 2001-02 academic year. The Student Outreach Office has improved services provided to local high schools and begun outreach to selected middle schools. Additional efforts have been implemented to reach the general service area.

Specific examples of recent outreach efforts include: workshops for prospective students, including dissemination of updated materials; financial aid workshops; the part-time employment of counselors from several high schools in order to promote LMC at their schools; assessment testing at the feeder high schools; development and implementation of a "transfer fast track" program that allows incoming freshmen to become transfer ready in two years; expansion of services to continuation and alternative schools; the six-week Summer Math Institute for Pittsburg middle school students; increased on-campus events designed to appeal to community members; sponsorship of the annual College Night on campus for the feeder high schools; expansion of the college's Honors Transfer Program; and additional Foundation activities for the community.

A major initiative, funded by the Hispanic Serving Institutions grant, has been increased/improved outreach to the Bay Point area of the Mt. Diablo School District (Concord). Written materials – such as applications, financial aid forms, outreach materials, ESL class schedules and websites – have been translated into Spanish. The registration system, both online and telephone, can now also be accessed in Spanish. Outreach and Financial Aid offices have also offered workshops in Spanish, as well as English. As a result, LMC has expanded and improved its outreach efforts to all segments of the community.

<u>Recommendation #3</u>: Develop a unified approach to computer training, including software use and instructional and web design for both online and traditional courses (6.4, 7A.2).

Technology training continues to pose challenges for LMC. The half-time person in charge of technology training moved to another position at the college; at the same time, IT had its full-time staff cut by two positions. So the department has taken on additional training responsibility with a reduced staff. Although the situation is not ideal, the college does recognize the importance of technology training and continues to try to meet the needs of employees and, to a lesser extent, students.

Regarding training in the administrative use of technology, staff development and IT worked together previously to improve training outcomes. IT, as the service provider on campus, communicated the need for training to staff development, which also solicited input from the college community. As a result of the collaboration, the technology training that was offered was more targeted and more useful to the end users. Under this arrangement, LMC has offered training in basic and advanced Outlook usage, the GUI interface to Datatel, using Query Builder in Datatel, training in use of anti-spam techniques, as well as an introductory

workshop on the new computing environment at the college. As IT continues to upgrade its computing infrastructure, it will offer additional training so that users can take full advantage of the improved computing environment.

On the administrative side, the college is working to offer a responsive, quality technology training program by continuing to improve the current approach. That is, historically, staff development was in charge of planning and coordination of training and IT was responsible for communicating the need for training to staff development and for delivering most of the training. Under this arrangement, IT proposed that staff development conduct regular Friday training workshops, covering a variety of topics based on needs assessment. Previously, faculty participation in training has been low. The college is currently working on a new professional development model.

On a related note, the District has recently put together a new employee training manual that covers some of the basic IT information, such as using Datatel and Outlook. The college's IT department is working with staff development and human resources to augment the manual by adding a hands-on component specific to the LMC computing environment.

Regarding instructional uses of technology, there is a core group of faculty that is committed to using technology to enhance teaching and learning. Currently, the college lacks a dedicated instructional technology staff person to facilitate and manage instructional technology for faculty; however, some support is provided by an instructor with reassigned time. Faculty have worked with staff development to offer both basic and advanced training using Blackboard, as well as training in incorporating multimedia into online courses. The training sessions have been well received by faculty participants. LMC's online offerings have continued to increase.

In terms of instructional software utilization, many instructional faculty appear to believe that IT has little, if any relevance, in their software purchases. Whether it is in the evaluation of, or training on the use of, software, IT has little involvement. Although IT has limited staff, it could do more to assist faculty in researching the best options for instructional software and help them in implementation once the software has been purchased.

Technology training for students occurs at multiple levels at the college. LMC instituted a computer literacy requirement for its students some 20 years ago, so all students earning a degree or certificate of achievement take a 1.5-4 unit course related to computers. With the increase in the college's online offerings, computer skills become even more crucial for the success of online students.

In recent years, it has become evident that students and prospective students prefer to access college information and services online. In response, the IT Department and Student Services have moved aggressively in providing computer access on campus for student use, as well as training in the use of online services. Primary online services

include access to the online college application (CCCApply) and the ability to register for classes, make schedule changes, review/pay an account balance and review/print an unofficial transcript. The Counseling Department has also developed a pilot project for online counseling and most recently, an online option for the new student orientation. Computer access on campus was enhanced with the funding of an "incubator project" in 2003 that provided for the purchase of additional computers housed in the Career Center and four kiosk-type stations for students to use across from the Information Center.

In summer 2007, the Career Center merged with the Assessment Center and relocated to an area adjacent to the Vocational Education Department. As a result, there is no longer adequate space to offer open computer lab access to students in this area. Currently, the library, Computer Science Lab and the kiosks near the Information Center are the locations available to students to access online services on campus. Similar to other space limitations within student services programs, the problem of limited computer access should be resolved with the completion of the Student Services remodeling project.

The library has also moved aggressively into the electronic age by putting together a virtual library that contains a variety of online resources, as well as services. The library trains students in the use of the new technology by assisting them at the reference desk, conducting library orientations and by offering instructional library use courses each semester.

Recommendation # 4: Collaborate with District Office Human Resources to increase quantity and quality application pools in response to projected growth (7A.2.)

The college's previous self study indicated difficulty in attracting enough applicants in certain academic disciplines, and for some classified and management positions as well. It also noted increasing difficulty in finding well-qualified part-time faculty in certain disciplines. The current situation remains the same.

Since the goal of increasing the quantity and quality of applicant pools was identified, there have been major changes in the Contra Costa Community College District and in the California economy. There was a partial freeze on the hiring of new permanent employees and the recruitment section of District Human Resources was significantly reduced.

Previously, a survey of college managers indicated that, in fact, hiring has been significantly reduced. Since the hiring freeze has been lifted, hiring has increased. For the few permanent hires that have been authorized, managers expressed satisfaction with applicant pools and the hiring decisions that resulted from these recruitments. However, the hiring of full-time and part-time faculty is still a problem in some disciplines because well-qualified applicants are not always available.

Recently, the District Human Resources Department has implemented a web-based applicant tracking system, hosted by Taleo Business Edition, to advertise classified, confidential, management

and supervisory positions. This new system will allow internal and external applicants to apply on-line from the "Career Opportunities" link of LMC's webpage at www.4cd.net.

<u>Recommendation #5</u>: Develop a mechanism to involve the campus community in planning for utilization of remodeled space vacated by Math, Science and the Library. (8)

Los Medanos College's first comprehensive facilities planning effort resulted in a Facilities Master Plan in 2001. The plan provided a blueprint for locating new facilities and site improvements in order to support the growth and needs of the college. Following completion of the plan, meetings were held with individual departments that had expressed interest in expansion and/or relocation.

During May 2003, broader planning discussions were initiated with interested departments. Based on the meetings and the Facilities Master Plan, shared principles were identified to help frame discussions regarding which departments would be considered for expansion into the space that was scheduled to be vacated starting in summer 2007, based on completion of two of the new buildings. Guidelines included: maximize resources, such as sharing of flexible lab/classroom space and staffing; respond to changing enrollment trends in order to encourage maximum space utilization efficiency; and address health, safety and security issues. During fall 2003, additional meetings were held among departmental faculty and staff and instructional deans to continue conversations about remodeling options, based on the identified principles.

For the college-wide opening day meeting in January 2004, the college's architectural firm presented an update on facilities plans. The presentation described construction plans for the three new buildings, timelines and related impacts. Participants were also given an overview of "secondary effects", including possible uses for vacated space. The presentation was followed by a question/answer session, facilitated by the college president, who asked that additional feedback be forwarded to him for follow up.

Additional facilities meetings occurred in spring 2004. The president presented an update of facilities plans and secondary effects to the Shared Governance Council (SGC), which consists of leadership from the four constituency groups. The president asked that the information be shared with each group.

During 2003-04, the Student Services Advisory Committee met with the college architect to conceptualize the plans for remodeling student services space and the proposed "one stop" or "welcome center." The discussions involved faculty, staff, and management representation from all student services units, providing a forum for broad input into the development of the plans. The advisory committee resumed discussions with the architect during fall 2007, to revisit and update the proposed plans.

Meetings were also held with the architects during spring 2007 to develop the next Facilities Master Plan. The

architects conducted a careful review and evaluation of the latest Educational Master Plan (revised fall 2006), including college goals and priorities. The Facilities Planning Task Force, including management, faculty, staff and student representatives, then completed a site and facilities analysis and considered options and solutions to meet LMC's facilities needs. Before the plan was finalized, the architect and planning team made a presentation to the college community to share information about the analysis and preferred options and to invite input. After the recommendations, budget projections, and phasing plans were completed, the final report was presented to the district Governing Board for approval.

In summary, communication channels within the SGC, senates (classified, faculty, student), affected department chairs and faculty, management and college-wide meetings have provided numerous opportunities for input regarding the utilization of vacated space in the college complex.

<u>Recommendation #6</u>: Complete and implement the Enrollment Management Plan that integrates the Financial Planning Model to guide:

- **The development of a clearly defined staffing plan**
- **Course offerings**
- **Space utilization**

The 2001 Enrollment Management Plan was reviewed by the Enrollment Management Steering Committee and, as a result, a revised plan was completed in December 2003. More recently, an Enrollment Management Strategic Plan for 2005-2008, was developed early in the fall term of 2005, and implementation of the plan began during that academic year.

Oversight of enrollment management processes is provided by the steering committee, four advisory teams and the vice president. Implementation of the Enrollment Management Plan occurs through the efforts of a number of departments and teams:

- The Office of Instruction works with department chairs to address enrollment and productivity goals, course offerings, staffing plans, faculty load issues and efficient facilities utilization.
- Student services – including outreach, counseling, financial aid, admissions and special programs – are coordinated through the student support team, which has representatives from all constituencies, and in weekly meetings of the student services managers.
- Marketing efforts and publications are designed to support enrollment management initiatives. The marketing and recruitment team serves as an advisory group, as do the instructional and student services managers.
- Particular enrollment management initiatives, such as the Transfer Fast Track program, have been coordinated by a multi-constituency task force.

The enrollment management process is coordinated with other planning and resources allocation processes, such as:

- During spring 2007, a representative team from college

constituencies worked with the college architectural firm to create an updated Facilities Master Plan that built on the previous master plan (approved fall 2003). Very complete (room by room) space utilization data was used to inform and guide the master planning process.

- Review of program enrollment and productivity trend data informs the allocation process ("Box 2A") for new faculty positions. Program growth and the need to convert adjunct assignments to full-time positions are key criteria used in allocating new positions.
- Enrollment management data is used extensively in program review and enrollment management strategies are addressed in the program planning process.
- During 2004-05 and 2005-06, the college community surfaced the need for a shared governance process for the allocation of permanent classified positions. Historically, this process was within the purview of the President only. An ad hoc subcommittee of the Shared Governance Council was formed to recommend a shared governance process for the allocation of classified positions, which was accepted by the SGC. The approved process is tied to the planning process via the Program Review and Planning documents prepared by each organizational unit and incorporated into the current financial resources allocation process. During the first year of implementation of this process (2006-07), departments requested just fewer than 10 full-time positions total. The SGC prioritized the list and sent it to the president as a recommendation. The president authorized the hiring of an additional 6.25 classified FTE during fall 2007.

<u>Recommendation #7</u>: Review internal control of Foundation and other auxiliary business activities, and institute routine control mechanisms.

The LMC Foundation, in conjunction with an external audit firm, reviewed the internal control of its finances. The duties which were once all controlled by the Scholarship Coordinator are now split between the President's Senior Executive Assistant, the college Business Office, the District Office Comptroller, and the Scholarship Coordinator.

The Foundation executive director reviews all deposits and bank reconciliations. The executive director, along with the Foundation finance committee, prepares all financial statements. The college's auxiliary functions also have similar cash flow control procedures and separation of duties.

<u>Recommendation #8</u>: Work collaboratively as administrative, faculty and staff leadership to:

- **clarify and stabilize the governance structure**
- **undertake a major communication effort to ensure that the College decisions, initiatives and processes are well understood and supported by all College stakeholders (10).**

Following an extensive evaluation of its governance structure, the college phased out the College Council and replaced it with the Shared Governance Council (SGC). The SGC – composed of classified, faculty, management and student representatives – meets twice a month to deal with issues of college-wide importance.

Since the change in 2004, Los Medanos College has worked collaboratively in all aspects of governance and administration with constituency leadership. For instance, working with the college as a whole and in particular the SGC, the Planning Committee updated the Educational Master Plan during the 2006-07 academic year. The goals of this plan have been connected to college-wide Program Review (which was revised and improved in 2006, and now includes identification of program-level student learning outcomes) which in turn has been connected to the Resource Allocation Process. Bottom line, this approach means that no funds are allocated unless they are integral to each department's unit plan and tie directly to the Educational Master Plan's college goals. All Resource Allocation Process recommendations go through the SGC, which oversees governance at the college. Each ensuing year, as the SGC becomes more institutionalized, the college increasingly has become able to synthesize all decisions with all constituencies.

The SGC has greatly improved communication, ensuring that college decisions, initiatives and process are understood and supported by all the major stakeholders. Consequently, the college president and constituency leaders now have a clearer and tighter oversight of all shared governance committees – especially college wide tutoring, distance education, planning and technology advisory committees.

In 2006, a major of evaluation of SGC was undertaken by a neutral party, with all college constituencies participating. On the whole, SGC and the more integrated and stabilized governance structures were seen to be effective by the college. However, staff and faculty, in particular, wanted to be apprised more often and more effectively of the key decisions coming out of SGC. Therefore, starting in 2006-07, all major decisions that come out of the Shared Governance Council every two weeks are communicated to the college as a whole via e-mail; the president also sends regular emails to everyone as a follow up and explanation of the decisions. In addition, several times each semester a College Assembly on a key issue(s) is held to disseminate information and allow for discussion and feedback. Recent topics have included facilities planning, student learning outcomes and assessment, the new initiative with the Campus Change Network (diversity and equity issues) and accreditation.

All of this recent work is a continuation of the efforts toward clarity and stability of the governance structure that began with a governance task force in 2002, and has continued until the present. The Shared Governance Council was formed to replace the rather moribund College Council in 2002-03, as a result of the work of the task force, which produced a position paper supported by all four constituencies in the college. The SGC has nine voting members representing classified, faculty and

students; non-voting members include the college president, two academic managers and a facilitator. The group was set up to meet twice each month "to formulate charges for governance committees and evaluate recommendations and ongoing college initiatives for feasibility, effectiveness and concordance with the Educational Master Plan."

The SGC has functioned well and currently focuses on the need to communicate all decisions in a timely manner to the college community. The use of emails, paper memos, oral reports at all governance bodies and college wide assemblies and forums has greatly facilitated communication and an improved climate on campus.

Recommendation #9: The team recommends that the District and College leadership work collaboratively to ensure that centralized functions are received and adapted to be responsive to the needs of the College in fulfilling its changing mission and function.

College leaders are in frequent dialogue with their district counterparts regarding the effectiveness and responsiveness of centralized functions – business services, facilities, human resources and information technology are usually the focus of these discussions.

During the past several years, the district and colleges have moved in a number of directions to help with the collaboration and adaptation of centralized functions. One primary effort has been to continue to improve communication. At the top, college presidents meet with the vice chancellors responsible for centralized functions at the Chancellor's Cabinet on a bi-weekly basis. Also, college and district leaders of business services and information technology functions meet at least once a month. Despite a period of turmoil in 2004, because of the turnover of the chancellor and three vice chancellors, more recently efforts have been made to stabilize and improve services provided by the District.

There have been several structural changes at the district designed to streamline the coordination of centralized functions. During 2007, the five district vice chancellor positions were consolidated to just two. The consulting firm KH conducted a study of the District Office structure which concluded that creating just one vice chancellor district wide for administrative services would improve coordination between human resources, accounting and finance and some IT functions. These offices and programs will now also undergo "program service reviews" at the District Office just like other service providers.

Another significant change has been the redistribution of workload between the district and LMC, when advantageous to both groups. In general, it has helped the colleges feel more connected to the management and operation of their own services provided on the campuses. The change has also helped with the coordination of functions shared between the two groups but has not disrupted any economies of scale. For example:

Buildings and Grounds:

- Administrative structure changed so that Buildings and Grounds report to the college presidents and to create budgets locally.
- Custodial personnel now report to facilities so that one call for help is sufficient.
- Creation of a shared District Project Manager for efficiency.

Police Services:

- Local police lieutenants are District Office employees and they share watch commander jobs at multiple campuses to help in district consistency.

Bookstores:

- An RFP to other bookstore vendors was ultimately awarded back to local bookstores
- Managers of bookstores remain as District Office employees but report to college management.

Business Services (including purchasing, payroll, human resources and hiring):

- The local human resources person is now included in the loop when district personnel help campus clients.
- More information and forms are now on the district website, but this fact has not been adequately publicized.
- All applications for classified staff are now online and TALEO; an applicant tracking system allows district and campus HR to simultaneously monitor the entire process.
- Hiring of personnel for many programs has again become a college responsibility (e.g. buildings and grounds, custodial, bookstore).
- District office is evaluating the formulas which determine funding for teaching load at each campus.

Information Technology:
IT services have also moved in some ways toward more local control. Much of the work previously done by a traveling District Office employee is now handled by campus IT staff. However, email is still handled as a districtwide function, along with Datatel, the administrative management software system. One issue is that district IT staff are not always aware of how their procedures effect computing needs at the colleges. To help deal with this issue, technology managers from the campuses and the District meet monthly.

International Education:
This continues to be a district function, but each campus works closely with the District. A part-time staff member from the District visits the college regularly. Also, an ESL counselor has been assigned to help with the program locally.

During summer 2007, the District published a document titled “District and College Roles, Responsibilities and Service Outcomes”. This document helped to clarify “division of labor” in the following areas: Chancellor/Presidents Office, Research, Educational Programs and Services, Facilities, Finance and Administration, Human Resources, Information Technology, Internal Audit Services, International Education, Marketing and Community Relations and Police Services.

Additional evidence of collaboration is found in the chancellor visits at each site every semester to hold open meetings with individuals and groups.

General issues that continue to be central in discussions among college and district managers include: equitable resource allocation formulas that support identified goals; facilities planning and maintenance processes and procedures; coordination of hiring processes and other personnel services; and effective alignment of information technology resources and services.

INSERT TAB – STANDARD ONE

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I A- Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1.A.1 - The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

During the fall of 2003, the college community developed mission, vision and values statements as part of the Educational Master Plan (1.1), a process that involved all constituencies. Faculty leaders stressed learning as central to mission, vision and values. In fall 2005, the college reviewed its goals, mission, vision and values and then developed strategic initiatives (1.2). Next, in fall 2006, the Educational Master Plan (1.3) (including mission, vision and values) was rewritten based on college-wide input. It was then approved by the college's Shared Governance Council (SGC).

The latest mission statement reads: *"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."* (1.4)

The statement indicates that student learning is the focus of the mission, what matters most in our vision and our first value. Faculty led the development of the mission, vision and value statements.

"Institutional effectiveness" measures, which include student surveys and other institutional data, are conducted regularly in order to help to evaluate programs and services driven by the mission. In the student survey "Student Experiences with Los Medanos College" (1.5) only four percent of the sample disagreed with the statement "*the courses I have taken at LMC have helped me achieve my educational goals"* and only five percent disagreed with the statement "*the courses I have taken at LMC have made me more academically prepared*." Only one percent of student respondents rated their overall experience with the college as poor.

In order to be sure that its programs and services are aligned with the student population, the college: conducts internal and external environmental scans every three years (1.6); schedules classes based primarily on student demand; gets input from student senators who are active in campus governance; conducts program assessments through the program review and planning process; uses math and English assessments for placement and planning purposes; conducts interviews with programs regarding the learning needs of students.

During the 2006-07 academic year, Clarus Corporation conducted a market assessment (1.7) for the District and assisted in developing market positioning for the colleges in order to generate enrollment and to ensure that appropriate programs and services are being offered in the service area. The survey included:

- Some of the educational needs of the constituencies in the service area;
- an assessment of which needs are currently being met and which needs are not being met;
- recommendations regarding how the District needs to position its colleges to offer the correct mix of programs services and delivery modes to meet the needs of the residents in the county; and
- defining each target audience and making recommendations of the best ways to reach target audiences with messaging.

Self Evaluation:

Discussions regarding the mission statement have been held by the Planning Committee and Shared Governance Council, which have representatives from all constituencies. The mission statement has been written considering the vision and values; student learning is clearly the focus of all three statements. The emphasis on student learning and success is evident in the mission statement (1.4) phrase: "*By focusing on student learning and success as our first priorities, …"* Los Medanos College has taken great strides in becoming a student/learning centered institution.

Assessment of, and research on, student needs has been a major college function. The institution has been addressing the needs of students in many ways: assessment, scheduling, course and instructional program development, and many student service activities. There was some disappointment with the Clarus report (1.7) as it mainly focused on marketing and "branding" of the college. The expected assessment of educational needs was not found in the executive summary (1.7). However, there was one student scan done by Clarus that was related to meeting current students' needs. This survey contained very positive results as the college had almost all areas rated as "areas of excellence." There were only four areas that rated as "areas for improvement": cost of textbooks, ease of reaching staff members, vending machines and access to wireless internet. These areas will be addressed.

Planning Agenda:

None.

I.A.2 - The mission statement is approved by the governing board and published.

Descriptive Summary:

The mission statement (1.4) currently in effect was first approved by the Governing Board on January 28, 2004. The mission statement is developed as part of LMC's Educational Master Plan (EMP) (1.1, 1.3). The EMP was recently revised by the Shared Governance Council and approved by the Governing Board on September 26, 2007. There were no revisions to the mission statement in the revised EMP. The mission statement is published in the College Catalog (1.11) and on the College Website (1.12).

Self Evaluation:

It was discovered that a prior version of the mission statement was still appearing in the College Catalog and on the college website, and that has since been corrected. A systematic approach needs to be developed to ensure that the current mission statement is up to date in all publications. SGC should communicate to the appropriate offices or individuals any changes in the mission of the college so that the mission statement can be updated in the college publications.

Planning Agenda:

None.

1.A.3 - Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary:

The primary method for reviewing and revising the mission statement has been the Educational Master Plan development and revision process, coordinated by the Planning Committee. The current mission statement was developed as part of the Educational Master Plan (EMP) (1.1) during fall 2003, which was based on extensive institutional dialogue during spring 2003. That semester, a college-wide discussion of issues and priorities took place. Key issues that were identified were leadership, communications, facilities and comfort, assessment, decision making, community engagement and creativity. The college president then hosted a series of luncheons, attended by over 75 members of the college community, to discuss the college's values, identify issues and problems and generate solutions. As a result, a document was compiled that articulated "our vision and values in action" – it became the basis for revision of the mission statement (1.7).

The college goals were updated in fall 2005 (1.8). The EMP (1.3) was revised again in fall 2006 and included the

mission statement (1.4) from the fall 2003 version. The plan was then approved by the Shared Governance Council and accepted by the college president on March 14, 2007.

Self Evaluation:

Los Medanos College has used the development of the Educational Master Plan as the vehicle to reflect on, and review, the relevance of its mission statement. Changes and amendments to the EMP require approval by LMC's Shared Governance Council, which simultaneously includes the approval of the mission statement. In the past, the EMP has not been bound by an existing planning cycle. It has been reviewed when needed.

To appropriately address the changing environment of the college and the demographics of the local community, the planning committee has adopted a six-year cycle for the educational master plan and a three-year cycle for the strategic plan (1.10). The cycles will enhance the capacity of the college to develop a systems approach to redefining itself in relation to the community. Moreover, it will track the institution's progress towards addressing the complex dynamics, projections and demands at the local and state levels. The planning cycle will clarify institutional expectations and foster accountability. Documenting the procedures and next steps will allow for a consistent evaluation of LMC's effectiveness to respond to the demands placed by its various constituencies and the community. To address such needs, the Planning Committee developed a planning cycle (1.10) for the review/revision of the mission statement.

Planning Agenda:

None.

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

Descriptive Summary:

The mission of the college, along with its vision, values and goals, guides the Educational Master Plan (1.3, 1.13) for both the main campus and the Brentwood Center. All program review and planning documents – instructional, student services and support services – were guided by the college goals.

Self Evaluation:

The college mission is crucial in LMC's planning and decision making. When the mission statement was revised in 2003 (1.4), the college took into account the diversity of the changing population and new directions in higher education. The Planning Committee realizes also that as conditions change, it is important to revise the mission so that institutional priorities and plans reflect such changes. The mission of the college was central to the development of the Educational Master Plan (1.3) which will guide the college for the next several years. The Planning Committee will review the mission statement when the Educational Master Plan is reviewed.

Planning Agenda:

None.

Standard I B – Improving Institutional Effectiveness

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

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

Descriptive Summary:

LMC engages in dialogue about improving student learning and institutional processes in multiple forums such as: the Planning Committee; the Shared Governance Council; the Academic Senate; the Classified Senate; the Teaching Learning Project (TLP); the Curriculum Committee; the General Education Committee; the Developmental Education Committee; the Library and Learning Support Services Committee; the Occupational Education Committee; and the Student Services Committee.

These deliberative bodies report their activities and findings to the college as a whole through periodic college assemblies, minutes and agendas placed on the intranet, and hard copies (1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24).

A revised Professional Development Program is being developed. In the past, many staff development activities – during FLEX and throughout the academic year – focused on self-reflective dialogue. College management, faculty and staff also attend conferences and workshops. In recent years, the institutional focus has been on assessment of student learning (for example, the AAHE Assessment Conference, RP Group Assessment workshop and "intermediate level" workshop, and the Assessment Workshop for Occupational Educators).

Specific dialogue regarding the improvement of student learning takes place under the umbrella of the Teaching Learning Project (1.18) and its five components: *General Education, Occupational Education, Developmental Education, Student Services and Library and Learning Support.* Each component has developed its SLOs and each has begun developing and implementing assessment of the SLOs with the assistance of the TLP.

After extensive dialogue, the Curriculum Committee researched and developed models for course outlines that integrate

SLOs. The resulting revised Course Outline of Record (COOR) (1.25) form requires that course-level SLOs are aligned with institutional-level and program level SLOs. During summer 2005 (1.26) through spring 2006 (1.27), flex workshops and professional development activities were held on assessment pilots and "how to" sessions for completing the new course outline of record form. During the spring FLEX week, the college hired a consultant, Dr. Gerald Nosich, to lead a workshop on "Teaching Critical Thinking in the Disciplines" (1.27). All full- and part-time faculty, managers and staff were invited to the workshop, with about 60 actually attending. Follow-up sessions and surveys on the effectiveness of the workshop were offered. In spring 2008 another critical thinking consultant, Dr. Linda Elder, lead workshops on "Teaching, Learning and Critical Thinking through Reading and Writing" (1.28). Also, in spring 2008, a group of faculty attended a three-day workshop at Berkeley on critical thinking.

The personnel survey (1.29) of spring 2007 indicated that 56 percent of the respondents agreed that "*there is broad participation from LMC employees in planning processes."* This participation has resulted in improvement and planning initiatives, such as:

- From fall 2002 to spring 2004, the Academic Senate Task Force on Assessment researched assessment models and made a recommendation to the senate that resulted in creating the Teaching Learning Project that was to oversee the assessment of institutional Student Learning Outcomes.
- During fall 2004, a College Assembly (1.30) was held to inform the college as a whole on accreditation-related assessment requirements, the Teaching Learning Project and the new course outline of record form and process.
- The program review process was revised to require each instructional and student services program to develop its SLOs and to propose a plan on how to assess them. The TLP then reviewed all the instructional program reviews and provided feedback to each department or area regarding its assessment plan. Student services SLOs feedback is implemented through the student services group.

Other examples of ongoing dialogue include: An Honors Transfer Program (1.31) and Transfer Fast Track Program (1.32), a number of grant applications focusing on the improvement of student learning, the revision of the Developmental Education Program (English and math), the development and implementation of a new Resource Allocation Process (1.33), in order to better tie college goals and the allocation of resources, the revision of the shared governance process (the College Council was disbanded and replaced by the Shared Governance Council), Transfer Center activities correlated with improvements of transfer rate, and in an effort to address the disparate achievement levels among African American, Latino and students living in poverty, the Institutional Development for Equity and Access (IDEA) (1.34) facilitated, coordinated and organized action to shift the diversity, access and equity discourse

from the periphery of the college's activities to the center of the institution's mission, programs and policies. There was also a major study on the tutoring model sponsored by the HSI grant.

Self Evaluation:

The TLP has embarked on a plan for implementation of SLOs and their assessment throughout the major academic areas of the institution. The TLP continues to use the knowledge and insight gained from the programs that are already engaged in the assessment cycle to improve on the model for the whole college. The GE Committee has developed an 11-year plan (1.35) to assess the five GE SLOs. IDEA has coordinated action to address diversity, access and equity to the institution's programs and policies.

LMC managers, faculty, and staff engage in ongoing discussions related to all aspects of the college goals; from student services, to college resource allocations and facilities; from policies and procedures, to pedagogy and student learning outcomes. These discussions take place in more than 30 separate committees and subcommittees at LMC, including SGC, Curriculum Committee, the three Senates, the Planning Committee, the TLP, the Distance Education Committee, etc.

Unlike past accreditation cycles, committee discussions now lead directly and rapidly to implemented policy (for validation, see all the new programs, initiatives, and policies mentioned above). This is due in large part to a much clearer "chain of command" and more well defined reporting relationships between committees, and to the empowerment of specific committees, particularly the SGC and Curriculum Committee, to forward recommendations directly to the LMC President for swift approval.

There are, however, still communication issues that need to be addressed. The college has recently developed an up-to-date master list of all the various LMC committees and sub-committees (1.36). Most committees and subcommittees do not report their minutes and agendas to the larger college community (nor do they post minutes and agendas on the college web site). Some important committees, such as TLP, have not been integrated into the existing shared governance model, and do not have a direct reporting relationship with existing shared governance committees or senates. These communication issues have, at times, led to confusion about approval authority for some new college initiatives.

There are two additional communication concerns, both of which are long-standing. One is the involvement of part-time faculty in ongoing campus dialogue and initiatives. Part-time faculty teach about 40 percent of all class sections at the college, so it makes sense that they should have significant involvement in college governance and academic initiatives. LMC has made some progress toward including part-time faculty in ongoing assessment efforts and governance. For example, the math and English departments have used Title III grant monies to pay adjunct faculty to participate in learning assessment evaluations. The Academic Senate (1.37) has positions reserved exclusively for part-time faculty, and

part-time faculty are paid a stipend to become Senate members. Even so, most committees do not have direct adjunct faculty representation. Some part-time faculty do not have access to offices located in their department. Many part-time faculty choose not to obtain an LMC voice mail or e-mail account (although these are offered to all part-time faculty). This problem may be endemic to all community colleges, given that part-time faculty are not normally paid to participate in college governance.

Another long standing communication issue is the lack of collegial interaction between some LMC employees, especially full-time faculty in a few large departments. The minutes and agendas of the Academic Senate and SGC reflect the inordinate amount of institutional energy and time devoted to this issue over the past few years. This problem became serious enough that LMC administrators felt compelled to hire professional mediators to work with faculty in acrimonious departments.

Planning Agenda:

The SGC will develop a process by which there is more regular and continuous communication by institutional groups. For example, all standing committees can publish their agendas and minutes on the college web site, or distribute them to all employees via campus e-mail.

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

Descriptive Summary:

The Planning Committee, in collaboration with all constituency groups, developed the institutional vision, values and goals (1.38), including measurable objectives, which guide the Educational Master Plan (1.1) (fall 2003). Internal and external Environmental Scans (1.6) are conducted on a regular basis to determine student and community needs (spring 2003 and spring 2006).

Also, the college invited all interested individuals to identify areas of priorities and the "Wall of 1,000 Answers" – college community members' views on institutional priorities – was created. Institutional goals were revised in fall 2005 (1.9) and fall 2006 (1.39). Each manager is asked to set individual goals for her/his units based on the institutional goals. In the recent personnel survey (1.29), 87 percent of respondents agreed that college goals are clearly defined; 67 percent agreed that college priorities are adequately identified.

SGC sets big picture institutional priorities and direction for the college based on the Educational Master Plan (1.3) and on the recommendations from the following Shared Governance Committees: Technology, Tutoring, Distance Education, Professional Development, and Planning. The SGC issues annual "charges" to these committees, which are aligned with institutional goals. The SGC also considers priorities established by the senates: academic, classified and student. Each unit/department identifies priorities in its plans; the plans are based on the institutional goals. In the case of occupational areas, recommendations from advisory committees are also included.

The District allocates operating funds to the three colleges based on the established allocation formulae - Business Procedures Manual, Section 18. The Chancellor's Cabinet and the District Governance Council (a shared governance group comprised of representatives from faculty, classified staff, management and students) work in collaboration to identify funding priorities beyond the district funding formulae that meet district/college goals and planning efforts. Units that apply for funding through the college's Resource Allocation Process are required to show how the proposal(s) addresses at least one institutional goal. When resources are allocated to support projects, the dean does an annual update to determine progress and how well the implementation aligns to the college goals.

One specific way that the institution has been committed to achieving its goals is by institutionalizing programs from grants, i.e., Title III and Title V. Institutionalization includes identification of need, positions, new services, research and financial resources. Between fiscal years 2003-04 and 2005-06, the college has benefited by $2,083,055 in spending from Foundation and Title III and Title V funding sources, all tied to the college goals.

During the spring of 2006, the Planning Committee revised its Institutional Effectiveness Model (1.40), which consists of several student progress indicators that measure the extent to which the seven 2005 institutional goals (1.9) are being met. The current goals are:

a. Improve student learning and achievement of their educational goals.
b. Offer high quality programs that meet the needs of students and the community.
c. Enhance a culture of innovation, inclusiveness and collaboration.
d. Ensure the fiscal well-being of the college.
e. Establish a culture of planning, implementing, assessing and improving.
f. Grow enrollments productively.
g. Increase the number of transfers, degrees and certificates

For each goal, performance indicators were developed to determine the extent to which each goal is met. The performance indicators will be developed/revised for each subsequent set of goals. The personnel survey (spring 2007) (1.29) indicated that 57 percent agreed that the "*institution measures the extent to which the college goals are met.*"

Self Evaluation:

The institution has spent significant amount of time and resources articulating its goals and in developing indicators that measure the extent to which the goals are met. The institutional goals guide the Educational Master Plan (1.3) and the framework of all program reviews and planning models at the college. To assess the extent to which the goals are met, the Planning Committee has modified the college's Institutional Effectiveness Model (1.40), which is conducted on an annual basis. A process to communicate the degree to which the institution achieves its goals to the college community on an annual basis was developed by the Planning Committee in 2007-08.

Planning Agenda:

None.

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

Descriptive Summary:

Los Medanos College has had an institutional Planning Committee, a shared governance group, for many years. Appointed by the SGC, the committee meets regularly to develop and recommend planning and effectiveness processes. It also acts as an advisory committee to the Research Office on some institutional research projects, such as the Institutional Effectiveness Model.

The program review and planning process (see Program Review and Planning binders located in President's Office), as well as the Educational Master Plan(1.3), are two major ongoing planning efforts that have phases for implementation and evaluation. For program review and planning, annual progress reports give feedback to the programs and ask the programs about status of the objectives, improvements and "what you have learned from the process that would inform future changes and improvements to the program." Institutional effectiveness includes performance indicators for each of the college goals in the Educational Master Plan. The Planning Committee reviews the results of the effectiveness report, summarizes and sends it to the Shared Governance Council. SGC develops plans for improvement.

The Planning Committee has developed a planning calendar (1.10) showing major planning processes that are implemented on a regular basis – the Educational Master Plan will be revised on a regular basis, every six years; the Program Review and Planning models (Instructional, Student Services, Support Services, and Administration) have a cycle of six years, with an annual review and progress report for updates; the Resource Allocation Process requires proposals to base the requests on

program reviews and plans or annual progress reports; Institutional Effectiveness is conducted each spring semester.

Another example of moving towards a cycle of planning, implementing, evaluating and improving is the recent change to the Block Grant Allocation process. Analysis showed that the equipment replacement process part was too cumbersome, so this process was drastically streamlined beginning in spring 2008.

Decision making at LMC is generally based on data. Program data is provided to each program to complete its review and planning. Environmental scans were used as the basis of the Educational Master Plan. The Office of Research works with the Planning Committee to determine what type of information is needed for program review. In addition, other committees, departments, units, programs and personnel work with the Office of Research to develop a research agenda based on their respective needs for evaluation and planning – for example, Developmental Education, student services, Distance Education Committee, the Curriculum Committee.

The Office of Institutional Research publishes *Insights* (1.41), a newsletter that is e-mailed to all college personnel for their information. The newsletter is thematic - it summarizes findings of studies, provides updated information on student demographics, and touches on issues in planning and research at the state level. The newsletter is located on the research website.

A spring 2007 survey (1.29) of college personnel indicated that 68 percent of all personnel agreed that the "institution uses research information for purposes of evaluation and planning."

Self Evaluation:

The college has consistently worked on improving its planning processes. It has developed a planning cycle in which the Educational Master Plan, Program Review, Resource Allocation and Institutional Effectiveness Model are integrated. Through the Planning Committee, the college has actively worked on improvement based on evaluation of various reviews and planning models and the Resource Allocation Process and by identifying indicators to assess the effectiveness of the Institution. Qualitative and quantitative information is essential for Los Medanos College in its evaluation and planning efforts.

Planning Agenda:

None.

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

Descriptive Summary:

All campus constituents have the ability to participate directly in institutional planning through their involvement in

collegial processes, shared governance and representative groups. Examples of collegial processes included development and revision of the Educational Master Plan; the program review and unit planning processes; Resource Allocation Process requests and grant application activities.

According to the position paper (1.42) that created the Shared Governance Council (SGC), "*Shared governance, in its broadest sense, is participation of, and mutual deliberation by, the college senates, associated students, the president, and the management team."* LMC's model requires broad-based participation and provides input from all constituencies.

There are other representative groups on campus. Each "area/discipline" has a department chair (1.43) who performs "management/administrative" functions, including involvement in planning initiatives. All constituents are invited to participate in district-wide and college committees. Committee members can be appointed by the senates, elected or volunteer. For shared governance groups, member representatives attend meetings and "speak for" their constituents.

Crucial to participation is communication. College assemblies (1.30) bring all constituents together in one place several times each semester for updates on key college issues. Members of shared governance committees are asked to regularly "report back" to the constituencies that they represent. Increasingly, e-mail and the intranet are used to report meeting agendas, minutes, upcoming deadlines, survey and research results, etc.

SGC allocates institutional resources based upon the Resource Allocation Process (1.33) (including the previous Financial Planning Model). Standard III discusses this process in depth. A key aspect of the approach is to tie resource allocation to priorities identified in the Educational Master Plan.

Given financial limitations, the Grant Office and others also regularly seek outside resources – corporate and individual donations through the foundation; bond funds; grant funds; increased enrollment of foreign students; and industry partnerships.

Self Evaluation:

To state whether the planning processes have lead to institutional improvement is somewhat subjective as college constituents differ in the support of each initiative and the criteria for improvement varies.

The college's approach to resource allocation has led to changes that improve institutional effectiveness:

- Facilities – expanded automotive and child development facilities; new buildings for the library, math and science; planning for a student union; bookstore expansion; improved landscaping; renovated classrooms; Brentwood Center expansion; new Reading and Writing Center; solar panel parking project.
- Technology – installation of "smart classrooms"; new computer labs.
- Instruction – identification of student learning outcomes at various levels and numerous assessment pilots; linkage of SLOs and their assessment to course outline format; merger of English and ESL

departments; significant developmental education improvements, including the development of Basic Skills Initiative (BSI) interventions (1.44); establishment of Honors Transfer Program course rotation and Honors Club; pilot learning communities; new programs in engineering, environmental science and process technology; significant increase in on-line offerings.
- Student support – re-instituted Puente Program, creation of IDEA and UMOJA; additional program-specific counseling; expansion of EOPS; redesigned tutorial services.

There are broad-based opportunities for constituents to participate in the planning and resource allocation processes; however, actual involvement is less than ideal. There is a lack of college-wide participation on committees, especially by students, less than perfect attendance in FLEX and mandatory meetings, failure of some constituents to sit through an entire College Day, minimal feedback responses submitted on college activities and surveys, the same people serving on committees, and uncontested or inability to completely fill leadership positions on Academic Senate, Curriculum, Occupational Education and other committees.

There is also an impression by some that even though all are asked to provide input or participate, that only a select few are heard as evidenced by the comments made at the September 24, 2007 College Assembly (1.45). There is a perception that some processes have become too onerous, are compliance based, or have ignored input. RAP was reviewed as the number of submitted proposals had declined. Some discontent surrounding course outlines, SLOs and assessment is now surfacing based on feedback received at the September 24, 2007 College Assembly.

Information is placed on the Intranet and is sent via email, but true dialogue does not occur uniformly throughout the college. Not all adjunct faculty choose to use the email addresses on Outlook, persons without communicative representatives do not get a voice in the discussion, processes and their accompanying forms are continually being changed before a standard can be understood and assessed, and everyone is given conflict management consultation when a few individual departments cannot work together.

Communication as usual “in the hallways” is in transition as the main campus has grown to six buildings with the recently completed science building, plus a separate offsite location in Brentwood. The college is learning how to implement processes while simultaneously adapting to new communication paths.

Planning Agenda:

SGC, in collaboration with upper management, will more clearly articulate processes, develop ways to motivate constituents to participate in the planning, resource allocations processes and committees in general, enhance trust among colleagues, and improve communication to all.

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

Descriptive Summary:

The college produces documented assessment results that demonstrate quality in a variety of ways: The *CCCCD Fingertip Facts* (1.46) presents statistics that show that ethnic minorities are better represented at LMC than their presence in the college's service area; a District Governing Board report in April 2007 (1.47) listed significant dollar amounts for the 13 grants that have been awarded to LMC since 2005; all of the program review documents are published on the college intranet; the Nursing Program submits annual reports (1.48) to the State Board of Registered Nursing; Categorical programs such as EOPS, CARE, Cal Works and DSP&S have posted their program review and planning reports with data about student accomplishments on the Planning Committee intranet pages; a 2005-06 version of LMC Foundation Highlights (1.49) reported that the foundation distributed $218,000 in scholarships; the Honors Transfer Program review (1.50) in 2006 reported that since its inception in 1999, the HTP has grown in active honors students by 116 percent and in total honors course enrollments by 231 percent; the Brentwood Center Ten Year Educational Master (1.13) in 2007 included an assessment of the center's programs and facilities; a large majority of students pass the Automotive Technology student test which is administered by the National Institute for Automotive Service Excellence; the statistics about LMC students who transfer and who receive degrees or certificates are collected from the state chancellor's office and made available on the intranet; the Office of Research publishes a "fact sheet" (1.51) with statistics about success, retention, degrees and certificates awarded, and transfers to CSU and UC; the Research Office also produces "First-Time Freshman at Los Medanos College by High School" (1.52) documents (one-page summaries) which are shared with each respective principal of the high schools from the service area. Recently however, inaccuracies about the definition of first-time freshman were identified. The Research Office also publishes all completed projects in the research website. In addition, through its newsletter, *INSIGHTS*, (1.41) the Office of Research communicates to the college community, research information that is relevant to the college direction. The student survey in 2007 (1.5) reported that 79 percent of respondents agreed strongly or moderately with the statement "*the courses that LMC offers are of high quality"* - only 6 percent disagreed. The personnel survey in 2007 (1.29) indicated that in response to the statement "*the leadership of the institution encourages personnel to improve their services to the public*," 74 percent of classified and 48 percent of faculty agreed.

Self Evaluation:

The institution demonstrates to the public the quality of its programs and services in many ways – i.e., accreditation, official reports to the state, newsletters, statistics, and publications through the intranet. All major institutional studies and specific office research projects are placed on the

college's Office of Research website. Recently, the Office of Outreach noticed some inaccuracies in the number of students from the high schools published in the summaries provided to high school principals and the number of students in the Outreach Office records. These inaccuracies, derived from the process of information gathering, occur state-wide and the district Research Council has initiated discussion to address the definition of first-time student and deal with such inaccuracies.

Planning Agenda:

None.

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

Descriptive Summary:

The Institutional Planning Committee has been charged (1.53) by the SGC with the evaluation of college planning processes. In that role, the committee has:

- Developed new program review and planning models based on feedback and evaluation of previous LMC models and a nation-wide internet search of college program reviews and plans. After reviewing many models, the committee decided to use a six-year program review and planning cycle with annual updates designed to keep the process ongoing and current. The college's new model was given an award of excellence by the RP Group of California Community Colleges.
- Reviewed and revised the annual program review and planning progress report.
- Surveyed all college programs during spring 2007 (1.54) on the usefulness and effectiveness of the program review and planning model and template.
- Set up a process whereby the sections on program student learning outcomes from the instructional program reviews and plans were evaluated by the Teaching and Learning Project (1.55) in two areas: the quality of the program-level student learning outcomes and the plan for SLO assessment. Feedback to the programs was sent along with the request for annual updates during the fall 2007 semester.
- Evaluated the results of the program reviews and plans during fall 2007 (1.57).
- Conducted mid-year and end-of-year evaluations of the funded Resource Allocation Process projects (1.58); the evaluations are then summarized and forwarded to the SGC for review.
- Created a new ten-year Educational Master Plan (1.3), which contains facilities requests and goals from all programs, based on a review of the previous plan.
- Evaluated the effectiveness of the Educational Master Planning process (1.59) during the 2007-08 academic year, including collection of institutional effectiveness indicators during spring 2008 to help

measure the plan's goals and objectives.
- Supported SGC's decision to evaluate the Resource Allocation Process following each funding decision cycle.
- Revised the resource allocation process in fall 2007 (1.60).

Self Evaluation:

During recent years, the college has improved the assessment of evaluation, planning and resource allocation models and processes. The major changes to the program review and planning model have been well-received and taken more seriously, based on the near 100 percent completion rates.

The process of having the TLP give feedback to programs on their program-level student learning outcomes and assessment plans using a rubric was effective. The Curriculum Committee also provided feedback to programs regarding the curricular portion of the review. The deans and SGC also assess program changes by reviewing the annual progress report that is done each fall semester. The fact that planning is directly linked to resource allocation has also been a factor in getting programs to complete their reviews and plans.

Although the evaluation of processes has improved, the real measure of the effectiveness in the new models and processes will be the resulting improvement in programs and services. Improvement is the bottom line. It is too early to determine how effective the new planning processes are in fostering improvement. There is always the question of how long will it take for the new processes to have an effect. By implementing annual updates for programs, the college should be able to see the effect of the new review and planning process in program data soon. Institutional effectiveness indicators are being monitored by the Research Office and improvements are hoped for in the near future. These indicators provide a snapshot as to how well the college is achieving its master planning goals and objectives. "Closing the loop" is a new idea for LMC. One of the major college goals is to "establish a culture of research and planning, implementing, assessing and improving." The key question is how can the college ensure that programs use the results of these processes to make improvements? An example of closing the loop that has been implemented is the revision of the block grant process, now called program maintenance proposals, which are now processed through the program manager. Feedback and decreasing proposals led to a plan to greatly simplify the process. To help close the loop, during spring 2008, the Planning Committee revised the annual progress report to assist programs in completing the planning cycle by implementing changes in order to improve programs and services.

Planning Agenda:

None.

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

Descriptive Summary:

Institutionally, The Shared Governance Council has charged the Planning Committee with systematically evaluating the college's evaluation mechanisms (1.53). At the end of each planning process, the Planning Committee and/or SGC evaluate the processes themselves with the goal of improved effectiveness. For example, the college:

- Evaluated the new program review process for instruction and annual progress report, student services, support services and administrative Services (1.57).
- Conducted student and employee surveys in order to gather perception data to be used in institutional evaluation (1.5, 1.29).
- Recommended institutional effectiveness indicators (1.61).
- Conducted the assessment of student learning outcomes in many courses and programs (1.62).
- Submitted the separate program evaluations for accreditation of specialized programs by outside agencie: i.e. Nursing; Automotive; Child Development; Travel; Process Technology (1.63).
- Conducted categorical program review: i.e. VTEA; EOPS; Financial Aid, DSPS (1.64).
- Evaluated the Resource Allocation Process, including funded Financial Planning Model projects (1.57, 1.58).

In addition, the Office of Research is assessing the performance of the college goals through the indicators of Institutional Effectiveness. After data for the indicators are presented to the college community, the Planning Committee will evaluate how well the indicators lead to improvement of programs and services.

In instruction, programs are at different levels of assessment. Some programs, such as developmental English and math, have implemented assessment strategies. Other instructional programs are well on the way to evaluation development.

Student services is now redefining its services to students and evaluation plans will be developed and later assessed for their effectiveness.

Self Evaluation:

The college has a variety of mechanisms for assessing program and service effectiveness, but there is always room for improvement. After evaluation of the previous Program Review and Planning model, the Planning Committee found that there wasn't enough data generated to efficiently evaluate improvement (or lack thereof) of all programs and services. As a result, a revised model was developed and implemented. The revised Program Review and Planning Model (1.65) was completed by all departments in fall 2006 and includes annual updates. (Annual updates are an improvement to the prior model which required updates every three years.) The new program review models, along with a sound Educational Master Plan (1.3) with measurable objectives for the goals, will guide program improvement, and will include follow-up and documentation. The process now emphasizes assessment of SLOs, a project three years in the making. This project, coordinated by TLP (Teaching and Learning Project), was developed jointly

through administration, Academic Senate and Student Services. The TLP coordinates assessment of SLOs at the course, program and institutional level. The new Program Review and Planning models include the departments' SLOs, with a plan for assessment at the program level. TLP read all completed instructional fall 2006 program reviews and provided follow up feedback to the instructional departments. Since this was a new process, it will take time to determine if it results in substantial improvement in this evaluation process.

The Financial Planning Model (FPM), recently a part of the Resource Allocation Process (RAP), is a method for organizational units to request funding for projects through a specialized application process. The SGC evaluates the RAP process annually (see SGC minutes) to see where improvements are needed in the process itself. For instance, in 2007, the name changed to RAP to eliminate confusion between the three different specialized applications in the process, one of them being FPM. The Classified Allocation process was added to RAP in 2006-07 to clarify staffing requests. Evaluation of the process also found the need to conduct training sessions by the Business Office about the application process itself, which are now offered at the beginning of each RAP period.

Planning Agenda:

All program leads will evaluate the results of assessment cycles in order to implement improvements in programs.

STANDARD ONE – EVIDENCE

1.1 Educational Master Plan 2003
1.2 Strategic Initiatives fall 2005
1.3 Educational Master Plan 2006
1.4 Mission Statement
1.5 Student Experiences with LMC Survey 2007
1.6 Environmental Scan
1.7 Clarus Report
1.8 Vision/Values in Action
1.9 Goals fall 2005
1.10 Planning Cycle
1.11 College Catalog 2008-09
1.12 Website link www.losmedanos.edu
1.13 Educational Master Plan Brentwood 2006
1.14 Planning website http://www.losmedanos.edu/planning/default.asp
1.15 Shared Governance website http://www.losmedanos.edu/sg/default.asp
1.16 Academic Senate website http://www.losmedanos.edu/intra-out/as/
1.17 Classified Senate minutes
1.18 Teaching Learning Project minutes
1.19 Curriculum Committee website http://www.losmedanos.edu/intra-out/cur/default.asp
1.20 General Education Committee minutes
1.21 Developmental Education Committee minutes
1.22 Library/Learning Support Services Committee minutes
1.23 Occupational Education Committee minutes
1.24 Student Services Committee minutes
1.25 Course Outline of Record (COOR) samples
1.26 Flex Activity list August 2005
1.27 Flex Activity list January 2006
1.28 Flex Activity list January 2008
1.29 Personnel Survey spring 2007
1.30 Monday Meeting Calendars
1.31 Honors Fast Track Program
1.32 Transfer Fast Track Program
1.33 Resource Allocation Process Instructions
1.34 Institutional Development for Equity and Access (IDEA)
1.35 General Education Committee Eleven Year Plan
1.36 Committee List
1.37 Academic Senate Bylaws
1.38 Institutional Vision, Values and Goals
1.39 Goals fall 2006
1.40 Institutional Effectiveness Model
1.41 Insights (Research Office newsletter)
1.42 Shared Governance Position Paper
1.43 Department Chair list (current)
1.44 Basic Skills Initiative (BSI) Plan
1.45 College Assembly feedback 9/24/07
1.46 CCCCD Fingertip Facts
1.47 April 2007 Governing Board Report on LMC grants
1.48 Nursing Department annual reports to State
1.49 LMC Foundation Highlights 05/06
1.50 Honors Transfer Program Review
1.51 Office of Research Fact Sheets
1.52 First Time Freshman at LMC
1.53 Shared Governance Council (SGC) charges to Planning Committee
1.54 2007 Survey of College Program about Program Review Process
1.55 Teaching Learning Project Program Review Feedback
1.56 Student Services Program Review Feedback

1.57 2007 Program Review Evaluation
1.58 Evaluation of Funded Resource Allocations Projects
1.59 07/08 Evaluation of Effectiveness of Educational Master Plan Process
1.60 2007 Review of Resource Allocation Process
1.61 Institutional Effectiveness Indicators
1.62 Assessment of Student Learning Objectives
1.63 Program Evaluations – Nursing, Automotive, Child Development, Travel, Process Technology
1.64 Categorical Program Review – VTEA, EOPS, Financial Aid, DSP&S
1.65 Fall 2006 Review of Program Review and Planning

INSERT TAB – STANDARD TWO

Standard II: Student Learning Programs and Services

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

Standard II A -Instructional Programs

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

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

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

Descriptive Summary:

Los Medanos College collects student data in order to better understand and serve its student population. The data, generated by the Office of Institutional Research, is used in several ways, including:

- To track students currently enrolled;
- to prepare profiles of their personal characteristics;
- to identify their educational goals;
- to conduct a zip code analysis of them in order to better understand the degree to which the college is serving the community.

The office generates data on the demographics of the feeder community on a regular basis. Also, before each semester, the senior dean of instruction meets with new faculty to review community and student characteristics as part of a discussion on how best to serve student needs.

The Teaching and Learning Project's "Next Steps in Institutionalizing Assessment" (2.1) describes the empowerment of five committees to coordinate the assessment of institutional-level student learning outcomes in Developmental Education, General Education, Occupational Education, Student Services and Library

and Learning Support Services. Each committee is responsible for gathering:

1. Direct measures of student learning, e.g. holistic assessment of final exams or papers in capstone courses in order to measure student achievement of program-level student learning outcomes.
2. Indirect measures of student learning. Work is underway with the Office of Institutional Research to establish an on-going research agenda that provides indirect measures of student achievement of program outcomes, addresses research needs specific to program initiatives and provides information pertinent to making decisions for program improvement.
3. Qualitative measures – the use of surveys, focus groups, etc. in order to document students' perceptions of their learning.

Self Evaluation:

To date, only the Developmental Education Committee has worked with the research office to define an on-going research agenda. The other committees are moving to establish similar research agendas. Preliminary work in this direction includes:

- The General Education Committee, in conjunction with the Curriculum Committee, has requested an English prerequisite validation study for two classes that meet the Ethical Inquiry requirement.
- The Occupational Education Committee has discussed research that will track student achievement in course sequences connected to locally approved certificates.

Planning Agenda:

None.

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

Descriptive summary:

LMC offers a variety of scheduling options to serve its students, including traditional semester-length face-to-face courses, short-term classes, weekend classes and off-site classes. Some departments also offer specific options in modes of instruction for students, i.e. self paced or lecture for some math courses. LMC also offers online classes, both as "hybrids" that meet partially online as well as in the "brick and mortar" classroom and completely online classes (2.2).

Regardless of the delivery mode, the Curriculum Committee must approve each course before it is offered. The committee's evaluation process includes examination of the delivery of instruction, whether lecture, lab or online – or in combination.

Self Evaluation:

The primary dialogue concerning delivery currently centers on online instruction. The college's Shared Governance Council, the Curriculum Committee and the Distance Education Committee are engaged in ongoing

discussions. These discussions have resulted in:

- A supplement to the Course Outline of record addressing how student learning outcomes will be addressed in online classes and how direct student/instructor contact is defined in each course (2.3).
- A position paper from the Distance Education Committee on online instruction (2.4).
- A three-member advisory committee drawn from the Distance Education Committee as a whole that reviews course outlines and assists faculty with online course development.
- A "policies" document that outlines responsibilities and expectations for online instructors (2.5).
- A "best practices" document that outlines how courses should be set up (2.6).
- A "Blackboard Handbook" document on how to function technically in the online classroom software environment (2.7).
- A three-year plan for online instruction (2.8).
- A Curriculum Committee member drawn from the Distance Education Committee.

Planning Agenda:

During the 2008-09 academic year, the Distance Education Committee and Research Office will engage a study to evaluate effectiveness, retention and success rates of online courses at LMC; the committee will investigate the feasibility of an entirely online associate degree.

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

Descriptive Summary:

Identifying/Writing Student Learning Outcomes: The Teaching and Learning Project – a collaboration between the Academic Senate, Student Services and administration – was charged with coordinating college-wide assessment efforts in September 2004. The TLP began by defining "degree level" outcomes to be attained by students in five broad areas: general education, occupational education, developmental education, student services, and library and learning support services. All of the above, except library and learning support services, had an existing committee which took on the task of writing student learning outcomes for its respective area. A committee was formed for library and learning support services and it too wrote learning outcomes. The outcomes were written and approved by the members of those committees and reviewed by the Academic Senate in a document entitled "Next Steps in Institutionalizing Assessment Efforts at LMC." (2.1) The senate approved this document in October 2006 (2.9). The document includes these "degree level" outcomes, and specifically defines the membership and charge of each of the committees. It expressly gives them the responsibility of assessing learning outcomes in their respective areas, as well as responding to assessment results with targeted professional development.

At the program level, the fall 2006 program review process required that all programs write program-level student learning outcomes and develop a plan for assessing them. Since this was the first time for this requirement, during spring 2007 the TLP then reviewed the program level SLOs and assessment plans. It provided feedback to each program in September 2007 (1.55), using a rubric that assesses both the SLOs and the assessment plan. Every program needs to do an annual update to its program review and the TLP continues to monitor progress toward assessing program level outcomes and responding to the assessment results.

At the course level, the Curriculum Committee worked for a year on revising the official course outline of record (COOR) form to incorporate learning outcomes and assessment criteria. The COOR now includes the degree level and program level outcomes, and requires the course author to write course level outcomes that align and integrate with the other levels (2.10). Curriculum "coaches" (the current chairs of the TLP) are available to work with faculty on an individual basis to rethink their courses and rewrite their COORs from the perspective of assessing student learning relative to the stated outcomes for the course. All course outlines are reviewed by the Curriculum Committee, and, where appropriate, by focused subcommittees, such as general education. The committee conducts a rigorous review and course outlines are not passed if the learning outcomes are inadequate, not aligned or not deemed to be college level. Since all course outlines are supposed to be updated every five years, theoretically all courses will have stated student learning outcomes by 2011. (See District report to the Board for actual numbers of courses that already have written student learning outcomes.) (2.11)

In general, LMC has elected to use course-embedded assessment as the overall approach to assessing student learning outcomes.

At the degree or institutional level: General education initially chose to assess one of five student learning outcomes for the GE program: "Students will think critically and creatively." To this end, "teaching communities" were formed in ethnic/multicultural studies, social sciences, creative arts and humanities and biological science. Faculty volunteered to join the teaching communities and met over the course of two years to hone assignments and assessments of critical thinking in their courses. Student work on these assignments was collected and holistically scored in the teaching communities. Reports on these teaching communities and the results of these assessments will be available on the assessment website.

In developmental education, student work is assessed in "capstone" courses – the last English and math courses before the transfer level. Faculty in English and math collaborated on "template assignments" (English) or final exam questions (math) that were holistically scored. Flex workshops offered a forum for discussing results and sharing ideas about how to respond to the assessment. Reports on these assessments are available on the website.

In occupational education, a pilot assessment was completed in nursing. Nursing faculty assessed the effectiveness of a technological innovation on their students' learning using a direct pre/post test design. They also collected qualitative feedback from their students. Results were shared in a flex workshop and faculty trained in the use of the new equipment (2.12).

In student services, a preliminary assessment of student use of online services was conducted in fall 2006. As part of program review, each Student Service unit defined more specific SLOs for the unit, some of which are aligned with the two broad outcomes. Current work is focused on identifying the best tools to use to assess student progress on unit-level SLOs. Units continue to receive feedback and technical support from the Student Services SLO Committee.

In library and learning support services, two assessments were conducted, one of the Reading and Writing Center and one of the Math Lab. In both cases, results were used to revise curriculum and pedagogy (2.13).

At the program level: Programs were required to write student learning outcomes and assessment plans in fall 2006. Outcomes that have actually been assessed were reported as part of the first annual update during fall 2007 (2.14).

At the course level: Instructors are responsible for assessing student learning outcomes in the courses that they teach. However, there are some instances of course-level assessment that look at student achievement of outcomes across sections; for example, the assessment of capstone courses in developmental education and an assessment project conducted by biology instructors.

As indicated above, there has been extensive institutional dialogue on student learning outcomes. Forums include: the Teaching and Learning Project, Curriculum Committee, Distance Education Committee, Academic Senate, Shared Governance Council, College Assemblies, and specific committees – General Education, Developmental Education, Occupational Education, Student Services and Library and Learning Support.

Self Evaluation:

The college has gauged its progress in implementing Student Learning Outcomes Assessment by using a rubric advocated by the Research and Planning Group of California (RPGroup). What follows is a summary of progress based on the criteria in the RPGroup rubric:

RPGroups criteria	Assessment of LMC progress
Implementation of a complete SLO Cycle framework	Between Stage 2 and Stage 3: LMC has a complete framework for SLO development at the course, program, and degree levels. SLOs have been defined for all academic programs and the five major "institutional" programs in Developmental Education, General Education, Occupational Education, Student Services, and Library and Learning Support Services. Preliminary assessment plans have been developed by all but a few academic programs, with approximately 25% of academic programs already implementing plans and using assessment results for program improvement.
Meaningful Dialogue	Between Stage 2 and Stage 3: Dialogue about assessment is embedded within structural practices across the college. For example, Student Learning Outcomes has been a recent focus for the following committees: Curriculum, Planning, Developmental Education, General Education, Occupational Education, Student Services, and Library and Learning Support Services, Teaching and Learning Project. Faculty and staff are engaged and aware of SLO Cycle framework.
Alignment of SLOs with Organizational Structures	Stage 3: The SLO Cycle Framework is embedded within and supported by the Teaching and Learning Project, a committee which coordinates assessment efforts at LMC. Student Learning Outcomes have been incorporated into program review, curriculum processes, resource allocation, and staff development. We have a timeline that is updated and followed.
Institutional Commitment	Between Stage 2 and Stage 3: Appropriate resources are being allocated to implement assessment through release time for faculty leadership and money to support on-going professional development. Professional development in the form of flex activities, Friday retreats, Teaching Communities, and departmental meetings have focused on the assessment of student learning.
Alignment of Practice with SLOs and Assessment	Stage 2: Our SLO Cycle framework includes processes for integrating SLOs and assessment findings into classroom practice and pedagogy. We use course-embedded assessment based on existing class assignments, though we analyze student work across courses and programs to develop action plans for improvement. Course-embedded assessment does not place additional demands on students and produces evidence of learning that is authentic, relevant to our SLOs, and useful for making improvements. Though we have processes set-up for aligning practice with SLO assessment, in many programs, broad-based integration is in an early stage. For example, GE faculty are encouraged by the Office of Instruction to include GE SLOs in their course syllabi and the college provides on-going professional development for GE faculty on designing assignments and grading criteria that reflect GE SLOs, but participation needs to be increased.
Evidence	Stage 2: SLOs for courses, programs, and degrees are documented in course outlines. Institutional SLOs will be included in the 2007-08 catalog, college website, and student handbook. We are currently developing a link to assessment information and the work of the Teaching and Learning Project through the LMC intranet.

What is the evidence?

The Teaching and Learning project conceives of evidence as an "institutional portfolio" which will be available on our assessment website. It will include:

Agendas/minutes from the Academic Senate, Minutes from Teaching and Learning Project meetings, Minutes from General Education and Occupational Education meetings, Developmental Education Research Agenda and research findings, Next Steps in Institutionalizing Assessment at LMC (10/06), Documenting the Institutional Dialogue, Holistic Assessment in English – a two-year cycle, TLP Assessment Reports, Course Outline of Record and Handbook and Program Reviews (2.15).

Planning Agenda:

The Teaching and Learning Project will develop and implement processes and professional development activities to ensure that the assessment cycle is completed – that is, that assessment results are used to make improvements at the course, program and institutional levels.

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

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

Descriptive Summary:

The Curriculum Committee of the Academic Senate is composed of faculty as its voting members and is primarily responsible for the facilitation of the development of permanent courses and programs and temporary experimental courses. The committee's policies, procedures for course development, review processes and evaluation criteria and current forms are all published in an official handbook (2.16), available in both paper and electronic formats and accessible through the intranet. The website also includes previously approved course outlines of record (COORs) in a variety of disciplines as exemplars for faculty use (1.19).

The Curriculum Committee is faculty-driven, with 11 of its 18 members, including the chair, representing a variety of perspectives, including math, English, liberal arts, occupational education, computer-based instruction, online instruction, the library, counseling and a representative from the

Brentwood Center (2.17). The academic deans, classified staff and a student representative sit on the committee as non-voting members.

The Academic Senate has funded two faculty members with particular expertise in curriculum development as "coaches" to act in the role of advisors to other faculty (2.18) to facilitate the addition of student learning outcomes (SLOs) and assessment criteria into new and updated COORs.

All courses are faculty-developed, originate in departments and require the approval of the department chair. Programs also originate in departments, and require Curriculum Committee approval as part of a larger process involving the Academic Senate, the Shared Governance Council, the CCCCD Governing Board and, eventually, the State Chancellor's Office (2.19).

Curriculum Committee procedures now require inclusion of student learning outcomes (and linked assessment criteria) that are developed at the course, program and institutional levels. (The latter two were initiated by the Teaching and Learning Project and their inclusion was mandated as part of the most recent Program Review process.) The Curriculum Committee also requires that COORs include alignment between institutional, program and course-level SLOs. The requirement is designed to provide the "scaffolding" that allows LMC to build an instructional culture based in assessment. Specifically:

- Institutional-level learning outcomes have been developed for General Education, Occupational Education, Student Services, Developmental Education, and Library and Learning Support Services.
- Program-level learning outcomes have been developed by departments as part of program review (some departments have more than one program).
- Course-level learning outcomes (CSLOs) are generally developed by faculty with expertise in their disciplines (often with the assistance of the "curriculum coaches" mentioned above). Naturally, CSLOs developed for individual courses within disciplines/departments reflect commonalities in their alignments with PSLOs.
- In some departments (English and math), CSLOs are developed on a departmental rather than individual course basis.
- The "fit" between institutional, program and course-level SLOs is established through a collaborative effort of academic managers, departments, individual instructors and the Curriculum Committee.
- Indirectly, the articulation process between LMC and the Intersegmental General Education Transfer Curriculum (IGETC), University of California and the California State University system also establishes "fit."

Courses and programs are reviewed and approved by the Curriculum Committee, but the Chief Academic Officer holds final signatory approval. Administration oversees the scheduling and staffing of individual courses in cooperation with departments.

Self Evaluation:

Curriculum approval processes are effective, but the time necessary to conceive new courses or re-envision older ones, complete the necessary forms and documentation while meeting deadlines is always a challenge. Courses are required to be reviewed and updated every five years according to Title V regulations. College policy requires programs to be reviewed in full every six years, with an annual update. Some departments are behind in updating their COORs.

During spring 2007, the Curriculum Committee reviewed grading processes in order to "norm" expectations regarding the assessment of SLO achievement and grading standards. The General Education Committee, a sub-committee of the Curriculum Committee, has initiated a holistic assessment of student work in order to ascertain student achievement of program-level SLOs.

The results of the Program Review process were made available to the campus community through the Planning website (1.14). Subsequently, the Curriculum Committee reviewed the curriculum sections of each instructional program and evaluated departmental progress to fully updated status for COORs.

The evaluation of courses by the Curriculum Committee leads to a degree of uniformity in the quality of COORs and conformity to committee policies and procedures. Conscientiously executed Program Review necessitates a top-to-bottom review of the state of a program's health, in terms of breadth, depth, quality, meeting students' needs, currency in content and its fit within the college programs of study. A spring 2007 study of student perceptions (1.5) indicated a high degree of satisfaction with instruction at the college. Following the last program review cycle, the newly-developed program-level student learning outcomes were added to the college catalog.

The general and particular expertise of faculty is called on regularly (as indicated above) since instructors are fully integrated into the process of curricular review. The faculty who teach within programs are responsible for reviewing them. Since Program Review is now tied to the Resource Allocation Process, faculty must complete the review and reference it in any request for funding of instructional equipment or initiatives, which guarantees a high level of participation.

Planning Agenda:

None.

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

Descriptive Summary:

Every LMC vocational program – as well as certain programs within the developmental, transfer, and student services sectors – has an advisory board (2.20). Faculty and managers schedule regular meetings with these boards to ensure a close fit between LMC's curriculum and changing workplace needs. Although many programs were designed years before the advent of the new nationwide emphasis on assessment, all LMC programs and courses are in the process of being revised to meet the new assessment directives; advisory boards are being asked to provide their expertise in assisting with the identification of SLOs.

The college has very active Occupational Education, General Education, and Developmental Education committees (all linked to the Academic Senate and Curriculum Committee) which assist in maintaining and improving program quality.

The most important repository of curriculum expertise lies with departmental faculty. It is their responsibility to keep current in their fields by reading the appropriate literature, maintaining connections with feeder high schools and transfer universities, and keeping an eye on workforce trends. The world outside the college walls is more complicated than ever, and it requires a progressive faculty to synthesize the information gleaned by its inquiries into the "real world" sectors mentioned above and translate it into comprehensive, realistic, and transformative outcomes that will guide students to leave the college ready to meet challenges.

It is also important that faculty in different disciplines/departments interact in order to discuss patterns of, and challenges to, student learning across the curriculum.

Self Evaluation:

LMC's latest Program Review model explicitly integrates the creation and assessment of student learning outcomes into the regular self-evaluation of departmental programs. Departments are now expected to evaluate (and then improve) the quality of their programs by examining the results of their assessments of student work.

Assessment work is progressing at several levels at LMC. To begin, a committee composed of faculty was formed to oversee the implementation of assessment at LMC, the Teaching and Learning Project. Under its guidance, Student Learning Outcomes (SLOs) have been identified for the five major institutional programs – Developmental Education, General Education, Occupational Education, Student Services, and Library and Learning Support Services. For the most recent departmental program reviews, program-level SLOs and assessment plans were required. Within some programs, the assessment cycle has progressed by developing action plans, implementing these action plans, and then reassessing student work. In some department programs, specific courses have embedded assessment based on existing class assignments; then student work is analyzed across courses and

programs to develop action plans for improvement. Course-embedded assessments do not place additional demands on students and they produce evidence of learning that is authentic, relevant to the SLOs, and useful for making improvements.

Appropriate resources are allocated to implement assessment through reassigned time for faculty leadership and money to support on-going professional development. Professional development in the form of flex activities, conference and workshop attendance, Friday retreats, Teaching Communities, and departmental meetings have focused on the assessment of student learning.

For more detailed information on assessment work being done at LMC, reference the chart below and the chart in 1.c., above.

	Total[1]	Number with SLO's[2]	% of total with SLOs	Used in Assessment[3]	% of courses with SLOs that are used in assessment	Responded to Assessment Findings and/or Curriculum modified
Courses*	781	84	84/781 = 11%	25	25/84 = 30%	25/25 = 100%
Certificate Programs**	34	34	100%	8	8/34 = 24%	8/8 = 100%
LMC Programs/ Degrees***	5	5	100%	5	5/5 = 100%	4/5 = 80%

Instructional SLOs:

1. Represents the total number of courses as listed in the Datatel course file with a course status of active
2. Represents the total number of courses with course-level outcomes developed
3. Represents the total number of courses for which at least one assessment has been completed

*Course Level SLOs are now a required part of our course outlines of record, approved by the Curriculum Committee. Since course outlines need to be reviewed and revised every five years, we project that 100% of our courses will have course level SLOs by 2011.

**The assessment of program and certificate Level SLOs are now required as part of our program review process.

***We chose to address degree level SLOs by defining five major "institutional" programs: Developmental Education, General Education, Occupational Education, Student Services, and Library and Learning Support Services.

Planning Agenda:

None.

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

Descriptive Summary:

LMC's transfer and vocational programs are primarily designed by faculty within departments, who establish their specific program's breadth, depth, expected rigor, sequencing, and time to completion. All vocational programs, and some transfer programs, rely on the guidance of advisory committees to assist with program design; all transfer programs rely on assistance from the major four-year transfer partners and compatibility of offerings with IGETC.

The LMC program approval process ensures breadth, depth, rigor, sequencing and appropriate time to completion since before any approval of a program that can offer degrees or certificates, it must seek approval from the State Chancellor's Office, using the following detailed program approval process (2.19):

- The department must present the rationale justifying the new program, the proposed new courses, and any new budget, staffing, facility, and equipment needs that are likely to occur. The Academic Senate, Shared Governance Council, and college president must give preliminary approval at this point, for the project to continue.
- All new course outlines must be approved by the Curriculum Committee, the college president, and the local governing board. The outlines are then sent to the State Chancellor's Office with the program application.
- A proposed transfer program must be compared, course by course, to three major transfer universities, to identify good alignment with their corresponding lower-division major sequence.
- The department must demonstrate that a typical full-time student could complete a proposed transfer program within two years and stay close to the 60-units required for an associate degree. The core and restricted electives, along with other GE requirements, must be explicitly outlined, and fit within a two-year sequence.
- The application then gets another review by the Curriculum Committee, Academic Senate and college president.
- The entire application is sent to the CCCCD Governing Board for approval. (Vocational programs also get an extra review from the regional occupational review board, before submission to the local governing board.)
- Finally, the application is sent to the State Chancellor's Office for approval; review is usually completed within 60 days.

High quality instruction is the professional responsibility of faculty within departments, who work closely with their deans, to bring the

conceptualized program into reality. An important element of this effort is the ongoing recruitment, training, and evaluation of full- and part-time faculty in order to ensure that departmental goals are clearly and coherently articulated, so that they can translate them into appropriate course content, activities and pedagogy, regardless of who actually teaches the courses.

Self Evaluation:

Most LMC vocational and transfer programs were approved many years ago, about the time of the college's founding in 1974. However, three new transfer programs (engineering, environmental science and humanities) and one new occupational program (process technology) recently worked their way through the rigorous approval process outlined above. All four were successful, securing state chancellor's office approval in 2006 and 2007 (2.23). At every step, there was opportunity for thorough review by the college community, and agencies outside the college.

LMC's new Program Review process (2.19) integrates the creation and assessment of SLOs into the regular evaluation of all curricula and programs.

The college's process technology (PTEC) program is an interesting demonstration of the commitment to meet the needs of the region's workplace. PTEC is unique – it is the only such program in Northern California. It has the enthusiastic support of a large consortium, which includes five local oil refineries, Dow Chemical (the largest chemical plant on the west coast is one mile from LMC), many energy, water, and wastewater industries, and the Workforce Advisory Board. The program has received $1 million of state support from a "20 percent grant", and federal support from a $1.5 million grant from the Department of Labor. All instructors, and the program's director, are either active or retired engineers, scientists or operators with extensive industry experience.

Planning Agenda:

None.

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

For the past decade, LMC has increased its variety of instructional delivery systems and modes of instruction in order to better serve the learning needs of its students.

In addition to traditional semester-length face-to-face instruction, the college offers more short-term sections, weekend classes, off-site and on-line classes – both completely online and hybrid. Some departments also offer specific options for students – i.e. self-paced or lecture for some math courses; lecture/lab or online for some computer science courses. The college also emphasizes diverse instructional approaches, including collaborative learning, incorporation of technology and/or workplace competencies, tutoring (face-to-face and online), supplemental instruction, internships and service learning.

The Curriculum Committee reviews and recommends approval of all course outlines, regardless of delivery system or mode of instruction. As part of the process, the committee certifies that the courses as configured will serve student needs.

Self Evaluation:

There is no systematic assessment of student learning styles at LMC, but many faculty have participated in professional development workshops on this topic. For many years it was a primary topic in the Nexus program and Instructional Skills Workshop for new hires. It was also a standard topic in tutor training sessions. Most recently, there has been a renewed interest through the Title V grant in creating professional development experiences that focus on teaching diverse populations; this too has been a recurrent theme in professional development offerings.

The college does assess many incoming students in English and/or math. Some 80 percent of those assessed place below college level on one or both of the instruments. The results have been used in improving LMC's developmental education program.

Planning Agenda:

None.

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

Descriptive summary:

Program review is the primary mechanism for evaluation of all courses and programs at Los Medanos College. A revised program review process was implemented during the fall 2006 semester. Programs were required to respond to:

- Questions posed by the dean based on his/her review of key program data.
- Advisory board recommendations (if applicable).
- The requirement to develop and list program-level student learning outcomes.
- A plan to assess the SLOs.
- An evaluation of program curricula, including currency, "breadth, depth and rigor", how learning is synthesized and scheduling issues.
- Program resource needs – fiscal, facilities and human resources.

At the District level, the Educational Policies Committee reviews "programs in trouble", in addition to reviewing proposed instructional programs. Although LMC has several programs with weak program productivity (based on a ratio of FTES to faculty load), no programs have been targeted for elimination. Academic managers work with programs with weak productivity to develop and implement strategies to improve enrollments.

Self evaluation:

All instructional programs, and almost all other programs, completed the required program review in a timely manner. In order to assist programs with the process, the Planning Committee produced a Guide for Program Review and Planning during summer 2006. For each program review section, the guide provided an introduction, tips, advice on how to get assistance and a description of the deans' evaluation criteria. The Planning Committee and managers who evaluated the program review documents reported a significant improvement in quality over the previous version. The program review process addressed all of the requirements of this standard.

Planning Agenda:

None.

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive summary:

The college engages in a six-year cycle of program-level evaluation and integrated planning through its Program Review process (1.10), which is designed to assure program currency and quality, assessment of student learning outcomes, and use of institutional data. Program Review requires academic departments to:

- respond to program-specific questions generated by the academic deans that are based on institutional data, such as enrollment trends, productivity, and course success rates for various groups;
- develop timelines for meeting Title V requirements for updating course outlines;
- reflect on internal processes for maintaining up-to-date curriculum;
- develop program-level student learning outcomes and assessment plans (also required of student service units);
- articulate needs for college resources, including institutional research, to support assessment plans and new initiatives.

Beginning in fall 2007, departments were required annually to report progress on assessment plans, including the use of assessment results in program improvement initiatives. Both Program Review and annual updates will be available to the public through the LMC intranet. Steps will need to be taken to publicize the availability of the reports.

The college integrates planning with resource allocation through its Resource Allocation Process (1.33). Departments

can apply for financial support for projects that arise from Program Review or other documented planning efforts, as long as projects are tied to college goals and strategic initiatives. If a project receives funding, the Planning Committee requires both a mid-year progress report and a final evaluation of the project's effectiveness in meeting stated goals. A variety of assessment projects have received ongoing college funding through the Resource Allocation Process.

At the level of certificates and degrees, the college, through the Teaching and Learning Project (TLP), is developing a mechanism for ensuring systematic and on-going assessment of student learning, as well as developing plans that are responsive to assessment results. The current vision is a process that mirrors program review but with a broader, interdisciplinary focus conducted by the following committees: Developmental Education, Occupational Education, General Education, Student Services, and Library and Learning Support Services. This vision is part of the Educational Master Plan under Goal Six. Currently, the TLP coordinates assessment projects and collaborates with the Office of Institutional Research to develop research agendas keyed to the college's Institutional Student Learning Outcomes in each of these five areas. These projects will also be available to the public through the LMC intranet. After several years of applying for, and receiving, college funds through the Resource Allocation Process to support "degree-level" assessment projects, the TLP now has an "institutionalized" budget that is devoted to continuing assessment work.

Self-evaluation:

At the program-level, the college has made considerable progress in leveraging existing evaluation and planning processes, such as Program Review, that will guarantee that the college is measuring student achievement of stated learning outcomes and using assessment to improve student achievement. But these changes are new and are only beginning to produce widespread and meaningful use of assessment results for improving outcomes. Some programs, such as developmental math and English, conduct assessment on a regular basis and use results to inform changes in professional development, curriculum, pedagogy and support services. For these programs, evaluation and planning are well-integrated. Other programs are in earlier stages. Following the most recent program review cycle, the TLP provided feedback to programs on their assessment plans in order to help these programs design meaningful, manageable, and sustainable plans for conducting assessment (1.55).

At the degree or certificate-level, the college, through the TLP, has focused on conducting pilot assessment projects and thus has made less progress in creating mechanisms for ensuring that systematic evaluation and planning are keyed to assessment of learning at this broader level, due in part to the fact that existing college processes and committees could not be easily leveraged to meet this goal. The college has had to create new committees or alter the charges of existing committees, create forms for reporting, etc. This work has been done by the TLP, a

collaboration among management, faculty, and staff, but not as a shared governance committee per se. Despite regular updates to the Academic Senate, ongoing assessment work in the five committees, and financial support by the Resource Allocation Process, assessment has not been completely integrated into the work of the Shared Governance Council and thus is not integral to college planning and decision-making at its highest level.

Planning agenda:

None.

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

LMC does not use departmental or program examinations.

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

Descriptive Summary:

The evaluation of student learning and the award of credit have been based upon criteria found in Title 5 regulations and Education Code provisions, as stated in the College Catalog (1.11). Each class must conform to the approved course outline, which delineates student learning outcomes and methods of performance evaluation. Additionally, a course syllabus is required for each class, including objectives, content, assignments and evaluation procedures. Typically, the instructor also explains grading policies at the first class meeting.

The Curriculum Committee designed a new format for the COORs for LMC classes in 2005 (2.10), as well as a handbook (2.16) to guide instructors in writing them. The handbook, which is available on the College intranet (1.19) as well as in hard copy, contains all current forms, instructions for completing them and criteria by which they will be evaluated. According to Title V regulations, the outlines should be reviewed by the Curriculum Committee every five years; as classes reach the date for review, updates will conform to the current format required at the time of submission. This format now requires institutional level, program level and course level student learning outcomes to be stated explicitly. The assessment criteria and assessment instruments must show alignment with the stated learning outcomes. If that alignment is in place, grades and credits will reflect assessments based on stated student learning outcomes. The Curriculum Committee has studied ways in which assessments, assessment criteria and grading can be "normed" as models for instructors developing COORs reflecting the implementation of grading criteria phased in during spring 2008, as well as staff development activities that can be supplemented by direct, individual consultations with "Curriculum Coaches."

Self Evaluation:

Los Medanos has made significant progress in putting program and course level student learning objectives in place for all offerings. The current format of course outlines of record (2.10) is designed to facilitate the alignment of student learning outcomes and assessments. With feedback provided by college faculty, it is clear that the models placed on the Curriculum Committee website (1.19) need to be both exemplary and keyed to different disciplines. These models need to be dated as well, so that faculty and management will know if they are current; this provides a general impetus to assure that the website, instructions and evaluation criteria are regularly updated to reflect current standards. Program level student learning outcomes are now printed in the College Catalog (1.11) and course syllabi. Instructors are, in addition, strongly encouraged to add their PSLOs to their course syllabi for distribution at the first class meeting.

The college follows Carnegie unit criteria in setting unit value when a course outline is reviewed by the Curriculum Committee. The College Catalog (1.11), which is updated annually, clearly states, "guidelines for units of credits" in the section just before the list of course offerings.

Planning Agenda:

The Curriculum Committee and Teaching and Learning Project will develop and implement faculty development activities to improve alignment of student learning outcomes, assessment and grading practices.

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

Descriptive summary:

Prior to a focus on defining and assessing learning outcomes at multiple levels in the institution, LMC, like most other colleges, designated (through approval of the Academic Senate and Curriculum Committee, with review and approval of administration and the Governing Board) those courses which had to be successfully completed in order to earn a degree or certificate. If a student successfully completed the prescribed courses, he or she earned the degree or certificate. This approach is still the case, but with some important differences.

Current courses need to have clearly defined student learning outcomes and assessment criteria – or will by 2011. Good alignment between grading and achievement of course level outcomes, and good alignment between course, program and institutional level outcomes will result in degrees and certificates being awarded on the basis of achievement of those outcomes. This alignment suggests that grades in General Education courses indeed document that students have achieved the five stated learning outcomes. In Occupational Education courses, there are often more direct ways to document this achievement through the use of external certification exams that many programs require.

Additionally, through implementing the assessment cycle at the program and institutional levels, there is an impact on the types of assignments that are given in those courses and feedback is provided to faculty about how their students are doing regarding institutional criteria. There is now also a basis for LMC's professional development efforts, rather than having them be somewhat haphazard and random.

Self Evaluation:

The college complies with this requirement to base awards on the academic achievement of SLOs..

Planning Agenda:

None.

II.A.3 - The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of the faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive summary:

Students are required to take general education courses in six broad areas – communication/critical thinking, science, creative arts, humanities, behavioral science and social science. There are also other major, graduation and competency requirements. Occupational programs leading to the associate degree have the same general education and graduation requirements as other disciplines (2.24).

All general education and graduation and competency requirements are clearly spelled out in the College Catalog (1.11), on the page entitled, "Los Medanos College Associate Degree Requirements." They are also printed in each semester's schedule of classes (2.2) and distributed to students in handout form by the Counseling Department (2.25).

During the mid-1990s, the college conducted an in-depth evaluation of its approach to general education. Significant changes, approved by the Academic Senate and College President, were implemented for fall 1998. One of the major goals of the GE revision was to create more curricular options for students, and the changes led to the development, between 2000 and 2006, of a number of new general education courses.

Beginning in 2002, an Assessment Task Force was established by the Academic Senate to integrate assessment into the curriculum. As a result, the General Education Committee, a sub-committee of the Curriculum Committee, was charged with rewriting LMC's General Education criteria, which had been revised in 1998, into five SLOs. These outcomes, completed in 2005 and approved by the Academic Senate and Curriculum Committee, are directly tied to LMC's long-standing philosophy of general education, originally written as a position paper and approved in 1982

(2.26). It was revisited and re-embraced by the General Education Task Force 1996-98.

The philosophy is also reflected in the college's published mission and values statements (1.4), which include a focus on student learning and success; the need to promote life-long learning; the promotion of values such as critical thinking, effective communication, ethical behavior and an appreciation of diversity.

To be certified for inclusion in the general education program by the General Education and Curriculum committees, a COOR (2.10) must indicate how the course addresses each of the five GE student learning outcomes. The GE SLOs and their accompanying assessment criteria are included in the Curriculum Handbook (2.16) distributed to faculty. The GE Committee reviews and, if necessary, works with instructors developing new, or revising existing, GE courses and recommends them to the Curriculum Committee for further review and approval.

Self Evaluation:

General education requirements are clearly and accurately published in the College Catalog (1.11). The LMC approach to general education meets the standards and program requirements for all transfer and occupational majors. The revision of the general education model 10 years ago has continued to encourage the development of new curriculum, leading to more course options to meet each requirement.

Significant discussion of LMC's general education philosophy and rationale took place as part of the GE revision process during 1996-97. As a result, the task force then wrote five explicit criteria for general education, which have since been reconfigured into student learning outcomes. The GE SLOs are:

Upon completion of the LMC general education program, a student will:

1) read critically and communicate effectively as a writer and speaker;
2) understand connections among disciplines and apply interdisciplinary approaches to problem solving;
3) think critically and creatively;
4) consider the ethical implications inherent in knowledge, decision making and action;
5) possess a world view informed by diverse social, multicultural and global perspectives.

The General Education Committee, composed of faculty and academic managers, reviews each proposed GE course outline to see that it satisfies these five criteria and threads them into course-level student learning outcomes (CSLOs), assessments and assessment criteria. It further recommends these courses to the Curriculum Committee for detailed review.

It is clear that not all GE faculty embrace, or are even familiar with, the GE criteria (outcomes), necessitating professional development efforts to recreate and re-invest their energies into the classroom implementation of the criteria. Initial efforts began in January 2007. Since that time, a systematized 11-year assessment cycle (1.35) has been proposed and adopted, in which each of the GE SLOs will be addressed.

Each overlapping phase of this plan will involve staff development, self-assessment and improvement plans. A retreat to address GE issues was held in August 2008.

Planning Agenda:

None.

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

Descriptive Summary:

The general education program introduces the content and methodology of the major areas of knowledge, which LMC defines as communication/critical thinking, science, creative arts, humanities, behavioral science and social science. Students are required to take at least one course in each of the major areas of knowledge (2.24).

These areas have been developed and revised by faculty over the years through Academic Senate task forces, as well as by actions of the Curriculum and General Education committees. These committees evaluate COORs to ensure that approved courses include the content and methodology of the knowledge area (discipline) in which they reside.

The course outline evaluations also ensure that each course approved to become part of the general education program includes content, methodology and student learning outcomes appropriate to the particular area of knowledge, and also addresses five comprehensive GE student learning outcomes, beyond the course-level SLOs that focus on traditional disciplinary content.

Since students must take a GE course in each of six major areas of knowledge, the program is designed so that knowledge gained in meeting SLOs may be applied from course to course, and from LMC to the workplace and transfer, as well as, to other endeavors.

Self Evaluation:

LMC's general education program effectively introduces students to the basic content and methodology of the major areas of knowledge.

Faculty proposing general education courses must explain, in writing, how the course addresses each of the five student learning outcomes. The General Education and Curriculum committees ensure that the SLOs are embedded in course content, activities, assignments and assessments.

During 2004, the Academic Senate and College Council (prior to establishment of the Shared Governance Council) approved the Teaching and Learning Project model of assessment based in professional development proposed by the Assessment Task Force. The TLP coordinated numerous General Education Teaching Communities in 2005, 2006 and 2007, focusing on the professional development of teaching and assessment around SLO #3 – Critical and Creative Thinking. Individual instructors participating in each of the

teaching communities used the assessment results to improve their teaching, their class assignments, and the assessment of critical thinking within their specific disciplines.

Planning Agenda:

None.

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

Descriptive summary:

The college Mission Statement (1.4) commits the institution to "help students to build their abilities and competencies as life-long learners." More specifically, oral and written communication are required in all general education courses. English 100, College Composition, is required to earn any associate degree (2.24). All students are required to take at least one science course – all courses in this category require scientific reasoning and introduce students to the scientific method. Quantitative reasoning is covered in all options for meeting the math competency requirement and is also emphasized in most science courses. Many aspects of information technology competence are covered by the computer literacy requirement. Research skills are taught in English 100 and Philosophy 2, both of which are required for graduation.

All general education courses require critical analysis and logical thinking. In addition, the communication/critical thinking GE category gives particular emphasis to these skills. General education course outlines include student learning outcomes, and describe content and activities/ assignments in these areas. Students are evaluated on how well they achieve stipulated standards.

Self evaluation:

As evidenced by the course outlines, students are expected to demonstrate competence in oral and written communication, scientific and quantitative reasoning, critical analysis and logical thinking, and computer literacy. Methods used to evaluate skill acquisition include written examinations, papers, oral reports, lab activities and other assignments.

Instructors involved in the numerous TLP teaching communities have assessed critical thinking within their individual classes and on a GE program level; such assessment is ongoing. Assessment of SLO #1 involving oral and written communication is being addressed during this academic year.

Planning agenda:

None.

c. A recognition of what it means to be an ethical human being and an effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills;

respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive summary:

Each GE course requires students to deal with ethics, diversity and a global perspective. Graduates are also required to complete an ethnic/multicultural studies course (2.24). Finally, most students completing the GE package take Philosophy 2, An Ethical Inquiry into Societal Issues. As the title implies, the course is an applied ethics class that promotes effective learning and citizenship. Citizenship is also emphasized in the board-mandated American Institutions and Ideals requirement, which is fulfilled by Political Science 10 or 20. Historical and aesthetic sensitivity are emphasized in required social science and creative arts and humanities general education courses.

Self-evaluation:

The General Education Committee and Curriculum Committee scrutinize each GE course outline to see that SLOs #4 and #05, involving ethics and a global perspective are effectively integrated into the curriculum. In addition, the General Education Committee is working with LMC's contingent of the Campus Change Network to expand professional development opportunities involving diversity and culturally responsive teaching.

The TLP and General Education Committee have also jointly encouraged faculty to integrate the Sonoma State model of critical thinking into their courses by providing professional development materials from the Foundation for Critical Thinking, and hanging foundation posters in classrooms and labs around campus. One of the three posters emphasizes the eight Essential Intellectual Traits, which include intellectual humility, empathy, integrity and fair mindedness.

Planning agenda:

None.

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

Descriptive summary:

LMC's degree programs (AA, AS) are comprised of three components – the major requirements, general education breadth requirements, and competency and other graduation requirements (2.24). Students must successfully complete at least 60 degree applicable semester units to earn a degree.

Major requirements, at least 18 units, are designed to prepare students for transfer to a four-year institution and/or to provide relevant skills for the workplace. Individual departments design the curriculum and the focused requirements package of each departmental major and the Curriculum Committee evaluates and approves them. Students with a general liberal arts focus are required to choose one of three areas of concentration: arts and humanities, behavioral science and social science or math and science.

LMC's integrated approach to general education introduces students to the broad areas of knowledge – communication/critical thinking, science, creative arts, humanities, behavioral science and social science. These categories are designed to enhance diversity and breadth in each student's education.
Competency is required in computer literacy, mathematics, reading and writing. Other graduation requirements are American Institutions and Ideals, ethical inquiry, ethnic/multicultural studies, health education and physical education. Some of these requirements may be met by passing an exam or "double counting" specific general education and/or major classes.

Course outlines list student learning outcomes designed to ensure that students are introduced to both broad and focused areas of knowledge, including theory and methods of inquiry. Specifically, all general education courses are required to develop students' critical and creative thinking abilities. GE courses also take an interdisciplinary approach and most students are required to complete an interdisciplinary ethical inquiry class to graduate.

Self Evaluation:

LMC evaluated and revised its general education model in the late 1990s. Following recommendations of a task force established in 2002 to look at ways of institutionalizing assessment of the revised model and other college-wide SLOs, the Academic Senate and College Council approved the Teaching and Learning Project model of assessment based in professional development. The TLP coordinated numerous teaching communities in 2005, 2006 and 2007, in which individual instructors began assessing SLO #3, Critical and Creative Thinking, in their courses and within the GE program's broad areas of knowledge.

In addition, the new program review process (2.27), approved and implemented in fall 2006, also requires programs to write student learning outcomes specific to the focused area of study of each major offered, and to propose a plan for assessing those outcomes. All programs complied.

Recently, the college has added new programs (majors): engineering, environmental science, humanities and process technology.

Planning Agenda:

None.

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

Descriptive Summary:

The Occupational Education Committee, composed of representatives from all of LMC's occupational programs, established institutional level student learning outcomes (SLOs) based on business and industry standards for all

the occupational programs (2.28). These SLOs align with the individual program-level SLOs which were established by the faculty in each program to meet standards for the program, with input from advisory boards and information from certification exams and industry hiring standards.

The curriculum is designed to educate students to industry standards and is "reverse engineered" based on the educational needs of industry. COORs list the institutional level Occupational Education SLOs, the individual program SLOs, and the course level SLOs, all of which are aligned. Each course teaches students the skills and abilities required to succeed in the occupation. Taken together, all the courses in the program prepare the student for the occupation.

The course outline also requires the faculty to list assessment criteria and design assessment tools to assess the learning objectives of the course. Faculty evaluate the students based on the assessment criteria that address achievement of the SLOs for the course.

Every occupational program conducts an in depth program review every six years and does an annual mini review and update (2.22, 2.14). In fall 2006, programs were required to state their program level SLOs as part of the review process, along with a plan to assess the outcomes. When the assessments are conducted, the programs get additional feedback on how well they are preparing students for graduation and employment.

In many programs, there are also outside agencies that measure the competency and level of preparation of the student – Registered Nursing (NCLEX), Vocational Nursing (NCLEX), Child Development (Permit), Automotive (ASE), Welding, Travel Marketing (Travel Institute), Emergency Medical Services (EMS 1 certification).

The California Community College's VTEA Core Indicator Report indicates four indicators of success for each occupational program: indicator one, "Skill Attainment"; indicator two, "Completions – Certificates, Degrees, and Transfers"; indicator three, "Placement and Retention"; and indicator four, "Equity – Training Leading to Non-Traditional Employment."

Occupational programs are required to have advisory committees that meet at least once a year (2.20). The advisory boards provide input and feedback on curriculum, required job skills, and the performance of employed graduates.

Some occupational programs have internships as a required or elective component of the program – clinical rotations in the case of the nursing programs.

Self Evaluation:

All the occupational programs have developed program level SLOs. One program developed an assessment plan and has completed one assessment cycle. Some programs have developed an assessment plan and are beginning implementation. Other programs are still working to develop a more specific assessment plan.

Success rates on external certification exams are excellent – Registered

Nursing, Vocational Nursing, EMS, Child Development, Travel, Automotive Technology, etc. (2.29)

Feedback from occupational advisory boards and employers indicates that LMC programs are preparing students well especially in the area of job skills. Most employers continue to stress the need for improving "soft skills" in students.

Many students in internships are later employed by the host organization as a result of internships and clinical rotations.

Planning Agenda:

None.

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

Descriptive Summary:

The degree programs, courses and certificates offered by the college are published in multiple ways:

- Individual programs are promoted in brochures, other informational/ promotional publications and the college website (2.30).
- The College Catalog (1.11) is published annually, in book form, for purchase by students and it is distributed to administration, faculty, counselors and other institutions. It is also electronically updated on the college website (1.12) for more immediate access. This publication is also available to students attending the matriculation orientations offered prior to the beginning of each semester (2.31).
- The Schedule of Classes (2.2) is published three times yearly: fall and spring semesters and the summer session. It is available for students to purchase for a modest fee, available at matriculation orientations and is distributed to administration, faculty, counselors and other institutions. It is also "published" in electronic form online (1.12).
- The catalog describes transfer programs, degrees and certificates in great detail to aid students in their long-term planning efforts. It is also used by LMC counselors and teaching faculty and is provided to transfer institutions for their use.
- The schedule includes some of the catalog information in abbreviated form, but serves primarily as a marketing tool and information source for students' immediate academic planning and course enrollment.
- The Marketing Department has made significant efforts at creating sophisticated and common-format brochures for many degree and

certificate programs, both transfer and vocational (2.30).

Course syllabi (2.32) are often the first point of contact between students and teachers. The college requires instructors to produce one for each class they teach, distribute them as part of their first-day orientation, and submit them to the Office of Instruction within the first two weeks of the semester. Receipt of course syllabi is accepted as verification of their distribution in class at the first meeting. Verification of instructors' adherence to course learning objectives is obtained through the departmental, peer and managerial classroom evaluations that occur on a three-year cycle.

Self Evaluation:

Current media and formats for the publication of information about the college seem to be effective. Student learning outcomes were first published in the 2007–08 catalog (2.33). At that time, course-level SLOs were programmed to appear as links from the course descriptions in the online catalog and began to be distributed by instructors as part of their course syllabi.

Student and staff surveys in the spring semester of 2007 (1.5, 1.29) indicated a high level of satisfaction with college publications and the website:

Students – "Most students find the information of LMC's website helpful and easy to find (78 percent and 70 percent). Also, the majority found the information in the class catalog and in the class schedule clear and easy to understand (83 percent and 89 percent)."

Employees – "With regards to college publications (e.g. class schedule, catalog), 44 percent of personnel felt that the publications were moderately adequate and 42 percent felt that they were very adequate."

Planning Agenda:

None.

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

Descriptive Summary:

The college accepts units from other regionally-accredited institutions as prerequisites and as partial fulfillment of degree requirements. Admissions Office personnel review courses to establish equivalency, consulting with the articulation officer and departments as necessary. The policy for accepting credit from other institutions is published in the College Catalog (1.11).

The articulation officer serves as a permanent member of the Curriculum Committee and functions as liaison between the committee and the

intersegmental office of the presidents for the University of California (UCOP) and California State University (CSU). The officer annually submits courses approved by the Curriculum Committee to UC and CSU for system-wide approval, including Intersegmental General Education Transfer Curriculum (IGETC). She also works closely with other articulation officers as a member of the California Intersegmental Articulation Council (CIAC) and individual UC, CSU campus and independent colleges to develop articulation agreements.

The articulation officer provides course update information to the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) three times each academic year. ASSIST is the official depository of articulation for California public colleges. Since the college participates fully in ASSIST, students can access articulation agreements with four-year institutions via the internet. Courses that are transferable to independent colleges are listed on their respective websites and available through the LMC counseling office.

The Transfer Center has established Transfer Agreements with LMC's feeder CSU and UC campuses, as well as with some independent colleges (2.34).

Self-Evaluation:

LMC has clearly stated transfer of credit policies (2.34). In accepting transfer credits to fulfill degree requirements, the college certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses.

The articulation of LMC courses focuses on the general education curriculum; attention given to major preparation is increasing. Students accessing ASSIST are often seeking comparable transferable courses to satisfy lower division major preparation requirements prior to transfer. LMC faculty develop new courses each year that are transferable and will meet general education and/or lower division major preparation requirements.

Planning Agenda:

None.

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

Descriptive Summary:

A "Program Discontinuance Process" (2.35) exists for tracking a program from a designation of "in trouble", to elimination of that program. Item 8 in that procedure specifically addresses this issue. It reads:

If the decision to discontinue [a] program is made by the President, the instructional deans will develop a plan to address:

- Reassignment of program full-time faculty in accordance with sections

16.3 and 16.4 of the United Faculty contract (2.36);
- Timeline for phasing out the program and/or alternative options so that students can complete program requirements;
- Distribution of program assets.

Students retain "catalog rights" that allow them to proceed on the basis of requirements at the time of enrollment rather than be subject to changes made during their academic stay at the college. The right requires that enrollment has been continuous, not including summer terms. Also, individual departments waive or substitute required courses if they have been canceled or not offered on a regular basis.

Self evaluation:

When programs are eliminated or requirements are changed, every effort is made to minimize, or eliminate, disadvantages to the student. The college adheres to "catalog rights" for continuing students – if requirements change, the students can follow those requirements that are most advantageous to them.

When program requirements change and required courses are no longer offered, departments waive that requirement or designate a substitute course. When a program is targeted for elimination – such as drafting in the early 1990s – existing students are allowed to finish their requirements first.

Planning Agenda:

None.

c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through its catalogs, statements and publications, to assure integrity in all representations about its mission, programs and services.

Descriptive Summary:

LMC provides many publications to the public, prospective students and current students in both print and electronic formats. Details on those publications are covered in the previous section. The college also has a Transfer Center, Honors Transfer Program (1.31) and Fast-Track (1.32) program that provide students with further resources in the form of publications, counseling, and outreach to aid in educational planning.

The print versions of publications, such as the College Catalog (1.11) and Schedule of Courses (2.2), are reviewed and updated regularly. Electronic versions of these publications and other web-based sites are continually monitored by a web administrator. Individual departments review their degree and certificate requirements on a yearly basis. Following Curriculum Committee approval, program changes are made to print publications and uploaded to electronic sources.

The institution gathers significant research on student achievement and compiles it to produce useful statistics for reporting and planning purposes. Such information is published on the research website as part of public information.

Self Evaluation:

In the survey of student experiences with LMC (1.5), respondents rated college publications – both print and web – highly. Recent print marketing efforts have won awards from professional organizations (2.39). LMC's efforts to increase use of the web for both internal and external communications are effective, as demonstrated by increasing web traffic (2.38).

Planning Agenda:

None.

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

Descriptive Summary:

Academic freedom and honesty are important at Los Medanos College, as reflected in the college's mission statement (1.4) and detailed in the College Catalog (1.11).

The Contra Costa Community College District Governing Board policy 2018 (2.40) affirms support for the academic freedom of faculty, management and students to teach, study, conduct research, write and challenge viewpoints without undue restriction. The members of the college community are: able to speak or write without institutional censorship or discipline, responsible for the accuracy of their statements, should exercise appropriate restraint, and show respect for the opinion of others, should not express their own views as the institution's views.

Student Services Procedure 3027 (2.41) details the District's Student Code of Conduct (2.42). It includes dishonesty and various types of ethical lapses under "misconduct and grounds for disciplinary action." The college also has an academic dishonesty statement in its catalog (1.11), indicating that "dishonesty, such as cheating, plagiarism" may result in discipline or suspension.

Self Evaluation:

There is no evidence of violations of academic freedom at LMC. Regular evaluation of faculty by students is an effective check on student perceptions of academic freedom. A student survey rated LMC highly in this area (1.5).

Planning Agenda:

None.

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

Descriptive Summary:

Board policies, reflected in the Faculty Handbook, require academic balance and detail student rights to hold points of view different from those of the instructors. All college employees – whether in the classroom, in meetings or whenever communication takes place – strive to distinguish fact from opinion and to use data fairly.

The faculty evaluation process (2.43) requires written evaluations once every three years for all faculty members, during which the instructor is observed by a peer evaluation team. The team also administers student evaluations that solicit feedback on 14 criteria and invite general comments on instructor performance. Evaluation criteria related to this standard are requirements to:

- Present material which conforms to existing course outline of record.
- Present controversial material in a balanced manner acknowledging contrary views.
- Recognize the right of students to have points of view different from the instructor's.

The catalog provides information on the grievance procedure for students to follow if they believe that a faculty or staff member has been unprofessional in conduct.

Self Evaluation:

Faculty are evaluated on a regular basis, per policy. The results of student evaluations indicate instructors meet or exceed the requirement for this standard.

In the 2007 Student Experiences at Los Medanos College survey (1.5) only 4 percent of students responded "strongly or moderately disagree" to the statement "for the most part, instructors present controversial material in a balanced manner" and only four percent "strongly or moderately disagree" with the statement "most instructors encourage students to express their ideas in class."

Planning Agenda:

None.

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

Descriptive summary:

An academic integrity statement indicating that "dishonesty, such as cheating, (or) plagiarism" may result in discipline or suspension, is included in the College Catalog (1.11).

The Academic Senate adopted an academic integrity policy (2.44). Many instructors also address these expectations of academic honesty in their course syllabi or first-day handouts. Students may appeal any disciplinary action by following the grievance procedure (2.45), as stipulated in the catalog.

The CCCCD Governing Board has also adopted a Student Code of Conduct (2.42) which provides for disciplinary

action in cases of "dishonesty, such as cheating, fabrication, lying, plagiarism, knowingly furnishing false information or reporting a false emergency to the District."

Self Evaluation:

Though the Academic Senate adopted an academic integrity policy, it is not included in the current Student Handbook or the College Catalog. Instructors are encouraged, but not required, to provide it to students in their syllabi or first-day handouts. General guidelines are, however, listed in the catalog. There are purposely no specific written consequences for violations – this approach gives flexibility so that violations can be handled on a case-by-case basis. Depending on the severity of the situation and the number of times the violation has occurred, discipline may be handled informally by the instructor or may be referred to the college's designee for student conduct issues. If formal discipline is required, the student is notified in writing and is informed of the appeals process.

Planning Agenda:

None.

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

Descriptive Summary:

Beyond the board-adopted Student Code of Conduct (2.42) and a campus-wide "No Smoking" (2.46) policy, instituted since the last accreditation, the college has no specific codes of conduct.

As a public community college, LMC does not seek to instill specific beliefs or worldviews. However, the mission statement, published in the College Catalog and Student Handbook, emphasizes the college commitment to the development of responsible citizens in a democratic society. There is also a Non-Discrimination Policy (2.47) (College Catalog and Student Handbook), which states that the college "is committed to equal opportunity in educational programs and campus life."

Students' rights and responsibilities, including student conduct, are clearly stated in the Student Handbook (2.48) and College Catalog (1.11). In addition, student athletes must follow specific guidelines and regulations, and penalties for violation of the athlete's decorum contract are clearly spelled out in the Student Athlete Handbook (2.49).

The college/district policies regarding sexual harassment and a drug-free campus (2.50) are stated in the College Catalog and Student Handbook.

Self Evaluation:

As a publicly-funded community college, LMC does not strive to instill specific beliefs or world views. The college mission statement (1.4) gives an overview of the college's commitment to

provide a learning environment that fosters critical and ethical thinking, effective communication and the development of responsible citizens in a democratic society. The mission statement is included in the catalog (1.11) and on the LMC web site (1.12); the code of conduct (2.42) for students is clearly defined in the catalog.

Disciplinary and dismissal processes are clearly spelled out for college faculty, staff and managers, but no general code of conduct is stated in writing for college/district employees.

The "No Smoking" policy (2.46) is widely followed. During its inauguration there was a campaign to inform students and staff that included posters, email messages and stickers worn by employees. Smoking is restricted to parking lots.

Planning Agenda:

None.

II.A.8 - Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary:

The college does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation:

Not applicable.

Planning Agenda:

None.

Standard II B – Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1 - The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary:

In response to previous accreditation recommendations and standards of good practice, student services employees have been active participants on a number of committees in an effort to improve the quality of the programs and delivery of services. Representatives of all student services programs have been invited to join the Student Services Advisory Committee, the Student Services SLO Committee, the Student Services Facilities Committee, and most recently, the Student Services Planning Task Force. Student Services managers also meet twice monthly to discuss operational needs and the progress of each service.

Many Student Services programs are available at both college locations – services at the Brentwood Center continue to expand. Student Services are also available through the college website (1.12), including academic advising from the Counseling Department, new student orientation and Financial Aid.

The most recent program review process includes student learning outcomes as one measure of the success of Student Services programs. Additionally, college-wide and program-specific surveys gather data about programs. To help refine the assessment of SLOs, the Teaching and Learning Project continues to assist the Student Services programs in their assessment efforts.

College wide and program-specific surveys are also used to gather feedback about student awareness and the quality and delivery of student support services. Data is gathered from students using the various services, including an annual survey that is conducted at the Brentwood Center (2.51).

Categorical programs, including DSP&S, EOP&S, CARE, Calworks and Matriculation, recently completed a program review conducted by the System Office of the California Community Colleges (2.52). The system office review is based on the specific state requirements for each categorical program and how LMC programs meet these requirements.

Self Evaluation:

Many Student Service programs are available at both college locations and the services at the Brentwood Center continue to expand. Additional services continue to be developed and improved on the college web site, including academic advising, a new student orientation option, assistance with Financial Aid, the admissions application process, registration, and a number of other services available for students on WebAdvisor (2.53).

In summer 2007, the Student Services Advisory Committee was replaced by the Student Services Planning Task Force, a group that is committed to an in-depth review of the student services practices, the delivery of services and the organizational structure. The task force members include representatives from counseling, the classified staff, student senators and managers. The goal of the task force is to redefine the philosophy and mission of the Student Services unit and identify a structure that will improve collaboration, integration and the overall quality of services. To assist in this endeavor, a consultant was hired to facilitate the meetings during fall 2007 and to document the progress of the group (2.54).

Information from Chancellor's Office Program Review:

EOP&S has improved outreach to new students and the campus community. Additional efforts are targeted at recruiting male students, who are underrepresented in EOP&S. EOP&S maintains a high number of students with educational plans. An online EOP&S application (2.55) has been instituted to increase student access. The expansion and increased student demand for EOP&S services has resulted in a need for additional staff. EOP&S has noted an increased student need in transfer support. A goal to increase completion of the BOGG waiver of the students served by CalWORKS has been a focus for program staff. CalWORKS has implemented a mandatory student-counselor contact each semester to increase retention and success. Matriculation and Counseling share the goal of increasing the number of students who have an educational plan. Counseling partnerships with instruction have continued to be successful, resulting in an increased number of students with educational plans. Puente has been restarted at LMC. Students participating in the Puente program have an approximately 30 percent higher transfer rate than the general LMC population (2.56). EOP&S plans to request an additional full-time counselor to better meet the needs of the expanding program.

All student service programs report positive student feedback when students are surveyed (1.5).

Student Learning Outcomes for individual student services have been developed and continue to be refined. Pilot assessment projects are in the process of implementation. The Student Services SLO Committee meets regularly to provide feedback and to continue progress on the assessment projects.

Planning Agenda:

The Student Services Planning Task Force will develop annual goals for Student Services as a whole, during 2008-09. These goals will be folded into student learning outcomes for each program/service and an annual assessment will follow at the end of the academic year, evaluating the progress and/or achievement of those goals.

II.B.2 - The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary

The annual College Catalog (1.11) provides accurate, current information, as follows:

- The official name, addresses (both locations), telephone numbers and web site address of the college.
- The most recent mission statement.
- Course, program and degree offerings, including locally-approved certificates.
- The academic calendar.
- Information on program length.
- A statement on academic freedom, based on board policy.
- Information on financial aid.
- Availability of learning resources.
- Names and degrees of administrators and faculty.
- Names of Governing Board members.
- Requirements for students – admissions; student fees and other financial obligations; degree, certificate, graduation and transfer.
- Academic regulations (grading, attendance, final grades, rights of instructors, enrollment and degree verification, academic renewal, course repetition, credit accepted and regulations on dismissal and withdrawal). The academic honesty policy is included under the heading of Student Discipline and Suspension.
- Statement of non-discrimination, based on board policy.
- Acceptance of transfer credits.
- Grievance and compliant procedures.
- Statement on sexual harassment, included under statements of non-discrimination, consensual relationships and student code of conduct.
- Refund of fees.

The College Catalog (1.11) is updated annually in order to maintain accuracy and currency. Much of the required information is also found in the Schedule of Classes (2.2), the Student Handbook (2.48) and/or the college website (1.12).

LMC ensures that the College Catalog, Student Handbook, and Class Schedule are accessible for students by providing these publications in multiple formats and locations. The on-campus Bookstore and Brentwood Center sell copies of the catalog and class schedule. The Admissions Office also sells copies of the Class Schedules. The information in all college publications is also available on the college website. Class Schedules and Student Handbooks are distributed during New Student Workshops and are available

from the Counseling Office. Outreach efforts to high schools and the community also include the distribution of college publications. Students may request alternate media versions of these publications from the DSP&S Office or the High Tech Center.

Self Evaluation:

While the information listed in the catalog, Class Schedule, Student Handbook and website is reviewed by multiple parties, revisions are sometimes inconsistent in the various publications. Student Services updates are the responsibility of each program/service and are most commonly updated in the printed materials. On a less consistent basis, updates are made to the college web site information.

A new position has been approved for student services "in-reach" coordination, which will report to the college cutreach manager. One of the main responsibilities for this position will be the coordination of student services information for all major publications. A thorough review of student services information in the catalog, the Schedule of Classes, and on the college web site should improve the accuracy of information for students.

Planning Agenda:

None.

II.B.3 - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

a. The institution assures equitable access to all of its students by providing appropriate comprehensive and reliable services to students regardless of service locations or delivery method.

Descriptive Summary:

Admissions and Records Office: In addition to the usual services that are offered through Admissions and Records (college application intake, course registration, transcript/ graduation evaluations, enrollment verification), additional services are also provided for assisting/processing international students, veteran student certification for benefits, the coordination of the graduation ceremony and evaluations for the Nursing Program selection process. Admissions services are also provided at the Brentwood Center.

The office is staffed by 5.5 classified FTE, in addition to the Director of Admissions and Records. An additional half time position was recruited in spring 2008.

With the support of a district-funded project, document imaging has been implemented in the office and archival information has been transferred to electronic files. The new half-time position will be dedicated to managing the scanning and indexing of incoming forms and other documents, which will continue to improve the retrieval of student information and office organization.

Assessment Center: The assessment of English, Reading, and math skills is offered to students at both locations, based on a contract with Accuplacer.

Throughout most of the academic year, assessment is available on the Pittsburg campus four days a week. Assessment drop-in hours at the Brentwood Center have also been extended to four days a week. The Brentwood Center also offers assessment services to students on Fridays and Saturdays, by appointment. At both locations, wheelchair accessible stations are available for disabled students. During the spring semesters, assessment is also provided at local high schools for graduating seniors.

Bookstore: The Bookstore offers textbooks, school supplies and other learning materials for students, faculty, and staff. Information about textbook availability can be accessed both in the Bookstore and online. The Bookstore accepts payment for materials by cash, money orders, or by credit card. Effective in the summer 2007, the Bookstore became a part of the college Student Services unit, a change from the previous reporting relationship to the District Office.

Career Center: The Career Center provides a variety of services to students and alumni that include: career assessments, resume writing, interview coaching, career development workshops and resources for exploration of majors and careers. In addition, the Career Center has performed outreach and support services for faculty and staff interested in workshops focused on their area of study under the "Don't Cancel Class" program sponsored by the Career Center.

Counseling: LMC counselors assist students with academic, career, and personal counseling at both college locations. Services are available both day and evening hours, including half-day on Saturdays. Limited advising is also offered online, via e-mail. The LMC website contains an Online Counseling web page with a form that can be filled out to request online advising. Student Services managers maintain communication with Brentwood staff to track the need for services so adjustments can be made to counseling hours, as necessary.

Extended counseling services have been made available with the assistance of the Hispanic Serving Institutions (HSI) grant, also at both locations, in response to the increase in ESL students and the need for specialized counseling services. Grant personnel monitor the counseling needs of this student population and adjust the availability of counseling services as needed. The Counseling Department has two bilingual counselors to assist Spanish-speaking students.

DSP&S: Prior to receiving accommodations through Disabled Students Programs and Services, students are interviewed by DSP&S counselors and learning specialists who evaluate their needs and recommend appropriate accommodations. DSP&S has specialized software installed at both campuses for students with disabilities. Software is installed on the computers at the Brentwood Center for students attending classes there, who need special accommodations. Students can also be assisted with alternate media requests at both locations. Students can request assistance from the High Tech Center (HTC) staff by email, fax, or by mailing in a completed request form. The HTC staff will send CDs to students at the Brentwood

Center or to the instructor for the class where assistance is needed. For students attending classes at the main campus, this kind of assistance is provided directly through the HTC.

Employment Center: The Employment Center is responsible for the recruitment, selection, and placement of all on-campus student employees, numbering over 230 students in fall 2007. In concert with the Financial Aid Office, the Employment Center staff also assists in the placement of Federal Work Study students, both on and off campus. Additional responsibilities include coordination of the Cooperative Education/Work Experience Program and the posting of job leads for off-campus employment opportunities through local and regional employers.

Financial Aid. Financial Aid services are available to students at the main campus Monday – Friday and once per week at the Brentwood Center. All student financial aid files are scanned and maintained electronically so that full services can be provided to students at both locations.

Financial aid information and forms are available in the Schedule of Classes (2.2), as well as on the college web site (1.12). The Financial Aid Office uses email for 90 percent of its correspondence with students, which enables staff to advise students of their services, respond to student inquiries, and expedite the notification of missing information that may be needed for a student to receive financial assistance.

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Information Center: General and Student Services information, as well as assistance with application and enrollment, is available at both campuses, by phone and online. In addition to the information that is posted on the campus web pages, students can e-mail questions to the Information Center through the website. The Information Center is staffed on the main campus Monday through Thursday, 8 am – 8 pm and on Fridays, 8 am – 3 pm. During peak registration periods, additional student assistants are available to answer questions and train students on the use of the college online services.

The Information Center staff also provides information, updates, and handouts to the Brentwood Center staff for dissemination to students and prospective students.

New Student Orientation: Over the years, orientations for new students have been offered in large group workshops on the main campus. While the orientation is not mandatory for new students, they are strongly encouraged to attend an orientation session for about three hours.

The Counseling staff has been offering a one unit “Orientation to College” class during the past year, a short-term session that has been offered as an option for incoming students. Effective spring 2008, incoming students were directed to this orientation class, in lieu of signing up for the brief workshop.

An online “Orientation to College” was offered to incoming students for summer and fall 2008.

A separate orientation for special admit (high school) students is available on the college web site. Completion of the orientation is required of high school

students who are seeking approval for a waiver of the unit limit (seven units in fall or spring, five units in summer) or those high school students who are younger than 16. For special approval of students seeking a waiver, they are required to complete the orientation, to print a "Certificate of Completion" and to meet with an instructional dean for enrollment consideration.

Student Activities/Student Government: In summer 2007, a new Director of Student Life was hired, with the intent of reinvigorating student involvement, student government, and student-led activities on campus.

The Student Life Office provides leadership development opportunities that promote personal, social, and academic growth for LMC students. The office works directly with the student government and student clubs and implements leadership development programs for students. In addition, the Student Life Office addresses college issues and concerns raised by students, by coaching students in groups or individually regarding ways they can advocate for themselves or others seeking change.

Transfer Center: Multiple support services and resources are offered through the Transfer Center to assist students in exploring and preparing for transfer to four-year colleges and universities. The resource library includes reference materials, college catalogs and directories, internet access for transfer information (including ASSIST and CSU Mentor), advising guides, major and career information and guides on financial aid and scholarship information. Informational workshops and seminars are scheduled throughout the academic year, along with regular visits from representatives of many colleges and universities. Assistance is available for completing the transfer application process, understanding general education, CSU and IGETC requirements, transfer admissions agreements, cross registration opportunities through Cal State East Bay and concurrent enrollment opportunities through UC Berkeley.

Student Satisfaction with Student Services: A comprehensive survey of student experiences (1.5) at LMC was conducted by the Research Office in 2007. Students were asked about their awareness of student services, whether they had received those services, whether the offices were easy to find and if they found the services to be helpful. The levels of awareness of Admissions and Records, Counseling, Financial Aid, and the Information Center were quite high – at least 70 percent of students surveyed reported awareness of each of these services. The comprehensive survey showed that most students found most offices easy to find. The notable exception was the Assessment Center, which moved that year to a temporary location. The problem was resolved in summer 2007, with the move of the Assessment Center to Level 3. The move put the center not far from the Admissions Office and Information Center, making it much easier to find.

The levels of student awareness of tutoring services, EOP&S/CARE, Student Activities/Student Government, DSP&S, the High Tech Center and CalWORKS were relatively low – fewer

than 60 percent of students were aware of these services.

Self Evaluation:

The ability to add additional staffing, accommodate growth and continue to provide quality services is severely limited by the current space configuration in student services programs. The Assessment Center and the Career Center are in a combined lab space and activities must be carefully planned to avoid disruption of students while their assessments are in progress. Services provided by the Financial Aid Office, Admissions and Records Office, DSP&S and Information Center are also restricted by space limitations.

A planned remodel of the existing administrative building will allow for student services program expansion, a computer bank for students, a "one-stop" center for assisting students and the ability to provide more reliable and comprehensive services. The remodel has been prioritized in the Facilities Master Plan (2.57) and representatives from student services programs have been involved in meetings with the college architect to discuss departmental needs. The remodel will be completed by 2011.

Online services continue to grow in popularity with LMC students, as evidenced in the recent Clarus Marketing study (1.7). The ability to provide adequate assistance with online services for new students on campus is somewhat limited, given the absence of a computer lab that is proximate to student services offices. Currently there are four computer kiosks located across from the Information Center that provide student access to online services. The Information Center staff is available to assist students in the use of the online college application (CCCApply), WebAdvisor, and other online services. The staff in the Computer Science Lab also provide assistance to students and use of the computers in the lab.

Recognizing the popularity of online information and services, student services staff are working with the college webmaster to streamline access to information and to ensure complete and up-to-date information on the college web site.

Like other colleges statewide, the Nursing program applicant pool has grown significantly. For the last pool of Vocational Nursing candidates, there were 160 applicants. The Registered Nursing applicant pool has attracted from 500 – 625 applicants each of the past two years. This has severely impacted the work load of the evaluators in the Admissions Office.

The Career Center re-opened in fall 2007 after being closed for a year due to lack of space. The Career Center coordinator, along with the Career Center director, actively perform outreach to inform students, staff and faculty of the resources offered by the center. With the re-opening of the center, over 100 students were served in the first semester.

The Career Center has received positive feedback from both students and faculty regarding the scope of services, as well as the flexibility offered by staff in regards to the provision of services. In spring 2008, the Career Center officially began the "Don't Cancel Class" program with great support and positive feedback

from faculty and staff. Instructors from various departments have commented on the value of this service and students have provided positive verbal feedback as well.

Some students continue to confuse the Career Center with the Employment Center. With additional outreach and marketing, this confusion should be resolved. Signs are being updated to inform students of the combined Career and Assessment Center location.

The Counseling Department has succeeded in providing adequate counseling access at both college sites. Counseling services could be enhanced with the use of an interactive online educational plan and advising component. Additionally, the development of the degree audit component on the student software system (Datatel) will greatly improve the counselors' ability to work with students on the progress of their educational plans. A degree audit specialist will be hired in 2008-09.

Currently the Student Life Office is working to enhance its programs in the level of student involvement in educational/developmental outcomes. With the change in staffing at the beginning of the 2007-08 academic year, participation in Student Life programs has increased, along with the productivity of student organizations. However, student-led events have not increased significantly, nor have the events and activities planned by the office. While new programs related to leadership development have been created, the development of student learning outcomes and assessment grounded in theory related to such programs remains to be done.

Staff at the Brentwood Center monitor the need for additional hours of student support services as enrollment continues to grow. Feedback is based on student requests and survey information that is gathered annually. Additional Counseling, Financial Aid, EOPS, and Bookstore assistance is scheduled, as needed.

The Student Services Planning Council will explore and implement ways to increase awareness of all student services.

Planning Agenda:

The Counseling staff and Student Services managers will explore the feasibility of web-based counseling, so that more comprehensive and secure counseling services can be offered online.

The director of student life will develop a comprehensive three-year strategic plan to address program development and goals, as well as related budget and staffing needs.

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary:

LMC has a wide variety of opportunities for students to engage in activities to promote personal and civic responsibility along with intellectual, aesthetic and personal development. Events, services, and activities available for students include:

Campus-Wide Initiatives:

- Service Learning and Community Engagement: Courses in political science, education, physical science, biology, child development, astronomy, math, and social science were all part of the "Community Service Learning Project" funded by the college in 2005-06. As a result of their participation, 100 students in service learning projects and community activities were provided with direct experience in civic responsibility and community contribution. Students volunteered tutoring and teaching services in local pre-schools and K-3 classrooms, gaining valuable hands-on experience while assisting with local education efforts. Other partnerships included the college's new engineering program students teaming with the City of Pittsburg and a partnership with Sutter Delta Medical Center to bring up to 20 volunteer service options to emergency room services at the facility.
- Learning Communities: During 2005-06 and 2006-07, the college sent two delegations to Evergreen State College in Washington for intensive training in the design, development, and implementation of learning communities as a way to advance student engagement, improve retention and success, and expand learning opportunities. A variety of linked courses and curricula are now being offered.
- Teaching and Learning Project (TLP): This project, which began in 2004, provides coordinated efforts and dialogue within departments and across the college to better define the nature of teaching and learning and to improve teaching efforts through targeted assessment, analysis, and curriculum revision. Members of the TLP are actively involved in assisting all departments and services on campus with the development of student learning outcomes and assessment instruments.
- I.D.E.A.: Institutional Development for Equity and Access (IDEA) facilitates, coordinates and organizes action to shift diversity, equity and inclusion from the periphery of the college's activities to the center of the institution's mission, programs and policies. IDEA evolved from LMC's partnership with California Tomorrow's Campus Change Network (CCN) that began fall 2006. CCN partners with, and supports, community college leaders in strengthening, expanding and institutionalizing change efforts around issues of diversity, access and equity for all students.
- Student Learning Outcomes: Every department is currently engaged in dialogue to establish student learning outcomes to improve learning and service to students. A wide cross section of departmental

and service area student learning outcomes include language related to civic engagement and personal development.
- LMC Graduation Requirements: Unlike many colleges, LMC requires students to take courses in three areas to promote ethical inquiry, critical thinking and analytical thinking, promoting the intellectual development of students in a cross-disciplinary context. The American Institutions requirement focuses on civic responsibility.

Campus Events: A diverse offering of special events on campus provides students with the opportunity to explore issues of diversity, social justice, political action, gender issues, personal goal setting and visioning and other topics of interest.

- Associated Students and the Inter-Club Council are bodies of students that promote student life in variety of forms**.** Students organized a military boot display Eyes Wide Open: An Exhibition on the Human Cost of the Iraq War. In fall 2005, EOP&S and Associated Students co-sponsored the "Constitution Day." Associated Students sponsored a "Rock the Vote" campaign to encourage participation in the 2004 election. EOPS and HSI coordinated to engage students in the 2006 Latina Leadership Network. In spring 2007, the EOP&S First Annual Southern California Tour took 42 LMC students to visit universities and colleges, as well as the California African American Museum.
- EOP&S New Leaf Conference: The EOP&S program implemented the annual New Leaf Conference to address issues important to EOP&S students. The New Leaf Conference was first designed in 2003 to expand students' horizons, self-value, and identity while embracing and enhancing the social factors of students' collegiate experience. The purpose of the conference is to develop positive social communities by creating a space in which individuals can authentically engage in the production and creation of knowledge. It is also a pathway to developing critical thinkers. In 2003, EOPS hosted the first New Leaf Conference which placed focus on social issues affecting students including poverty, fair housing, and changing demographics in race and migration. In 2004, the second conference was devoted to issues in Hip Hop, a look at this historical, cultural, social resource for social change. The third New Leaf Conference titled, "Awakening of the Mind, Body, and Soul" delved into issues of self-awareness, self-determination, standing against domestic violence, and the sociology of education. The fourth annual New Leaf Conference, "Liberating Minds……Liberating Society," was a commemoration of the 40th anniversary of the Black Panther Party.
- The Big Read Project: In 2007, LMC was one of 117 communities selected to participate in this nationwide event. The premise of the Big Read Program was to get as many community members as

possible to read and discuss one book in one month-long period, based on studies that have shown that there is a positive correlation between reading and civic engagement. The book, "To Kill A Mockingbird", was selected as a classic that addresses issues that continue to be contemporary and relevant today. A series of campus events were held in support of The Big Read Program, including a writing workshop and contest, the campus drama production of "To Kill A Mockingbird", and a "Celebrity Read" that featured local celebrities and prominent community members reading excerpts from the book.

- Welcome August: Instituted in fall 2007, it included a month-long series of activities and events meant to help new students feel welcome to the LMC campus. Student ambassadors were positioned in many transition areas of the campus to help direct new and returning students to classes and offices. Student orientations, raffles, music and a variety of lunchtime events were also held.
- Fall Harvest Conference: The LMC Child Development Department in partnership with the Child Care Council and the Contra Costa First Five Commission annually hosts approximately 250 community members and students to explore issues and topics related to the care and education of young children. Students participate in workshops and keynote presentations by national leaders and local experts in the field.

Musical and Theatrical Performances: The Music Department presents many concerts on campus and at venues throughout the service area. For example, the Annual Jazz Festival is a two-day event that provides local K-12 schools the opportunity to perform on campus, along with well known jazz artists and the college jazz bands. The Drama Department has offered a variety of productions that include themes of civic responsibility and political action, such as the recent productions of "The Laramie Project" and "Voices of 9/11."

Student Government and Student Club Activities: The Student Senate represents the student voice in college and district governance activities. The Senate website is used to inform students of activities and upcoming events. During a typical semester, LMC has 20 active clubs, providing students with a variety of ways to connect and engage with the college and the broader community. Service clubs, such as Alpha Gamma Sigma, offer students experience is assessing and providing for local community needs through fundraising and service contributions. The Nursing Club offers a variety of campus services to students, staff, and faculty, including annual blood drives and flu shot clinics and conducts fund raisers to support local toy drives and an area homeless shelter. The Black Student Union sponsors cultural activities and guest speakers to highlight Black History Month. The Raza Unida Club sponsors an annual Cinco de Mayo celebration and contributes support to a local community health agency.

The LMC Experience: The campus newspaper serves as a lab for

journalism students and also serves as a medium for campus communication, inviting students to react and respond to issues important to campus life and the broader context of the service area. Free to students, the weekly publication is widely available throughout the campus and on the college website.

Cultivation of Aesthetic Appreciation: As facilities expand at LMC, a new focus on providing an environment that is both aesthetically pleasing and conducive to student engagement has been incorporated. Recent and on-going projects designed to contribute to the aesthetic environment at LMC include:

- The Butterfly Garden: This special landscaping effort in front of the campus Child Study Center is designed to provide a respite for children, students, staff and faculty.
- The Nature Preserve: Science students maintain the Nature Preserve on campus, which provides a quiet and serene setting for rest and reflection, while showcasing many local and native plants of the area.
- The Art Gallery: An expanded Art Gallery was incorporated into the new library facility to showcase art with rotating exhibits and events.
- The waterfall feature: A landscaping feature added to level one of the college complex to provide an inviting entrance.
- The Sculpture Garden: Located in the gathering area in front of the Cafeteria, this area showcases student work from the 3-D Design class. Exhibits are refreshed with each new class.
- The Student Quad: A new large landscaped area was designed into the master facility plan to provide a greenbelt for space, activity, and relaxation in the "heart" of the expanded campus.

Self Evaluation:

LMC has conducted a variety of assessments to determine the effectiveness of college initiatives and campus needs. These include both formal and informal measures and include:

Satisfaction Surveys: The Office of Institutional Research conducted two major surveys (1.5, 1.29) to measure both student and personnel satisfaction with college systems and services, including the components listed in this standard. Results from the personnel survey (1.29) indicate significantly favorable assessment in areas such as the "program review process", designed to engage faculty and staff in meaningful dialogue around college goals, objectives, and instruction, and the area of "teaching and student learning", which received nearly 70 percent agreement that "the college engages in a dialogue about the continuous improvement of student learning." Areas identified as weak include the "aesthetic environment", with less than half of respondents agreeing that landscaping, lighting, and cleanliness were adequate, and "professional development" where again less than half of the respondents felt adequate opportunities for professional development (and thus, improved intellectual engagement for students) were available.

The Student Satisfaction Survey (1.5) also revealed strengths and weaknesses related to this standard. Nearly 60 percent of students felt that

teaching and class offerings were of high quality. They also rated factors around social respect and diversity very high. Relatively low ratings were given to campus aesthetics and many students were not aware of opportunities for involvement apart from classroom participation. The survey was administered before recent campus improvements were completed.

IDEA Initiative assessment: IDEA's analysis (2.58) of college data such as student, faculty and staff characteristics, retention, success, persistence and goal achievement rates (degrees, certificate and transfer) determined areas in need of attention. The areas of concern focus on three points:

1. academic success among African American and Chicano/Latino students;
2. student leadership and engagement; and
3. development of a shared language among the LMC professional community on the issues of diversity, equity and inclusion.

Planning Agenda:

None.

c. The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel for the advising function.

Descriptive Summary:

Consistent with the college mission statement (1.4) , the mission statement for the Counseling Department (2.59) is focused on student success: "The Counseling Department of Los Medanos College is committed to providing the highest quality counseling services to every student in need of information, guidance, and support to achieve her/his educational goal." In preparing the mission statement, the department used the position papers on counseling of the Academic Senate for California Community Colleges and the Standards of Practice for California Community College Counseling Programs.

College counseling and guidance are offered to assist students in making decisions that will help them achieve their educational, vocational and personal goals. Counseling staff provides support for students' aspirations and information which will enable them to implement their decisions. Students typically need to identify a career, examine academic requirements and formulate an educational plan. The student may need to recognize the demands of the plan on her/his personal and social life and to commit to proceeding with this in mind. Typical examples of support and guidance may include, but are not limited to:

- Identification of a career goal;
- formulation of an appropriate academic program of courses;
- selection of appropriate institutions for further education;
- obtaining assistance to deal with learning disability;

- dealing with family, personal, or social problems in order to promote success;
- obtaining financial aid and/or other services;
- understanding issues facing first generation college students;
- and facilitating transition to four-year colleges or universities.

Part of effective counseling includes informing and enabling students to use all resources which will aid them in succeeding in college. The department recognizes the contributions of other programs as equal and necessary partners.

Both drop-in counseling and appointments are provided throughout the day. Drop-in counseling is limited to 15 minutes for quick questions. Regular counseling appointments are set at 30 minute increments. Most appointments are scheduled for 30 minutes for general educational plans, but issues requiring more time, such as educational plans for veteran students and student complaints and/or personal concerns, are scheduled for an hour. More drop-in time is offered during peak registration periods. Counselors have noted that appointments for the development of educational plans are most effective with the allowance of 45 minute appointments, as described in department guidelines (2.60).

Both general and EOPS counseling are provided at the Brentwood Center. For example, during spring 2007, appointments were available approximately three hours per day on Mondays, Wednesdays and Thursdays and seven hours on Tuesdays.

Orientation workshops are provided prior to and at the beginning of each semester for incoming students, typically 25-30 students per orientation. Two special orientation workshops for feeder high schools take place on Saturdays, usually in late May, and approximately 150-225 graduating high school seniors participate each day. The first part of the orientation is designed for both parents and students and has been revised to include a more inspired welcome to the LMC campus. All students are also strongly encouraged to register for a one-unit orientation course (Counseling 30), offered during the summer and at the beginning of each semester. Counselors plan to increase the number of sections of this course.

Outreach presentations are the combined responsibility of the college outreach coordinator and the Counseling Department. The presentations are similar to counseling orientation workshops and are designed to encourage students in middle and high school to earn a college certificate or degree. English and math assessment tests are provided for seniors at their high schools. In addition, LMC has a partnership with the UC Office of the President's outreach program whose goal is to ensure that all middle and high school students are made aware of the possibilities for, and value of, higher education.

Students who have not yet decided on a goal or career are encouraged to visit the Career Center where career and personality inventories, such as the Strong and the Myers-Briggs, and guidance in the use of computerized information systems are available.

Additional assistance is offered in resume writing, interview preparation and individual and group career counseling. The Career Center staff are also available to make presentations or provide workshops to various programs, such as EOP&S and Puente or to visit classes, at the request of faculty members. A career center coordinator was hired in fall 2007; she works closely with the Career Center counselor.

In addition to individual counseling sessions, counselors provide a broad spectrum of events and activities to acquaint students with the requirements for transferring to four-year colleges and universities. These are coordinated by the transfer center director, a member of the Counseling staff:

- Onsite visits to local campuses, such as UC Berkeley, UC Davis, San Francisco State University and Saint Mary's College are available during the college year.
- Representatives from Northern California colleges visit LMC on a regular basis to answer student questions. LMC has a representative from CSU East Bay on-site almost every week. The college transfers more students to the CSU East Bay Concord campus than any other community college. A representative from UC Davis visits twice a month. LMC is the only college in the district that is a member of Davis's TOP program, which means that the college helps to pay some of the expenses that the university incurs for the program. In return, LMC has a UC Davis representative on campus much more frequently than the other colleges in the district.
- Every semester, the college holds both a Transfer Day and a College Night. Transfer Day is primarily for LMC students; College Night is primarily for the community and draws students from the local middle and high schools and their parents. At both of these events, representatives from colleges and universities from all over California are available to answer questions and distribute printed information. Both day and evening programs are well attended.

The Counseling Department also partners with instruction to support special programs designed to enhance student success, such as:

Puente: Designed to assist educationally disadvantaged students earn a college degree and prepare for transfer, this program has been developing since 2003. LMC's student body is about 25 percent Hispanic and the program is actively addressing the needs of this population, providing the support students need to make the transition from high school to college, as well as the transition from developmental English (English 90) to college level English (English 100). The college employs a 25 percent Puente counselor/coordinator who also provides 75 percent general counseling.

Honors Transfer Program: Previously funded by a large Title III grant, which also included funds for the Developmental Education program, the Honors Transfer program was "institutionalized" three years ago. It is designed to both challenge students with a rigorous curriculum and provide enhanced transfer opportunities, which

include guaranteed or priority admission and scholarships. The counselor assigned to the program receives six hours of reassigned time. Each year, the number of students involved in this program has increased 10-15 percent; it currently serves over 120 students.

Developmental Programs: The Counseling Department is involved in providing assistance for pre-collegiate students to formulate clear career and educational goals early in their college experience. The department teams with instructors of English 70 and Math 12 (pre-algebra) in requiring that students meet with a counselor to develop an educational plan. The program includes classroom presentations at the beginning of each semester which emphasize goal-setting, overcoming barriers to success, campus resources and the importance of the educational plan. A follow-up presentation is made toward the end of the semester. This partnership involves most counselors, faculty teaching sections of English 70 and Math 12 (approximately 28) and about 700 students. Data indicates that as a result of these interventions both retention and persistence has increased.

Learning Communities: Counselors were involved in the establishment of a learning community with the Child Development Department which includes two linked courses, Introduction to Child Development and College Success. This partnership was created to help students meet the academic rigor of the Child Development curriculum. The full-time EOP&S and ESL counselors are also involved in the facilitation of learning communities.

English as a Second Language (ESL): With the assistance of the Hispanic Serving Institutions (HSI) grant, an ESL counselor was hired in 2006 to work specifically with the growing ESL population. He meets with students individually and in groups and teaches a study skills course created for this cohort.

The college has designated one counselor to be the primary contact for crisis counseling; however, there are other fully trained and licensed counselors, as well, who are available. A Crisis Intervention Manual (2.61) has been developed and distributed to all interested faculty and staff on campus.

In spring 2005, general counseling and categorical programs merged. The new department reflects a commitment to provide students with comprehensive academic counseling and support services. While individual programs, such as DSP&S and EOP&S, maintain their program identity, the counselors work together to ensure a shared approach to academic counseling. This approach also includes the initiation of a case management format. For example, all students who make an appointment to see a counselor have a folder created for them which contains, at the minimum, a current or updated Educational Plan and process notes.

In addition to required periodic evaluations of both full-time and part-time counselors by peers as well as students, specific questions related to counseling are included on surveys conducted by Student Services as a whole. Based on the results, the college has extended “drop-in” hours and increased evening coverage.

The Counseling Department has been an active partner in the development of general student learning outcomes for Student Services and has developed its own SLOs that are consistent with, and contribute to, the learning outcomes of the larger division. The Counseling Department has developed three student learning outcomes:

1. Students will complete an educational plan with the assistance of a counselor and be able to explain key considerations in the process.
2. Students will be able to locate (on WebAdvisor) and print a copy of their educational plan.
3. Students on academic dismissal will be able to write an effective appeal for reinstatement.

The counselors have been exploring assessment strategies for these SLOs. The assessment of the SLOs will be part of the department's evaluation process and the results will be used to improve services to students.

In addition to the formal education and training mandated by state minimum qualifications, training of counselors continues throughout the academic year. For example, all counselors are encouraged to attend the CSU, UC and the "Ensuring Transfer Success" conferences held each year. Also, every other week during the 2006-07 academic year, counselors attended informational workshops given by the college's occupational programs.

During 2007-08, counselors continued liaison partnerships with these programs and began partnerships with high school career centers. In fall 2007, a High School Counselor Conference was held at LMC, encouraging further connections with the high school counselors. The event drew all of the counselors from feeder high schools and was met with great enthusiasm. Based on the evaluations submitted by participating counselors (2.62), there is mutual interest in strengthening the relationships between the high schools and the college and making the conference an annual event. The conference provided not only the opportunity to learn more about college programs and to meet college Student Services staff, but also a chance for the high school counselors to network with their colleagues from other schools.

At weekly department meetings, counselors share pertinent information regarding the various programs, centers and specialties that they represent. Counselors also serve on many important campus-wide groups, including Academic Senate, Curriculum Committee and Shared Governance Council. During Counseling Department meetings, committee reports are shared as well. Every other week, the articulation officer updates counselors regarding CSU and UC transferable course lists and progress of recent course submissions for GE consideration. In addition, representatives from local educational institutions and community agencies sometimes attend meetings and present information about their programs.

The Counseling Department believes that there is still a need for additional full-time counselors. Due to enrollment growth, both at the main campus and particularly at the Brentwood Center, general counseling has requested at

least two more full-time counselors through the Box 2A process. Students wishing to see a general counselor are being asked to make appointments weeks in advance (especially during registration periods) because counselor schedules are completely filled; drop-in students must often wait an hour or more.

Self Evaluation:

The Counseling Department continuously stresses the importance of student educational plans and the updating of those plans on a regular basis. As a result, both the number of counseling appointments and the number of student educational plans completed have increased each year during the past several years. For example, the number of students completing or changing an Educational Plan rose from 1,209 in 2003-04, to 1,765 in 2006-07.

The Counseling Department is student-centered and, as such, develops policies and procedures and creates partnerships with other faculty and academic programs that support student success. Each year those partnerships and liaisons have increased and become more imbedded in instructional areas. That trend continues. However, with the increase of many new initiatives at LMC that require counselor involvement, counselors sometimes feel that they are both unprepared and under-staffed to meet the requests. Department members continue a dialogue with the senior dean of student services regarding these issues.
Due to inconsistent staffing with the Puente English instruction, attention to the Puente Program has been somewhat fragmented over the past few years. As of August 2007, a new Puente English instructor was hired and is now providing 50 percent time for program coordination. A full program agenda was developed for the next two years and the new Puente team plans to increase student involvement incrementally each year.

Planning Agenda:

None.

d. The Institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary:

The college supports and enhances student understanding and appreciation of diversity through:

Student Life and Leadership Development:

- Campus clubs, such as the Black Student Union, Puente, La Raza, Muslim Association, CLEMA (Chicano Latino Engineering-Medical Association), Allies (gay/straight alliance) and Gathering of Disciples provide students with a safe environment to explore and discuss issues of common concern.
- Latina Leadership Network was founded at LMC in 1987 by a speech instructor; this network was subsequently extended statewide.

The objective was to create a pipeline for Latinas to connect on leadership development and mentoring. Every year a regional conference is held at a community college which serves as a springboard for students to connect and network. In 2007, 10 students from LMC's Puente and La Raza Unida Club were able to attend. Three programs, EOP&S, HSI and Puente, provided funding.

- El Teatro is a Latino/Chicano theater group in which students develop their acting skills while focusing on social issues. Some of the themes presented include assimilation and acculturation, immigration issues, social reform issues regarding immigrants, and social consciousness within the community.
- CLEMA, Chicano Latino Engineering Medical Association. focuses on Latino students interested in entering the engineering and medical fields. These students formed a study group from the nursing, math and engineering programs and meet once a week. They also volunteer to provide tutoring in the local community.
- The Puente Club is made up of students who are a part of the larger Puente program. Club ambassadors make visits to the local high schools to raise awareness about the program and other college opportunities and organize social events for students in the Puente program and their families.
- Under the leadership of the Director of Student Life and the Associated Students, students are encouraged to create new clubs and support is provided to existing clubs representing a broad diversity of groups on campus. The advisor acts as a liaison between the Inter Club Council and the Associated Students; there is a student liaison between the two groups as well. The focus of both groups is on the enhancement of the student experience on campus and the development of leadership skills for all students, reflecting the broad spectrum of diversity on campus. Support is provided to clubs in the form of staff time, materials and supplies, meeting space and publicity.
- The LMC Associated Students organization is represented on the Student Senate for California Community Colleges, which addresses and effects laws involving political and diversity issues at the state level for community college students.
- The Gay and Lesbian Resource Center provides information and support to the LMC community on issues related to sexual orientation and gender identity.
- The student body includes a relatively small number of international students who are recruited and supported by a district-wide international education program.

Curriculum and Services:

- The college has an ethnic and multicultural studies requirement, which is met by courses such as: Principles of Dramatic Art: A Multicultural Perspective; Chicano Cinema: A Critical Analysis;

Introduction to Asian American Literature; Reflections: Representations of Race, Ethnicity and Gender in Hollywood Films and Popular Fiction; History and Cultures of Native Americans; Issues Facing African Americans.

- College general education criteria require that diversity and global perspectives be addressed in a meaningful way in all GE courses. This criterion is reflected in the related program level student learning outcome: "At the completion of the LMC general education program, a student will possess a worldview informed by diverse social, multicultural and global perspectives."
- Faculty created learning communities that specifically focus on issues of diversity, access and inclusion, including the "Classroom Without Borders" sequence, which pairs the Create2Change class with classes from the English developmental to college composition sequence in order to develop critical literacy that provides students with ways to engage issues involving social inequality and injustice.
- Some instructional programs have developed themes that are carried throughout their curriculum. For example, the Child Development program infuses an "anti-bias" curriculum throughout the course offerings in the program that encourages early childhood educators to utilize instructional methods that reflect and celebrate the broad diversity of their young students.

Events and Activities:

- The annual New Leaf Conference sponsored by EOP&S presents speakers and workshops that always include a focus on issues of diversity and access. Conference titles have included: "International Hip Hop Summit: Beats, Rhymes, Politics" and "Transforming Communities to be Critical and Just."
- EOP&S, in collaboration with La Raza Connection and the Associated Students, sponsored a Latino Film Festival in April 2004; the goal for this event was to provide an opportunity for the college community to learn about the cultural diversity of the Chicano/Latino communities. The event featured interactive audience discussions with the filmmakers.
- The Child Development program sponsors the annual Fall Harvest Conference that includes training for those working with young children in both the theory and practice of nurturing tolerance and celebrating diversity.
- The LMC Associated Students sponsored a multi-cultural celebration in spring 2005 that featured ethnic dancers and foods from different cultures.
- Constitution Day, September 2005, featured representatives from the Million Man March and a presentation by Professor Carlos Munoz from UC Berkeley, who is prominent in Mexican American Civil Rights issues.
- The LMC Associated Students sponsored Professor Laura Enriquez from UC Berkeley for an Academic Conference on Sociology and Political Science in which she

gave a presentation on Social and Economic Development and change in Latin America, her research and political activism in Cuba and Nicaragua, agrarian reform and volunteerism.

- The Honors Club sponsored a lecture by Nobel Prize winner Rigoberta Menchu Tum in October 2005.
- College assemblies in fall 2006, and fall 2007, were designed to promote college wide awareness of, and dialogue regarding, changing communities, both locally and statewide, and campus diversity issues.
- The Cesar Chavez Dinner is an annual event that brings the college together with the community to celebrate the contributions of local Latino leaders.

College Initiatives:

- Based on the analysis in the college student equity plan, the LMC IDEA project (Institutional Development for Equity and Access), supported by the Campus Change Network, was launched in an effort to expand and institutionalize change efforts designed to address issues of diversity, access and equity. Based on planning initiated during spring 2006, a 10-person leadership team, with representatives from all constituencies, began working with action teams on four major initiatives: Latino/Chicano Student Based Programs; African American Student Based Programs; Student Leadership Development; and Institutional Dialogue, Assessment Training and Planning. Programs to support all four initiatives were implemented during 2007-08.

Self Evaluation:

The college evaluated and improved its practices related to promoting understanding and appreciation of diversity by:

- Conducting student focus groups that provided insight into the perceptions of students of color at LMC. As a result of these focus groups, a peer ambassador program to welcome new students was initiated in fall 2007; the recommendations regarding student activities are being reviewed by the associated students.
- Investigating crucial student outcomes, such as success and persistence, based on data that is disaggregated by ethnicity, age and gender.
- Instituting a year-long professional development series focused on understanding diversity and the development of strategies to increase success for all students

The student survey asked about the degree to which "the college helps create an atmosphere that supports diversity" – 74 percent agreed, 19 percent had no opinion and only 5 percent disagreed.

Planning Agenda:

None.

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary:

The instrument for assessment of English, reading, and math skills is Accuplacer, which is approved by the State Chancellor's Office. Accuplacer regularly conducts its own bias study and makes adjustments to the test based on study results. Validation studies of the cut scores used at LMC are conducted every three to four years in compliance with state matriculation regulations.

A disproportionate impact study of assessment test scores is done regularly. The last study was done in 2003 (2.63), and showed that there was a disproportionate impact on certain ethnic groups because of a difference in the overall preparedness of students from the various groups.

The college/district uses an online application (2.64) developed by the CCCApply Users Group, a consortium of California Community Colleges and XAP Corporation. Ninety-two of the 109 California community colleges now use the online application. A steering committee, made up of representatives from the subscribing colleges, meets monthly to review and address application issues and plan for future updates. CCCApply develops annual updates based on input from state users. Before going "live," users are asked to review and test the updates. The changes are reviewed by the State Chancellor's Office legal counsel to be sure the process is in compliance with federal and state laws, such as the Federal Educational Rights and Privacy Act (FERPA) and SB 1386 (the California Security Breach Information Act), which was created to help stem the incidence of identity theft. Changes are also reviewed by the Office of Civil Rights, if necessary. CCCApply also uses focus groups to test the application's effectiveness and minimize biases.

The online application is provided in both English and Spanish. Confirmation of submission is sent to students via email, with instructions for the next steps, in English or Spanish, depending on which version is used. The telephone registration system is also available in both English and Spanish. The Admissions and Records Office employs bilingual staff to assist with the needs of students who have limited English proficiency.

The Nursing Department received grants in 2006-07 to study the Registered Nursing application process and to compare the process with the State Chancellor's Office model. The Chancellor's Office research identified criteria for successful completion of a nursing program and the state board examination, including overall grade point average, successful completion of the science classes, successful completion of the English requirement and the number of times a student repeated a science course. The formula was then used to determine a cut score. LMC's study found that in the VN to RN transition group, the African-American population had a disproportionate impact at the basic cut score in the formula, possibly due to the small

number of African-American students in that group. LMC's requirement of a 3.0 grade point average may be somewhat higher than the State Chancellor's formula, but the Nursing Department feels the criteria are valid and do not create a bias. The evaluation and selection of incoming nursing students are processed in Admissions and Records; the actual selection is done by lottery from the list of qualified applicants.

Self Evaluation:

The use of the online college application has increased each semester. Comparing the summer/fall 2006 application period to the summer/fall 2007 application period, there was a 17 percent increase in the number of applications submitted online (2.65). With the increased usage, there is also some frustration during the week prior to the start of the term and during the late registration period when online applications cannot be processed in a timely manner. While the applications are uploaded several times a day, the process still requires a staff member to check the data and make corrections or additions to the student information. The director of admissions and records and the lead admissions and records assistant will continue to work with the rest of the District Admissions and Records team to find ways to improve the online application process.

In 2006, the state legislature passed a bill that allowed for the implementation of diagnostic assessment testing for applicants to community college nursing programs in California. The purpose of the legislation was to improve completion rates in nursing programs. Beginning in fall 2008, all students accepted into the registered nursing program at LMC are required to take and successfully pass a standardized assessment test prior to beginning the program. Students who do not pass the test will not be able to start the nursing program in the fall. An individual remediation plan will be developed for each student who fails; the student will have one year to successfully complete this plan. After successful completion of the remediation plan, the student will be guaranteed admission into the nursing program the following fall semester. The Nursing Department and the Admissions Office will continue to review and assess the evaluation and selection process for the nursing programs.

Planning Agenda:

None.

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f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those file are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary:

New and updated student records are backed up on tape every night at the district office. Once a week a backup tape is created and stored at an offsite location. Additionally, the college now has a document imaging system in

place to create an electronic backup of all Admissions and Records documents. Admissions and Records retains student records as required in accordance with Administrative Policy 1900.01 and Title 5, California Code of Regulations, Section 59020. To ensure security, the office also has a unique door lock and keys are given only to Admissions Office permanent staff and Police Services staff.

The college/district follows the policy for release of student records and directory information – Student Services Procedure 3026 (2.66) and Board Policy 3013 (2.67) in accordance with Education Code, Section 76200 et seq and Title 5, California Code of Regulations, Section 54600 et seq. The policy for release of student records and directory information is published in the College Catalog (1.11), the Schedule of Classes (2.2), and on the college website (2.12). Students may choose to be excluded from directory information by filing a "Directory Information Opt-Out Form" available at the Admissions Office or on the college website. Students may also "opt-out" of directory information when they apply online or with the paper application.

Beginning in January 2006, the integrity of student records and final grades was under investigation, due to a breach of security that was discovered in the Diablo Valley College Admissions and Records Office. The resulting investigation uncovered an excessive number of employees who had access to Datatel screens where final grades could be modified. While all of the grade changes took place at Diablo Valley College, eight Los Medanos College students were included in the investigation.

Self Evaluation:

A number of security measures have been initiated to improve the way grade changes are handled in the District. First, the number of employees who have access to the grade change screens has been reduced to 11 district-wide. This number is being evaluated and may still be reduced in the future. Employees who have access to the grade screens are now required to sign and date an "Internal Policy for Grade Change" form (2.68), which outlines grade change policies, computer security measures when logged on to Datatel and potential disciplinary action that will result if the policies are not followed.

In addition, the Director of Admissions and Records at each site now runs a report at the end of every month that lists all of the grade changes that have taken place, by location and operator. It is the responsibility of the directors to review the reports for any irregularities or questionable entries, which are then reported to the district auditor. Additionally, the Admissions Directors now review all incoming grade change submissions which are first approved by an academic dean. Copies of all grade change forms are attached to the grade change reports, which are then sent to the district auditor. Grade change submissions and reporting procedures continue to be under review for uniformity within the District.

While a document imaging system has been in place since 2004, given limited staffing and funding it has been difficult

to maintain the imaging of incoming forms and documents, as well as the imaging of files in the Admissions and Records archive. In the last program review, the need for a dedicated staff person assigned to image records was documented. As a result of a RAP request process in 2007, a half-time classified position, dedicated to document imaging, was approved. The Admissions Office will hire a half-time classified position in order to maintain an electronic backup of all admissions and records documents.

In addition, all three colleges and the District as a whole are investigating the purchase of CCCTran, an internet-based student transcript system, which was designed to deal with the increased challenges of student records security and data integrity, as well as improving the turnaround time between a student's request for and delivery of the transcript. CCCTran will enable all participating community colleges to transfer student transcripts within the state's 109 colleges and among participating UC and CSU systems, as well as other in-state and out-of-state higher educational institutions.

Planning Agenda:

Admissions and Records will implement and then evaluate the policy and procedure changes that are designed to protect the integrity of student grades and evaluate the changes during 2008-09.

II.B.4 - The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

During the past two years, the effectiveness of student services has been evaluated in two ways: through the development and implementation of student learning outcomes (SLOs) and through the work of the Student Services managers and Student Services Planning Task Force. Both processes have involved an in-depth analysis of local and state wide trends and the contributions of multiple representatives of student services programs.

In fall 2006, discussions about the development and implementation of student services SLOs became more focused with the development of the Student Services SLO Committee. Previously, the Student Services Advisory Committee was involved in the planning of SLOs that were generic for all of Student Services.

To date, most of the Student Service programs have developed SLOs that are specific to their departments, based on two common themes:

- Students will demonstrate proficiency in use of online services.
- Students will demonstrate proficiency in self-advocacy.

With the training and assistance of members from the TLP (Teaching and Learning Project) and the SLO Committee, Student Services programs are in varying stages of implementing their respective SLOs, gathering evidence and examining the results, which will contribute to necessary improvements. As of spring 2008, most of the services have completed assessment reports, describing the experience with the initial SLOs and anticipated next steps.

The second review of student support services also began in fall 2006, with year-long discussions among the Student Services managers. The discussions and analysis of campus data, state reports and trends gradually led to interest in expanding the dialogue with others in Student Services. After a full year of review, the managers recognized that a re-engineering and re-organizing of Student Services might be necessary in order to bring about the desired improvements and impacts to services provided to students. To assist in the facilitation of these discussions, an outside consultant was hired to chair the meetings of the newly formed Student Services Planning Task Force and to document the conversations. The Planning Task Force expected to have a plan in place by the beginning of the fall 2008 semester.

Following the completion of the plan for reorganization and the development of a structure for improving the effectiveness of Student Services, goals will be developed for all Student Services programs. These goals will be folded into the development and assessment of student learning outcomes for each department and evaluated at the end of each academic year.

Information about department SLOs and related progress is also a required part of the college program review process. This entire review and update process engages members of individual student service programs in a comprehensive analysis of the effectiveness of each department in meeting student needs. Additional data that is collected and contributes to the program review is student satisfaction survey information.

General perceptions of students' awareness and satisfaction with individual services are gathered at the main campus, as well as at the Brentwood Center. Survey results are reviewed by Student Service managers, task force members, and department members to help determine areas that need to be addressed. Comparing trends with the survey results provides a snapshot of the effectiveness of all of the Student Services programs.

Self Evaluation:

Initial efforts generate interest about the benefits of working with student learning outcomes initially moved slowly in the Student Services unit as a whole. Less student services SLO information available in state workshops and the newness of the project contributed to general confusion about implementation. Gradually, members of the SLO Committee gained a better understanding, thanks in large part to a member of the campus TLP who attended Student Services SLO meetings in 2007. With her assistance and feedback provided by the TLP, the Student Services SLO group continues

to make progress with this effort. SLO Committee members have learned how to modify their assessment instruments, make adjustments in the application of direct and indirect measures and how to use the results to improve the effectiveness of services.

The work of the Student Services Planning Task Force has resulted in some honest and sometimes difficult discussions. The task force is comprised of managers, counselors, classified staff and students and the varying perspectives of these members sometimes makes it difficult to reach common ground. The managers involved in the initial discussions created an idea for a student services organizational framework, with the intent of improving communication, coordination, and integration among the services and removing the "silos" that have developed over the years. Conceptually, the idea has been supported by all task force members. As discussions moved to a more practical level, the non-managers in the group were less interested in discussing abstract ideas and more eager to hear how the plan will affect their day-to-day experience on campus. It is the goal of the managers to provide more concrete terms and examples to make the plan more tangible to the larger task force.

As the program review process has been refined on campus, it too has contributed to a gradual shift within Student Services in the reliance on evidence and assessment results to inform decisions. With the requirement for an annual update to departmental program reviews, there has been greater participation and expanded awareness among members of Student Services as a whole. For example, in the EOP&S program, there was interest in knowing to what degree EOP&S students are aware of other campus resource offices and whether they possess the knowledge needed for self-advocacy. The questions were investigated through a survey that required EOP&S students to identify campus resources by function, as well as to respond to true/false and multiple choice questions. The survey was given to students following EOP&S informational sessions that were held during spring 2007 (2.69). The survey results showed that while the EOP&S program staff are generally effective in preparing students to advocate for themselves, roughly 30 percent of the students appeared to not be fully benefiting from program services – this pointed to a need for further review of the mechanisms used to inform students within this program. As a result of this feedback, the EOP&S program staff have modified the structure and information shared during the student information sessions. Additionally, EOP&S counselors are now more intentional in informing students of the various Student Services that are available.

Planning Agenda:

None.

Standard II C – Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1 - The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary:

The Library
The LMC library supports and complements the college's mission of promoting student academic success by providing students and faculty with information resources, services and instruction. In addition, the library plays a major role in the life of the institution by sponsoring or co-sponsoring intellectual, aesthetic and cultural activities which encourage lifelong learning. (2.70)

The LMC library fulfills its mission through:

- acquiring, organizing and maintaining information resources necessary for current and anticipated instructional programs;
- providing physical and electronic access to materials and information in a variety of formats;
- promoting individual and collaborative learning by providing areas for individual as well as group study;
- collaborating with faculty to develop methods for linking library and classroom instruction;
- sponsoring activities which support intellectual, aesthetic, and cultural awareness;
- teaching students information literacy skills which help them to effectively and efficiently utilize library and other informational resources available to them.

Reading Writing Center
The Reading and Writing Center was initially funded by a Title III grant and designed to provide quality reading and writing support to all students, staff and faculty. It is available to all students needing assistance with their reading and writing assignments and/or understanding the subject matter. The students can receive services by appointment or on a drop-in basis. The center is staffed by faculty, graduate assistants and hourly and full-time classified staff. Services are provided through individual appointments on a one-on-one basis, in small group sessions, in reading and writing workshops or through computer-

assisted instruction. The center also provides reading and writing workshops for interested faculty and monthly meetings for faculty consultants who work in the RWC.

Tutoring
Tutoring is available free of charge to students in a variety of subject areas and levels. The current tutoring program offers tutoring through four models:

- In class tutoring (in English and math developmental education classes);
- In lab tutoring (Business, English, Math and Sciences);
- Categorical Tutoring for EOP&S and DSPS (High Tech Center) students;
- General Tutoring (a small pilot for "open" tutoring began in spring 2008).

All new tutors participate in 10 hours of training at the beginning of the semester, and all tutors are invited to participate in monthly training and support sessions.

Computer Labs
There are currently 500+ computers available for student use in various locations throughout the campus. There are four computer labs available to all enrolled students, including a lab in the library which is also available to the general public. Three of the labs are open on Saturdays. Fifteen other labs are associated with various programs, including one lab in the Career and Assessment Center and another 10-station lab designated for the DSPS program. Four computer workstations are assigned to the Information Center for students to access and/or learn how to use college services available on the web. One computer lab is available for student use at the Brentwood Center; plans are underway to add a second lab at that location. All computer labs have the necessary software and hardware to meet the needs of disabled students.

High Tech Center
The High Tech Center, under the auspices of the DSPS program, provides the necessary accommodations identified through the assessment of DSPS students. The center staff provides alternate media conversions of instructional materials as needed or identified by instructors or students. Test proctoring for students needing extended time is available by arrangement. Tutoring is conducted in the center under the coordination and oversight of the DSPS Tutor Coordinator. Eligible students are instructed in the use of adaptive computer software or hardware installed on the adapted computer stations in the various campus labs. The lab staff also oversees the equipment loan program that allows students to check out tape recorders, CD players and other equipment needed for accommodation.

The center provides individual instruction in the use of online library resources and the use of software and hardware to access those resources. The HTC staff provides training in accessing and using the LMC library website and resource tools. For students needing adaptive software or hardware to access the computer, the alternate media specialist combines library resource access training with training in the use of the specific software or hardware needed. Students enrolled in library courses can receive specialized instruction in the use of

adaptive software or hardware to complete course work.

Self-Evaluation:

Library
With the much anticipated opening of the new library in the summer of 2007, the library has finally been able to provide students with the proper environment that is conducive to study and utilization of resources in support of instruction. The comments from both students and faculty have been overwhelmingly positive. The improvement over the previous library facility cannot be overstated; a few statistics illustrate this fact:

Old Library	**New Library**
30 seating spaces	300 seating spaces
10 computer stations	100 computer stations
1 group study room	5 group study rooms
no wireless access	complete wireless coverage throughout library building
no self-check service	2 self-check stations
9000 sq. ft.	30,000 sq. ft. including an 80 person community meeting room

Perhaps the most important outcome to occur from the move to the new library is the widely voiced comment that it is finally the embodiment of the learning environment that LMC students and faculty deserve. The library has experienced a substantial increase in usage by students using it for studying and looking for information resources in support of class assignments. The librarians have also experienced an increased interest in faculty utilizing the instruction services of the library to support their course objectives. (2.71)

Reading and Writing Center
The number of students using the Reading and Writing Center continues to increase; however, the recent college-wide survey showed that 29 percent of students surveyed did not know about the RWC. The center recently moved to level two of the college complex, which should increase visibility and awareness of the RWC.

Tutoring
In 2005, the need for a more accessible and comprehensive tutoring program at LMC was identified by the Shared Governance Council (SGC). In response to this need, the SGC charged the Developmental Education (DE) Committee with researching approaches to tutoring and bringing recommendations for a new tutoring plan to the council. At the same time, the Hispanic Serving Institutions (HSI) program was funded to develop a new, centralized approach to tutoring on campus. In partnership, the DE Committee and HSI grant staff defined the direction for tutoring and researched effective tutoring practices in higher education. Representatives of departments that used tutors were also invited to join the discussion.

During 2006-07, when the DE Committee and HSI began this work, LMC had a decentralized model of tutoring. Tutoring had no organizational "home" or clearly-defined leadership. At that time, seven departments were allocated $80,000 of college funds, through an application process initiated

by a Tutoring Committee representing departments which utilized tutors. Recommendations were made by the Tutoring Committee to the SGC. In turn, the SGC made recommendations to the president who approved the final allocation.

Each of the departments independently determined how tutors were recruited, trained, utilized and evaluated. The process resulted in inconsistent availability of tutors. Some tutors worked in classrooms, some in labs and some by special arrangement. When tutors were available, there was inconsistency of training, management and assessment. Some departments made extensive use of tutoring, some used it somewhat and others provided no tutoring at all. Therefore, student access to the service was an issue. Overall, it was a fragmented system.

What resulted from the almost two years of research and discussion was a recommendation (2.72) for a centralized program to effectively tutor diverse student populations, which was presented and accepted at the April 2008 meeting of the SGC. This centralized model, which will provide support for students to become independent learners, is based upon research of effective tutoring practices at institutions of higher education. Several questions still remain and are incorporated as research questions for the current academic year.

During the 2007-08 academic year, several of the recommendations were piloted. Over 50 tutors were trained and worked with students in most LMC disciplines – in labs, in classes and in open-tutoring pilots at Pittsburg and in Brentwood. Assessments of the tutoring program were designed and will be implemented during the current academic year. Qualitative reports regarding the tutoring pilot are positive.

Campus Computer Labs

There has been a proliferation of educational program-specific computer labs on campus developed to respond to the increase in the use of computers to assist with instruction and to the dependence of current students on computers to complete their academic course work and to access services. Until the opening of the new library during summer 2007, there was only one computer lab with 30 stations available for all students to use for general purposes; there were many other labs on campus but they were reserved for use by students enrolled in specific classes. There was no consistent policy on the use of labs by students not enrolled in department classes; there are some departments that make their labs available to all students, with priority to department students during peak times and others that do not allow the general student body access. The student survey showed that 73 percent of the students found LMC's labs moderately (33 percent) to very (40 percent) adequate.

The senior dean of information technology, in conjunction with the dean of occupational education and the dean of liberal arts and sciences, convened a task force in the fall of 2007 to develop and recommend a set of uniform policies for computer lab operations. This task force has completed its charge and the policy is posted in all computer labs (2.73).

A major concern is the aging of many of the computers on campus that were purchased with one-time grant funding or the need for upgrade due to new technology that requires more efficient processors. The college does an adequate job of replacing student computer labs, especially in those areas where technology is central to the curriculum. The lab replacement process is now part of the Resource Allocation Process, which is administered by the Shared Governance Council.

High Tech Center
The High Tech Center is designed for a very small targeted population, which explains why only 40 percent of the respondents to the student survey (1.5) were aware of the Center and only 16 percent of the respondents had received services from the center. With 91 percent of the students using the services finding them to be helpful, the HTC is clearly meeting the needs of the targeted student population. The center staff also conducts periodic assessment throughout the semester to make sure that all student needs are being effectively met.

Planning Agenda:

Tutoring
The April 2008 proposal Tutoring/ Academic Support Services at LMC: Proposal to the SGC (2.72) will be implemented beginning in the fall of 2008 and evaluated at the end of the first academic year.

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution**.**

Descriptive Summary:

The Library
The library's print and non-print collection of resources are purchased primarily to support the College curriculum in accordance with the library's *Collection Development Policy* (2.74)**.** The librarians order books, media and other materials based on professional reviews, faculty recommendations, their familiarity with campus academic programs, the subject balance of the collection and the observed use of library materials by students and faculty.

The LMC library has an in-house book collection of almost 30,000 volumes, augmented by an additional collection of approximately 20,000 eBook titles. The library subscribes to 133 in-house periodical titles and 9 newspapers, although the library's major avenue for providing students with access to periodical, newspaper and other electronic resources comes from its electronic database collection.

The library subscribes to 20 online electronic databases which include resources such as *Infotrac Expanded Academic* (which provides access to over 2,500 academic periodicals and magazines); *ProQuest* and *NewsBank Newspapers* (which provides access to

five national newspapers and a number of California newspapers respectively), as well as other valuable electronic databases such as *CQ Researcher*, *Health and Reference Center*, Annals *of American History*, *FACTS.com* and *Gale Literature Resource Center* (2.75).

The library shares its online catalog with the other two campus libraries, Diablo Valley College and Contra Costa College. These two libraries have book collections of 90,000 and 48,000 respectively. Through an interlibrary loan service, LMC students and faculty can readily access these valuable book resources by utilizing a simple request link in the online catalog.

The library's media services collection provides access to a collection of nearly 2,000 library-owned videos and DVDs and a CD collection of almost 500 titles, along with the equipment needed to utilize these resources. As needed, the library's media services staff can also arrange for the preview and purchase of added video resources for faculty from commercial sources.

The library provides students with access to a growing collection of course textbooks. The textbooks in the collection come from titles requested by faculty, students and the library staff who make note of textbooks students frequently request.

The library web site serves as the portal for accessing many of the library resources, such as the online catalog, electronic databases, Internet reference sites, eBooks, library handouts, etc. The new library has almost 100 computer research workstations for student use to access library resources, do Internet research and utilize software such as Microsoft Office.

Faculty are encouraged to submit requests for materials by utilizing the materials request form on the library web page, submitting a materials request card or working with a librarian to select the appropriate resource material to meet a course and/or program objectives.

In addition, every new LMC course and existing course being updated requires a sign-off by a librarian signifying that a faculty member has made contact with a librarian to ensure that the library has adequate resource materials to support the course.

Reading Writing Center

Students who are working on papers have access to computers in the Reading and Writing Center. The computers are upgraded or replaced through the process described above for the campus computer labs. The director and coordinator of the center are constantly researching and obtaining the most up-to-date materials to help students succeed. There are monthly training workshops for all of the center's consultants, often featuring presentations by experts in the field. Faculty members from across the curriculum are also invited to update the center staff on changes to their course curricula or programs. Staff are also encouraged to attend appropriate conferences and workshops.

Tutoring

The current tutoring model does not require equipment. However, for the 2009-10 academic year, the tutoring program and Reading and Writing

Center will be moving to the third level of the "core building." Plans for that facility include all necessary equipment.

Campus Computer Labs
The IT Department has established a standard for all computer purchases (2.76) for the college. Departments or offices requesting computer purchases must purchase through the IT Department which reviews the specifications and ensures that they meet the college standards.

Faculty in the various instructional departments work closely with the IT staff to make sure that the software needed for their students is current and available prior to the start of classes. This cooperative process also helps identify computers that need replacement or hardware upgrades because they can't support the latest software.

High Tech Center
Computers are replaced on a 4-5 year cycle, depending on funding availability. Much of the software is updated through software maintenance agreements. Course-specific software is purchased and installed at the request of instructors and/or students every semester.

Self-Evaluation:

Library
Although the library's in-house print book collection remains small by most published library standards, the collection has nonetheless improved significantly in its ability to meet the needs of the students, especially with the addition of almost 20,000 eBooks. The capability to access the library collections of DVC and CCC through the online catalog continues to be of great value in increasing the availability of book resources for LMC students.

The library purchases most of its eBooks from the Community College League of California consortium (CCLC), which is the same source from which most of the electronic databases are purchased. eBooks can be accessed both on campus and at home over the internet 24/7. Although eBooks do not replace the need for physical books located in the library stacks, they have nonetheless play an important role in bringing the library's collection much closer to the desirable book collection size for community college libraries.

The electronic database collection has been an invaluable resource in providing students access to high quality information resources from journals, newspapers and other databases. These database resources are generally not available through free venues on the internet. In addition to the money received by the library from the state Telecommunication and Technology Infrastructure Program (TTIP) allocation for database purchases, the college has provided money to augment both the book and database collection budget over the last several years through the Resource Allocation Process.

With the ever-increasing cost of textbooks for students, the library's textbook collection plays a positive role in helping retain students who might otherwise drop out because they haven't the money to buy course textbooks, particularly at the beginning of the semester before they have received their financial aid.

Reading Writing Center
The director, coordinator and staff of the center do an outstanding job of ensuring that they are using the most up-to-date and innovative methods to help students achieve academically through the well-developed training program that is in place.

Tutoring
When the Tutoring Program and Reading and Writing Center move into their remodeled space, students will have access to new furnishings and approximately 15 new computer stations.

Campus Computer Labs
The IT staff does an good job of working with the different departments and services and identifying computers that need replacing or upgrading; however, some problems have arisen because replacement of PCs is not systematic, but is done only as needed.

High Tech Center
The staff in the center have done an excellent job of staying current and informed on the latest tools and software available to help students. The staff attend all conferences and workshops that are offered statewide.

Planning Agenda:

None.

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary:

Library
Librarians provide instruction to students in the use of library resources, services and information tools and technology through a number of ways:

1. individual reference interviews and consultations;
2. library/information literacy orientations provided to classes;
3. the teaching of credit library instructional courses;
4. learning community collaborations with various departmental faculty and;
5. through the Ask A Librarian email reference service.

Students have access to a reference librarian during all hours when the library is open. During reference interviews and consultations, librarians help students locate information to do successful research as part of their course assignments. In general, librarians at the reference desk assist patrons in identifying their information needs and locating information resources to fulfill those needs.

During instructor-requested library/ information literacy orientations, students learn to use the library web site as the gateway for searching for resource materials in the library's online catalog, electronic databases, the internet and to acquire broader information literacy skills. Library orientations frequently include general or specialized library assignments to help connect classroom activities with library resources. These assignments are developed by librarians – independently or in collaboration with teaching faculty. (2.77)

Library Studies 14 - Library Research and Information Literacy Skills is the library's one-unit transferable course to teach students basic information literacy skills vital to have in the information age. The course combines library utilization skills, research methods, information technology literacy, the ethical and legal aspects of information use and the critical thinking skills necessary to evaluate information resources (2.78).

The library has also developed a beginning (LIBST 17) and advanced course (LIBST 18) to teach students effective and efficient strategies for searching and evaluating material on the internet (2.79). The ultimate goal in all modes of library instruction is to help facilitate students' academic success and encourage them to become independent lifelong learners.

The librarians are presently working to have the college consider the implementation of an information competency requirement or proficiency for graduating students. Both DVC and CCC already have such a requirement for their students. The librarians are working with the Academic Senate, the General Education Committee and interested faculty on this matter.

The Ask a Librarian reference services provide students with additional avenues for receiving help from the librarians, including the opportunity to schedule a lengthy in-depth research consultation appointment with a librarian to get help locating resources for course research projects or assignments and to get assistance from librarians via email.

Reading Writing Center
Consultants are available to work with students on the use of college library databases and other internet research resources. Computers are available to students who are working on papers in the center.

Tutoring
N/A.

Campus Computer Labs
There is one-on-one assistance for students who seek help with hardware and software issues in the computer labs.

High Tech Center
The High Tech Center provides individual instruction in the use of online library resources and how adaptive software and hardware can be integrated with the use of online library resources. HTC staff provide training in navigating the web to the Los Medanos College library website; explanations about the different library resources and tools are also given, such as the library catalog and electronic databases.

Student understanding is assessed during instructional training by questions and after the trainings students are asked to demonstrate what they have learned by doing online library searches. If a student needs adaptive software or hardware to access the computers, the alternate media specialist combines training in accessing library resources with the use of the specific software or hardware the student needs. Students enrolled in library courses can receive specialized instruction on how adaptive software and hardware can help them complete coursework.

Library
The librarians frequently receive unsolicited feedback from students they help during individual reference interviews and consultations. The feedback has been consistently positive, with students frequently reporting that the help they received from a librarian made a significant difference in the quality of paper they were able to turn in and the subsequent grade they received on the assignment.

Likewise, feedback from students and faculty has been equally positive when librarians have done course orientations to library resources. It is eye opening for faculty and students alike to realize the resources the library has to help them meet their research needs. In an effort to get a more formal assessment of how library instruction is impacting student work, the instruction librarian has initiated a pilot assessment project which assessed students' term paper "work cited" list to determine the effectiveness of library orientation/ instruction in getting students to include more high quality resources in their bibliographies. An analysis of those results thus far showed that students who went through class orientations utilize a greater number of high quality resources in their bibliographies than those students who did not receive these orientations. (2.80)

Library Studies 14 - Library Research and Information Literacy Skills was rewritten in 2006 to incorporate course student learning outcomes based in large part on the now widely accepted information competency standards published by ACRL. The course provides students with the information literacy skills needed to locate, retrieve, organize, critically evaluate, analyze, synthesize, and communicate information in all its various formats. Spring 2008 was the first semester that the library offered the newly revised course. The librarians are still collecting and evaluating data to assess student success in achieving the course-level student learning outcomes. (2.81)

Reading Writing Center
Consultants receive positive feedback from students when they assist them with accessing information from databases available through the library website. They also let students know that they can make individual appointments with librarians for help with research for papers and projects. A librarian participated in the February 2008 training workshop to update consultants on the library's latest website research tools and databases.

Tutoring
N/A

Campus Computer Labs
Currently, there is little formal assessment of the instruction that goes on in computer labs. As the Library and Learning Support Services group continues to mature, assessment of student learning outcomes in campus computer labs will be conducted.

High Tech Center
The High Tech Center Staff assesses student learning during instructional training by use of questions and demonstration of understanding. Students are given the opportunity to ask questions during training. After the training, students are asked to demonstrate what they have learned by doing an actual online library search.

Planning Agenda:

Library
During the 2008-09 academic year, the librarians, in conjunction with the Academic Senate, interested faculty and other appropriate college committees and/or bodies, will explore the need for an information literacy requirement or proficiency.

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary:

Library
The Library is open during the fall and spring semesters Monday through Thursday from 7:45 a.m. to 8:45 p.m., on Friday from 7:45 a.m. to 2:45 p.m., and on Saturday from 10 a.m. to 2 p.m. Students have approximately 300 seating spaces for study and utilization of library resources. The library has five study rooms which students can reserve for small group work and study.

Students can access the library's web page and online information resources from 100 computer research workstations in the library, as well as from all computer labs on campus. Faculty and staff have access to the library's online resources from their office or workstation. Through an easy-to-use off-campus authentication process, both students and employees can access the library's online resources from home or anywhere they have internet access. At the college's campus in Brentwood, students can access the library online resources via the center's computer lab.

The library is working to integrate and imbed the use of library resources into the growing number of hybrid and fully online courses being offered through Blackboard, the course management system used by LMC. Librarians now travel to the Brentwood Center more frequently to conduct orientations for classes offered at that location.

Library handouts provide students with quick access to library information and materials that have been developed within the last few years. Paper copies of these publications are available in the library and can also be accessed and printed from the library web site.

Through the shared district library catalog, LMC students and faculty are provided access to over 185,000 books. Books are delivered to the LMC library from one of the other district libraries through an interlibrary loan service, or faculty and students have the option of going directly to DVC or CCC to check out materials.

Reading Writing Center
The Reading and Writing Center is open Monday through Thursday 8 a.m. to 7 p.m. on the main campus, and Tuesdays noon to 3 p.m. and Thursdays 3 to 6 p.m. in Brentwood. Students can also utilize online consultation Monday through Friday. Students can access library resources from the 11 computers on the main campus RW Center and one computer in Brentwood

Tutoring
Tutoring has been offered in a variety of ways at LMC including in-class tutoring for English and math DE, lab tutoring for business, math, music and biological sciences and for a limited number of other classes. Most of these services are at the Pittsburg campus. Math tutoring services were available at the Brentwood campus.

During the 2007-08 academic year, the Title V grant supported several pilot efforts to expand tutoring services to students both at the Pittsburg campus and at the Brentwood Center. General, drop-in tutoring was offered on Wednesdays from 3:30 to 6:30 p.m. in the Reading and Writing Center at the Pittsburg campus and every Monday and Wednesday from 3:30 to 6:30 p.m. at the Brentwood Center. Additionally, specialized tutoring sessions have been offered for athletes.

Campus Computer Labs
Campus computer labs are open days and evenings and some hours on Saturdays in order to provide access for students.

High Tech Center
Fall and spring semester hours for the HTC are Monday, Tuesday and Friday 8:30 a.m. to 5 p.m. and Wednesday and Thursday 8:30 a.m. to 8:45 p.m. The late nights are chosen to provide access for students who have evening classes.
The High Tech Center has nine computers available for student training. Each computer has internet access and adaptive software. The campus library also has adaptive computer stations available for student use. Once the students have been trained in the HTC, they can complete their research in the library or any other computer lab on campus where they have access. The Brentwood Center has adaptive computer stations available in its open campus computer lab. Students can use the adaptive workstations to access online and other resources.

Self Evaluation:

Library
The LMC student experience survey (1.5) indicated that 51 percent the students felt that the library hours were adequate, with a sizeable percentage of students (40 percent) indicating a neutral or no opinion. The high number of students who stated a neutral or no opinion and those who did not rate the library's hours as adequate reflects the fact that the old library facility suffered from the widely held perception that it was inadequate in terms of space. The old library had approximately 30 seating spaces for individual study and only one small group study room. In addition, the library only provided 10 computer research workstations where students could search the library's databases and the Internet.

Had the student experience survey been done after the opening of the new library, the librarians believe that the survey results would have been much more positive. The new library building has increased study seating to 300 spaces, computer access to 100 computer research stations and there are now five small group study rooms for students to reserve. Both by casual observation, as well as the door counter reports, library use has substantially increased. As of November 19, 2007 the door counter indicated that 49,000

people had come into the library (the new library opened its doors on June 18, 2007).

In addition to the college wide student experience survey, the library also conducted its own internal survey (2.82) in fall 2006 of students who were in classes which typically used the library for study or class assignments. As indicated below, the survey results from this focused sample of students indicated a generally more positive assessment of the library than resulted from the general college wide student experience survey, even though the fall 2006 library survey was canvassing students who were responding to their use and perception of the old library facility.

Below are a few of the questions and responses excerpted from the fall 2006 library survey.

Selected Questions from Library Survey.	**Responses from Students**
How often do you use the LMC library? (Question #1)	81% of the students responded that they used the library either daily, 2-3 times a week, once a week or a few times a semester.
How easy is it to find information in this library? (Question #3)	77% of the students responded that they found that finding information in the library was somewhat easy, easy or very easy.
How often are you successful in finding the information that you seek in this library? (Question #4)	75% of the students responded that they were always, usually or sometimes successful in finding information they were seeking.
How do you rate the helpfulness of the library staff? (Question #6)	74% of the students responded that they found the library staff as always helpful, usually helpful or sometimes helpful.
Have you ever attended a LMC library orientation? (Question #9)	45% of students indicated that they have attended a library orientation.
How satisfied are you with the following LMC library resources: (Book collection, eBook collection, Periodical and Database collection, Media collection. (Question #10)	There was a substantial percentage of students who didn't respond to these questions or who didn't have an opinion on the adequacy of these library resources. This lack of response indicates that the library needs to do a better job of promoting the availability and use of these resources.

To help promote the new library to campus staff, district employees and people in the community, the library had a grand opening on September 5, 2007, to showcase and dedicate the new facility. Well-known poet Jimmy Santiago Baca was the keynote speaker. The new library building received high praise and accolades from all who attended and the event was covered by both the local print and television media.

Students can access online library resources at the Brentwood Center via its computer lab. Presently students at Brentwood still need to come to the main campus to check out books from the library. Because there is no librarian assigned to Brentwood, the college has only been able to provide requested library orientations for only a few course sections at that location.

A librarian now sits on the Distance Education Committee, which should be of great benefit in helping the college implement strategies to insure hybrid and fully on-line courses have access to needed library resources.

Reading Writing Center
The center on the main campus was relocated in March 2008 to a temporary space while the permanent location is being renovated; it will remain at the temporary location for 12-18 months. All of the same support services are available to students at the temporary location. The hours of operation have remained the same because they meet the needs of the student population. Additional hours of service in Brentwood are needed.

Tutoring
Under the Title V grant, the Tutoring Program is piloting efforts to expand services for students at both the Pittsburg campus and the Brentwood Center. The team is also exploring online-tutoring options that would be offered through the new Learning Center structure.

Campus Computer Labs
Through analysis of the results of the student technology survey of 2006 (2.83), it is apparent that many students use campus computer lab computers to complete their online courses.

High Tech Center
In response to requests from faculty and students, the HTC hours were recently expanded to include Wednesday and Thursday evenings. This change has made the center services available to both day and evening DSPS students; no additional requests for expanded hours have been received.

Planning Agenda:

Library
The librarians, in collaboration with other learning support services and the Brentwood Center staff, will secure a permanent space with access to computers for learning support services in Brentwood by fall 2009.

Reading Writing Center
The staff of the Reading and Writing Center will develop a plan for the Brentwood Center that includes a permanent space with additional computer work stations and expanded hours to meet the needs of the students at that location. This plan will be completed by the spring 2009 semester

and implemented as resources become available.

d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary:

Library
The library is secured with a key card access system at all main entrances. All computer equipment in the library's public access areas is cabled down and marked as District property to discourage theft. The campus Information Technology and Services (IT&S) staff installs all hardware and software for the library and protects the integrity of the Library's computers. IT&S also maintains the computer network over which LMC's electronic resources are made available.

The Library's integrated library system (INNOPAC) is shared by the district's three college libraries. The server is housed and maintained at Diablo Valley College. The LMC library staff works cooperatively with the DVC library staff as needed to resolve any problems and to carry out needed regular maintenance activities.

The library has a limited number of laptops that students can checkout from the media services area to be used within the building. Proper identification is required from students to ensure that the laptops are checked out to legitimate LMC students. These laptops are capable of utilizing the wireless access available throughout the library.

All library materials on open shelving are protected with security strips; the 3M Company maintains the security gate. Media and reserve materials are shelved in closed stacks behind the circulation desk.

The library's two computer lab/ classrooms are monitored by library staff and student assistants. Computers in these labs are also cabled down to discourage theft.

Reading Writing Center
The computers in the Reading and Writing Center and the pay-for-print system are maintained by the IT staff. The center has received Resource Allocation Process funds to update and maintain equipment.

Tutoring
N/A

Campus Computer Labs
There are two computer center technicians and a number of instructional computer laboratory coordinators who oversee the day-to-day operations of campus computer labs. While the IT Department helps procure and image the computers, the daily operations of the labs are left to the staff who ensure that labs are open and accessible during designated hours and that the equipment and facility are both secure. Computer labs are upgraded regularly; such upgrades are part of the Resource Allocation Process through the shared governance process.

High Tech Center
The High Tech Center has at least one full-time permanent employee present during operating hours who oversees the lab and maintains the security of equipment. After hours, the lab is physically closed – all entrances and exits are locked. Police Services is advised not to allow any students entry to the lab during closed hours without supervision and the expressed consent of the DSPS Department.

Self-Evaluation:

Library
The measures taken in the library adequately provide for the effective maintenance and security of the facility's resources and equipment. The library has taken reasonable steps to ensure the security of its equipment and resources with appropriate locking of materials, computers, LCD projectors and classrooms.

Reading Writing Center
The technology in the Reading and Writing Center is effectively maintained and secured by the current college resources.

Tutoring
N/A

Campus Computer Labs
Campus computer labs are accessible, but security of equipment is safeguarded by staff. As a result, there has been little theft or loss of equipment in computer labs.

High Tech Center
The High Tech Center staff report that its facilities and equipment are adequately maintained and secured under current arrangements.

Planning Agenda:

None.

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary:

Library
The library is a member of Online Computer Library Corporation (OCLC), which allows LMC to participate in its shared cataloging system. Downloading cataloging records from OCLC enables the library to make available cataloging records for books purchased very quickly. OCLC's database is extensive and provides cataloging for 99 percent of the material added to the library collection.

The library is a member of the Community College League of California (CCLC) for consortium pricing on its electronic subscription databases. All of

the electronic databases have standard licensing agreements negotiated through the consortium.

The license with Innovative Interfaces for the integrated library system (online catalog and modules for circulation, cataloging and reports) is at the District level, since it is shared by all the college libraries.

The LMC library participates in a locally negotiated informal agreement with California State University East Bay library to allow LMC students to check out books from its library. (2.84)

Reading Writing Center
N/A

Tutoring
N/A

Campus Computer Labs
N/A

High Tech Center
The LMC High Tech Center collaborates with Diablo Valley College and Contra Costa College in the purchasing of magnification and screen reading software. The software is purchased through a district-wide site license at a substantially reduced price.

Self-Evaluation:

Library
The library's long standing participation in the OCLC cataloging utility as been very successful and without any major problems. The system has proved to be both reliable and invaluable to the library's goal of making resource materials available to students and faculty as soon as possible.

The purchasing of the library's databases through the Community College League of California (CCLC) has likewise proved to be a successful undertaking. CCLC consortium's director keeps the member libraries well informed regarding due dates of payments and new database products which become available for preview and purchase.

The ability to checkout books from California State University East Bay library is not frequently used by students, but the resource does exist for those who need to expand their resource exploration beyond what the college and/or the other two district libraries can provide.

High Tech Center
The High Tech Center is continuing to explore collaborative opportunities with other colleges in the District.

Planning Agenda:

None.

II.C.2. - The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

The Library and Learning Support Services (*Library, Reading Writing Center, Campus Computer Labs, and High Tech Center)* group began meeting during the latter part of spring 2006 to develop a broad set of student learning outcomes for students who use various campus library and learning support services. This meeting of Library and Learning Support employees was initially an ad-hoc gathering to develop broad SLOs, but it was subsequently designated as a sub-committee of the Teaching Learning Project and empowered to coordinate the creation of program-specific SLOs for each of the Library and Learning Support services and to provide support for the services to undertake assessment projects. (2.85)

Presently the various Library and Learning Support Services are in different stages of developing program-specific SLOs and pilot assessment projects – the Library, Reading Writing Center and Math Lab are the furthest along. The Library and Learning Support Services Committee is co-chaired by two faculty librarians. The agreed-upon overarching SLOs for Library and Learning Support Services are:

LMC students utilizing various Library and Learning Support Services will:

1. Access and effectively utilize available campus Library and Learning Support Services.
2. Apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.
3. Demonstrate information competency skills needed to meet the research demands of academic course work and life-long learning.

Library

The library participates in the campus wide program review process; the last major program review was completed during fall 2006. Thereafter, the library annually updates its program review as required by the college wide planning process. Based on the last major program review, the library generated the following questions to guide its efforts in better serving the needs of students and faculty.

1. Are the library's resources and services adequate to meet the needs of students and faculty?
2. How effective are library orientations in teaching students the use of library resources?
3. How can we encourage a greater use of the library by students, faculty and community?
4. How should we proceed in our efforts towards an information competency requirement?
5. How might we realign functions and job duties of library faculty and staff to make the library a more effective learning support service?
6. What collaborative pilot projects might library faculty pursue with interested classroom faculty to integrate library/information literacy skills into classroom instructional objectives?

The program review process, as well as the campus assessment efforts, required the creation of library program-

level SLOs to help guide the priorities of the library and to provide measures of what students gain from utilizing the resources, services and instruction the library provides. Here are the library's program level student outcomes (PSLOs):

As a result of interacting with the library, students will be able to:

1. Use information resources available through the library in support of class assignments and course instructional objectives.
2. Demonstrate a knowledge and utilization of the broad range of library resources and services available (i.e. interlibrary loan, remote access to databases, eBooks, Ask a Librarian etc.).
3. Utilize the library as a resource center for independent study and lifelong learning.
4. Acquire needed information competency skills. These skills entail demonstrating a proficiency in locating, retrieving, organizing, critically evaluating, analyzing, synthesizing, and communicating information in all its various formats.

Reading Writing Center

Student Learning Outcomes have been developed in conjunction with the Library and Learning Support Services Committee. In spring 2008, the Reading and Writing Center developed service-level outcomes and an assessment plan for fall 2008. The center has completed evaluations which focused on meeting the needs of students and improving success. Evaluations included: student satisfaction surveys; a study of students in Philosophy 2 classes who use the RWC; a Developmental Education study (October 2007) which looked at RWC usage by students of color in English 60, 70, 90 and 100; and a study using Reading Apprenticeship and the RWC (spring 2008) to see whether students' attitudes and perceptions toward reading changed (2.86, 2.87, 2.88).

Tutoring

Evaluations have been conducted for all departments working with tutors and reported yearly to the Tutoring Committee. These evaluations have included numbers of tutors and tutor hours, and student and faculty satisfaction. As a program of the Library and Learning Support Services Committee of the TLP, draft program-level student learning outcomes have been developed in conjunction with this group:

Students will:

- Access and effectively utilize tutoring services.
- Become independent critical thinkers.
- Demonstrate competencies gained through utilization of tutoring services to academic coursework and assignments.

Campus Computer Labs

As the Library and Learning Support Services Committee matures into conducting widespread assessment of student learning outcomes, program-level and lab-specific learning outcomes will be developed and used as the basis to assess campus computer labs.

<u>Self-Evaluation:</u>

Library

Strategies to address library questions generated by the program review

process are currently underway and their status:

Adequacy of library's resources and services to meet the needs of students.
The librarians use various means to determine the adequacy of library resources needed by students:

1. The Curriculum Committee process requires that all new and updated course outlines get the signature of a librarian. The librarian signature signifies that the course outline author or designee has met with a librarian to assess what library materials are needed to support the course. In general, this sign off process has proved to be of value, but all too often the faculty wanting signatures on course outlines come to the librarian at the last minute. On the positive side, the librarians are able to follow up with instructors to have a more in-depth conversation about library resources once the rush of getting the course outline to the committee has subsided.
2. Through helping students at the reference desk with research questions, the librarians are made aware of the kinds of information resources students are seeking for course assignments. To insure that the proper resource materials are ordered, librarians also contact faculty to get further input on resource materials the library is considering purchasing in support of student research assignments.
3. Using standard book review resources, librarians regularly order books, periodicals and other resource materials to meet the research needs of faculty and students and to ensure a balanced library collection. Faculty are also encouraged to submit book and periodical requests to the library for purchase.

Effectiveness of library orientations in teaching students the use of library resources.
With the hiring of an instruction librarian for fall 2007, LMC initiated a more formal assessment effort to determine the effectiveness of the library orientations that are provided to classes. The library started its assessment effort with English 100 (College Composition) because this course requires a formal research paper and the English faculty have asked that the librarians be formally included in the research component of the course.

The data generated thus far indicate that students who go through a library orientation generally include more library-based resources (books and periodical databases etc.) in their research papers. This is significant because information from the library's book collection and subscription databases represent a higher quality of information for students doing research than relying solely on information they "GOOGLE" from the internet. Instructors frequently and explicitly tell students that they are not to include information from Wikipedia and other questionable internet resources. Thus students' use of high quality resources available through the library helps support the instructional objectives of courses and instructors. (2.89)

Encouraging a greater use of the library by students, faculty and community.
With the move to the new building, the library has experienced a significant increase in use, both by individual students using the library for study and research and by instructors who schedule library orientations for their classes. (2.90)

Also contributing to the increasing regard for the library has been the two new library faculty who were hired in fall 2007. Both the new faculty members have shown themselves to be energetic, service oriented and eager to make the library a central part of the college's educational mission. Adding to the positive perception of the library is the involvement of the librarians on several campus committees. Through this regular contact and interchange with classroom faculty from several departments, the librarians are able to promote and encourage the utilization of the library in support of various campus initiatives.

The library's visibility has been further increased because of its sponsorship of cultural events highlighting prominent writers and poets. In addition, the LMC library was the recipient of a Big Read grant sponsored by the National Endowment for the Arts to encourage a renewed interest in reading and literature. (2.91)

The new library building also houses the campus art gallery. This new setting for the gallery provides an increased level of visibility and access for this valuable cultural resource.

The library has initiated a "Friends of the Library" group to promote development of the LMC library as a center for learning, study and research for students and faculty and as a cultural resource for members of the community in general. By joining the Friends of the Los Medanos College Library, community residents have borrowing privileges at the library and have the opportunity to provide support for the library, particularly through enhancing the collections and services it provides. (2.92)

Realignment of functions and job duties of library faculty to make the library a more effective learning support service.
In spring 2007, in anticipation of hiring two new library faculty to replace retiring librarians, the functions and job duties of all full-time library faculty positions were realigned to more clearly delineate the responsibilities of each librarian position in order to better serve both the functioning of the library, as well as the needs of students, faculty and the college organizational structure. The three library faculty positions were restructured as:

1) electronic and technical services librarian,
2) instruction librarian,
3) and reference and public service librarian. (2.93)

Efforts toward an information competency requirement.
The librarians keep abreast of continuing efforts to advance the implementation of information competency in California community colleges through attending conferences, workshops, reading and participating in listserves focusing on information competency.

Locally, the librarians are working with faculty and other college constituencies to garner support for the consideration of an information competency requirement. Individually, librarians are members of key campus committees such as the General Education Committee, Academic Senate, Curriculum Committee and Teaching Learning Project, which will be key allies as consideration of information competency. Presently both DVC and CCC have implemented an information competency requirement for their associate degrees.

The librarians have made gains in getting faculty acquainted with the concept of information competency and integrating aspects of those competency standards into courses. The most progress has been made with English courses. The use of the library was also officially integrated into the CSLOs of the transfer English 100 course outline in fall 2007. The use of the library and some aspect of information competency will also be integrated into the two developmental English courses below English 100. (2.94)

<u>Collaborative pilot projects between library faculty and classroom faculty to integrate library/information literacy skills into classroom instructional objectives.</u>

The formal integration of library/ information literacy skills into faculty classroom instructional objectives is an ongoing process. Among the strategies implemented thus far are:

1) The librarians have been officially integrated into the teaching of research skills for all sections of English 100.
2) Librarians are working with English Department faculty to integrate the use of the library into developmental English 70 and 90 courses.
3) Guided research instructional assistance is available to instructors who bring their class in to the library to work on a course-specific assignment and would like to have a librarian available to act as a research consultant for the class. The LMC librarian leading the session consults with individuals or groups and gets them connected with the resources they need. During the guided research sessions, librarians also help students evaluate the information they are finding and determine what is appropriate for an academic project.
4) Library orientations are provided for various courses across the curriculum in lecture format utilizing the library's instructional lab. Students are led though the different tools and resources available to them in the library. (2.95)
5) Course-specific library assignments are provided to instructors who would like to have their students become familiar with library resources through a self-paced library worksheet. (2.96)
6) An instructor may request that a librarian provide a series of mini library instructional sessions to their students over the course of the semester.

7) In the newly-revamped campus tutoring program, librarians will become one of the suggested resources students will be encouraged to utilize.

Library Program Level Student Outcomes.

The 2006 program review process required that each organizational unit choose one of its PSLOs to assess. The library selected:

"As a result of interacting with the library, students will be able to use information resources available through the library in support of class assignments and course instructional objectives." The library chose to assess the effectiveness of library orientations in helping students working on English 100 research papers. (2.89)

Reading Writing Center

In response to student surveys, the Reading and Writing Center has adjusted hours at the main campus and piloted a Reading and Writing Center in Brentwood. Online consultation was also instituted to provide students more access to the services. When evaluation studies are complete, they are shared with the Developmental Education Committee and the Library and Learning Support Services Committee to discuss the results and suggest any changes or generate additional research questions. This process has been an effective way to disseminate the information from these studies.

Tutoring

Assessments for the tutoring program are currently being designed and will be in place for the 2008-09 academic year. Results of the assessment will be used for program improvements. Results of the tutoring assessment and improvement plans will be reported to the campus annually.

Campus Computer Labs

Since most of the staff responsible for providing services in the computer labs are non-faculty, it will take additional professional development to introduce the concept and process of SLOs and their assessment to this group.

Planning Agenda:

Reading Writing Center

RWC staff will provide professional development on ways to utilize the center for faculty and students, including a FLEX activity on writing clear assignments and connecting students to the RWC for reading and writing needs.

Campus Computer Labs

The Library and Learning Support Services Committee will work with the professional development committee to offer targeted professional development in SLOs and their assessment to campus computer lab staff by spring 2009.

STANDARD TWO – EVIDENCE

2.1 TLP Next Steps in Institutionalizing Assessment
2.2 Fall 2008 Class Schedule
2.3 COOR Online Supplement
2.4 DE Position Paper on Online Instruction
2.5 Responsibilities & Expectations for Online Instruction
2.6 Best Practices for Online Instruction
2.7 Blackboard Handbook
2.8 Three Year Plan for Online Instruction
2.9 Academic Senate Minutes – October 2006
2.10 COOR Form
2.11 District Report to Governing Board on Number of Courses with SLO's
2.12 Nursing Pilot Assessment
2.13 Library Learning Support Assessments (Reading/Writing Center and Math Lab)
2.14 Program Review Annual Updates Binder – Fall 2007
2.15 Assessment website - http://www.losmedanos.edu/intra-out/tlp/default.asp
2.16 Curriculum Committee Handbook
2.17 Curriculum Committee Membership list
2.18 Academic Senate Minutes – Funding for Curriculum Coaches
2.19 Program Approval Process
2.20 Occupational Education Advisory Boards List
2.21 Program Review Forms
2.22 Program Review Binder
2.23 State Approval for Engineering, Environmental Science, Humanities, PTEC Programs
2.24 Degree Requirements
2.25 Counseling Handout – GE/Graduation Requirements
2.26 Position Paper – Philosophy of General Education
2.27 Program Review Process – Fall 2006
2.28 Occupational Education Committee SLO's Document
2.29 Success Rates External Certification Exams
2.30 Misc. Program Brochures
2.31 Orientation Schedule/Agenda
2.32 Course Syllabi – Examples
2.33 2007-2008 College Catalog
2.34 List of Transferable Course/Transfer of Credit Policy
2.35 Program Discontinuance Process
2.36 UF Contract
2.37 Honors Program
2.38 Web Traffic Statistics
2.39 List of Publication Awards
2.40 Governing Board Policy 2018
2.41 Student Services Procedure 3027
2.42 Student Code of Conduct
2.43 Faculty Evaluation Process
2.44 Academic Integrity Policy
2.45 Grievance Procedure
2.46 No Smoking Policy
2.47 Non Discrimination Policy
2.48 Student Handbook
2.49 Student Athletes Handbook
2.50 District/College Policies re: Sexual Harassment and Drug Free Workplace
2.51 Annual Student Survey – Brentwood Center
2.52 CA Community College System Review of Categorical Programs
2.53 WebAdvisor Link - http://www.4cd.net/webadvisor/
2.54 Student Services Task Force Documents

2.55 EOP&S Online Application Link - http://www.losmedanos.edu/studentservices/eops/default.htm
2.56 Puente Transfer Statistics Compared to Overall LMC Population
2.57 Facilities Master Plan
2.58 IDEA Initiative Assessment
2.59 Counseling Mission Statement
2.60 Counseling Department Guidelines
2.61 Crisis Intervention Manual
2.62 2007 High School Counselor Conference Evaluations
2.63 Disparate Impact Study of Assessment Scores (2003)
2.64 Online Application link - http://www.losmedanos.edu/courses/application.htm
2.65 Online Application Statistical Comparison 2006 to 2007
2.66 Student Services Procedure 3026
2.67 Board Policy 3013
2.68 Internal Policy for Grade Change
2.69 2007 EOP&S Student Survey
2.70 Listing of intellectual, aesthetic and cultural activities sponsored or co-sponsored by the library
2.71 Log of scheduled orientations and tours
2.72 Tutoring Proposal
2.73 Computer Lab Use Policy
2.74 Library Collection Development Policy
2.75 Library Website Database
2.76 IT Computer Purchase Standards
2.77 Library assignment – samples
2.78 Library Studies 14 – Syllabus
2.79 Library Studies 17 & 18 – Syllabi
2.80 Instruction Librarian Assessment Project
2.81 Library Studies 14 COOR – revised
2.82 2006 Library Survey
2.83 Student Technology Survey 2006
2.84 CSUEB University Library Community College Student Borrowing Privileges and Policies
2.85 Library and Learning Support Services Committee Meeting minutes
2.86 Evaluation: RWC Study of Students in Humanistic Studies 2LS
2.87 DE Study re: RWC Usage by Students of Color
2.88 RWC and Reading Apprenticeship Study on Changing Perceptions and Attitudes about Reading (spring 2006)
2.89 Library Orientation Assessment Project and Data for English 100
2.90 Door count statistics
2.91 To Kill a Mockingbird/Big Read schedule of activities
2.92 Friends of the Library organization
2.93 Librarian Job Description/Division of Duties
2.94 English 100 COOR
2.95 Library Orientation Guides
2.96 Student Library Assignments – samples

INSERT TAB – STANDARD THREE

STANDARD III – RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad education purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III A - Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 - The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary:

The college follows all District-established hiring processes, which are designed to be clear, fair and well documented. All faculty and academic managers must meet the standards set forth in the current Minimum Qualifications for Faculty and Administrators (3.1) in California Community Colleges. LMC requires the same qualifications for full-time, part-time and substitute faculty members. For most faculty positions, the college uses only the state minimum qualifications in order to attract the largest possible applicant pool. Occasionally, departments require additional locally-determined minimum qualifications for specialized faculty positions. Qualifications for classified staff and managers are included in Governing Board approved job descriptions. All minimum and desirable qualifications are clearly job related.

The District and college have established procedures (3.2) to hire

highly qualified individuals who will respond effectively to the educational needs of a diverse student body and contribute to the ability to meet the institutional mission and goals. All college participants in faculty hiring are required to undergo training once every three years in order to serve as committee members. Full-time academic job openings are advertised widely in print publications and on the world wide web. Classified positions are advertised in the East Bay. Job announcements are available in the Human Resources offices (District and college), sent to those who express interest, on the internet, or through the mail. Selection committees have input into the creation of all job announcements, which are then reviewed by college management and District Human Resources personnel.

In addition to the state-mandated minimum qualifications, teaching effectiveness, ability to contribute to LMC's mission and sensitivity to diversity are qualifications for all instructional faculty positions. The "match" between the finalists and the college mission is emphasized by college management in the final hiring interview.

Following a nation-wide search, separate trained committees screen the applications and interview candidates, based only on the stated job-related qualifications. Teaching demonstrations are included in the screening interviews for instructional faculty. Committees also include questions about educational philosophy and effective teaching methods.
Based on District personnel procedures (3.3) and the United Faculty contract (2.36), faculty play a primary role in the selection of their peers. The instructional department doing the hiring takes the lead in staffing the respective committees. Applications are screened by a committee composed of at least two tenured faculty members. Screening interviews are conducted by a committee of two to five tenured faculty members and an academic manager. Committees sometimes include classified staff and/or students as non-voting members. The committee develops its questions, the teaching demonstration topic and rating sheets and criteria. At the end of the process, the college president reaches consensus with that committee on the candidate to be recommended for hire to the Governing Board.

Degrees held by full-time faculty, classified staff and managers are listed in the College Catalog (1.11). The hiring policy requires that all degrees are from institutions "accredited by one of the six regional accrediting agencies recognized by the Council on Post-secondary Accreditation and the United States Secretary of Education." Official transcripts are required before Governing Board action. Applicants for faculty and academic management positions who hold degrees from non-U.S. institutions are required to go through the equivalency process. The applicant bears the responsibility to document equivalency to accredited U.S. institutions. Firms such as Educational Records Evaluation Service and International Education Research foundation are used to evaluate foreign degree equivalency.

Self Evaluation:

The college adheres to District selection processes, which are based on good personnel practice. LMC gets few complaints about the hiring process from disappointed applicants or employees. College personnel generally have a positive view of hiring, although there are some concerns about the time consuming and/or lengthy nature of the process. The process has not been reviewed at the District level for a number years – the last revision of the Uniform Selection Guide was in 1997 (3.4). Minor process changes have been made, based primarily on legal directives from the State Chancellor's Office.

In terms of faculty, the outcome of the hiring process is clearly positive based on student survey results regarding instructors' quality of teaching and subject matter competence. For all employee groups, the turnover rate at LMC is low and there are very few terminations, indicating a good match between new employees' qualifications and their job responsibilities.

The college and District actively recruit under-represented applicants. However, some applicant pools are not as diverse as the college would like to see.

LMC has had some difficulty in recent years in attracting enough applicants for certain academic disciplines, i.e. nursing and process technology, and for some classified and management positions. In some cases, District salaries are simply not competitive. It is also increasingly difficult to find qualified part-time faculty in some curricular areas.

Criteria used by departments and management generally result in the hiring of effective faculty members – surveyed students (1.5) gave instructors high marks for the general quality of teaching and, more specifically, for presentation of controversial material, subject matter competence, encouraging an open classroom environment, motivating students and being accessible to students.

District and college processes (3.2) and the United Faculty contract (2.36) guarantee a primary role for faculty in the selection of new instructors.

The requirement that the college accept only degrees from accredited institutions – or the equivalent – is always met. The College Catalog (1.11) listing of degrees supports the finding that LMC has hired well-qualified employees.

Planning Agenda:

None.

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary:

All new classified staff serve a 12-month probationary period. They are evaluated at the end of the third, sixth and eleventh months of service. Permanent classified employees with fewer than five years of service are evaluated at least once annually and may be evaluated more frequently "for good cause." When a classified employee receives a promotion, s/he is placed on probation and is again evaluated according to the new six month employee timeline. Classified employees with five years of service may be formally evaluated with proper notice. The Business Office notifies the supervising manager when classified evaluations are due and follows up to see that the evaluations are completed.

The supervising manager is required to discuss the evaluation with the classified employee. The Local 1 contract (3.5) requires that "any negative rating shall include specific recommendations for improvements and provisions for assisting the employee in implementing any recommendations made."

Probationary full-time faculty are evaluated during their first, second, third, fifth and seventh semester. Tenured (regular) faculty are evaluated every three years. Part-time faculty are evaluated during the first semester and at least once every six semesters thereafter. The Office of Instruction maintains a database that tracks the evaluation of all faculty (3.6). Office staff send a packet to the evaluation chairperson at the beginning of the semester and follow up to ensure completion of the process.

An appendix of the United Faculty contract (2.36) describes the process as follows: "Guidelines for faculty evaluation were developed by United Faculty, Academic Senate and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria." The process is essentially peer evaluation by tenured faculty, although an academic manager sits on the committee for probationary full-time faculty. Evaluation performance criteria focus on demonstrated competence in the classroom or student services assignment and participation in other professional responsibilities. Criteria-based evaluation by students is part of the process, as is a post-evaluation conference between the committee and faculty member being evaluated.

New managers are evaluated at six months, eleven months, two years, three years and five years. Veteran managers are evaluated every three years. Evaluation criteria are stated in the Management Personnel Manual (3.7). The process includes input from classified staff, faculty and other managers. The Office of the President is responsible to track and ensure completion of the management evaluations.

Self Evaluation:

Evaluation of each employee category is systematic and conducted at stated intervals, as per legal requirements, bargaining unit contracts and the Management Personnel Manual (3.7).

Written criteria exist for all employee groups and are the basis of the evaluation processes.

The stated purpose of the evaluation processes for all employee groups is to assess effectiveness and to encourage improvement. Improvement plans have been developed and implemented occasionally to assist employees who were having difficulty. Various professional development activities are also available to assist employees in improving job performance. Actions taken following evaluations are formal, timely and documented, usually in the employee's personnel file. New faculty who participate in the orientation to the evaluation process generally state that it is helpful. Faculty also report that receiving feedback from evaluation committees is a positive experience.

Planning Agenda:

None.

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary:

The faculty evaluation process is criteria-based. The general criterion for teaching effectiveness and the achievement of student learning outcomes is to "demonstrate competence in performing classroom procedures and other responsibilities included in the teaching load assignment." Faculty are evaluated on 14 specific criteria related to good teaching. Instructors are also evaluated on participation in non-classroom professional responsibilities, participation in professional growth activities and respect for the rights of students (3.8).

Instructional faculty have primary responsibility for academic program review and writing/updating course outlines of record. During the past three years, both of these activities have required instructors to identify SLOs and develop measures/plans to assess them.

Self Evaluation:

Evaluation criteria clearly emphasize teaching effectiveness – faculty are required to present material that conforms to the course outline; display subject matter expertise; present controversial matter in a balanced fashion; regularly assess the teaching-learning process and modify strategies as necessary; and conduct classes in a way that stimulates critical thinking.

The current evaluation process (3.8) (including the criteria) was negotiated with the United Faculty in 1990, many years prior to the advent of SLOs and assessment in California. There have been informal discussions between District management and the union to update the evaluation criteria, but those negotiations have yet to occur.

On a more individual level, many LMC faculty have incorporated identification of SLOs and their assessment into course planning and implementation.

College faculty developed institutional-level learning outcomes for general education, occupational education, developmental education, student services and library/learning support services. Program-level learning outcomes, and a plan to assess them, were developed by departments as part of their Program Review. Course-level learning outcomes are developed by faculty with disciplinary expertise. The Curriculum Committee now requires SLOs and a plan to assess them as integral parts of course outlines.

As part of the Program Review process, instructional departments were provided data such as student retention and success by course – indirect measures of SLO attainment. The instructional deans also reviewed the data and asked the departments to respond to specific questions that were based on the information. The process was designed to engage faculty in a discussion of outcomes for students, as part of the Program Review process.

Planning Agenda:

None.

d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary:

The District's Employee Code of Ethical Behavior, Human Resources Procedure 1040.08 (3.9), states: "The conduct of District employees as public employees shall be worthy of the respect and confidence of the community we serve. Employees must, therefore, avoid conduct which is in violation of their public trust or which creates a justifiable impression among the community that such trust is being violated…" What follows in the procedure is a list of specific "do's and don'ts" for ethical employee conduct. The procedure concludes with the statement: "Violation of this code could subject an employee to disciplinary action up to, and including, termination." Other written policies involving employee ethics are: Academic Freedom (3.10); Freedom of Expression (3.11); Unlawful Discrimination (2.47) (includes sexual harassment); Equal Employment Opportunity (3.12); the District's Conflict of Interest Code (3.13); the prohibition of "employee participation in applicant selection process of relatives and household members"; and Drug-free Workplace (2.50).

Self Evaluation:

The District has a written code of professional ethics (3.9). In general, college employees follow the code and interact with each other and with students on a professional basis. When employee disagreements have arisen, the departments and/or management have responded, including bringing in outside consultants in two cases, in order to re-establish professionalism.

Planning Agenda:

None.

III.A.2 - The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary:

LMC employs 106 full-time faculty, 96 permanent classified staff and 14 managers (several positions are vacant).

The college's allocation of full-time faculty is determined by the Box 2A process ("faculty staffing discussions" section of the Uniform Selection Guide) (3.4), which was an agreement among the Academic Senates, United Faculty and management in 1990, in order to implement the AB1725 hiring reforms. In October, faculty leaders and college management prioritize departmental requests to hire full-time faculty, based on previous and projected resignations and retirements and the documented need for "growth positions." Then, at the District level, staffing decisions occur among the chancellor, college presidents, Academic Senate presidents and the United Faculty president. The group considers allocations based on "staffing assessments submitted by each college, full-time/part-time staffing ratios, college growth projections and other factors." During recent years, the process has allocated all "replacement" positions to each college and a few "growth" positions.

For classified staff, Business Procedure 18.03 (3.14), Guidelines for College Classified Staffing, is supposed to determine the allocation. However, during the mid-1990s, classified positions were cut at each college, due to budgetary constraints. Since that time, some classified positions have been added. However, LMC is 8.59 FTE under what the Business Procedure formula would provide. Some years ago, the college augmented what the District provides using Partnership for Excellence funds; more recently, grant funds have been used to employ additional classified staff.

The president has reorganized the management structure twice during the past five years. District directives have precluded increasing the number of managers, however.

Self Evaluation:

Faculty and management leaders agree that the college needs more full-time faculty. Although the number of full-timers has increased in recent years, the increase in many disciplines has not kept pace with the growth in enrollment. Some departments face increasing difficulty in finding qualified part-time faculty. In terms of intra-district equity, LMC generates more FTES than Contra Costa College with significantly fewer full-time faculty. At the District level, based on AB1725 mandates on the ratio of full- to part-time instructors, the CCCCD exceeds the state-mandated "maintenance of effort" target.

There is also general agreement on campus about the need for more permanent classified staff, based on enrollment growth. The District is in the

process of developing a new classified allocation formula/process, which will lead to additional positions for LMC. The plan was to recruit for what may be as many as seven new positions, during the 2007-08 academic year.

College leaders report that in general it has been difficult to get authorization to hire additional faculty, classified staff or managers, given the District's significant fiscal problems a few years ago.

Planning Agenda:

The college president and faculty organizations will work with the District to address the under representation of full-time faculty at LMC (compared to the other two colleges in the CCCCD).

III.A.3 - The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary:

The District systematically develops personnel policies and procedures that are available to employees and the public, either in the Human Resources Procedures (3.15) binder or on-line. Policies and procedures go through the District Governance Council before being approved by the Governing Board and/or District management.

Based on Board Policy 2001, Nondiscrimination Policy (2.47), the college and District are committed to equal opportunity. Central to the policy is the statement that the CCCCD "is committed to nondiscrimination." The related Human Resources procedure notes that "personnel actions dealing with recruitment, appointment, promotion, transfer, employee training and development are of critical importance to the success of the District's nondiscrimination procedures that ensure equal employment opportunity."

The Uniform Employment Selection Guide (3.4) was developed to ensure that hiring procedures guarantee fairness to all applicants. All selection procedures are designed to be job related – "there shall be no artificial barriers in the position requirements." The guide requires that minimum and desirable qualifications "must relate to the knowledge, skills, abilities and personal characteristics needed to perform the tasks, duties and responsibilities as stated in the official position description." College managers and District Human Resources personnel review job announcements and application materials to ensure that they meet the guide's requirements.

Faculty and management positions are announced nationwide; classified positions are publicized in the East Bay. Announcements are placed in both general and targeted publications and on the internet in order to get as large and diverse an applicant pool as possible.

All participants in the faculty selection process are required to complete a hiring workshop at least once every three years, which emphasizes fairness. Specific orientations are also held for participants in the selection process for classified and management positions.

Self Evaluation:

The college follows the District's written hiring policies and procedures, which are found in the Human Resources Procedures Manual (3.15), Uniform Employment Selection Guide (3.4) and relevant portions of the Local 1 (3.5) and United Faculty (2.36) agreements. Compliance is assured by District Human Resources, the college director of business services and the designated "hiring manager."

Hiring committee members are well trained and comfortable in their roles in the process. They use only job-related criteria to evaluate all applicants. Hiring processes are completed in a timely manner, almost always resulting in an offer to a well-qualified candidate.

The college receives very few complaints alleging unfairness and/or irregularities in its hiring processes.

Planning Agenda:

None.

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary:

Human Resources Procedures 1040.01 and 1040.02 – Protection of Confidential Data and Personnel File Contents (3.15) – provide for the protection of personnel records and specify what can be placed in the official personnel file. The procedure and the two collective bargaining agreements stipulate that employees have the right to examine their personnel files.

The one official personnel file for an active employee is maintained on campus. Personnel files at LMC are stored in locked file cabinets and access to them is strictly limited. Employee access to the information is "strictly limited to business need."

Self Evaluation:

The college Business Office maintains secure employee personnel files. The college human resources assistant is responsible for the files and their contents. Only authorized personnel have access to personnel records. There have been no instances in which personnel files have been misused or misplaced.

Electronic personnel information is maintained in the District's Datatel system. District Information Technology has installed appropriate measures to protect the confidentiality of the data.

Planning Agenda:

None.

III.A.4 - The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary:

The college mission statement states that it "provides quality educational opportunities for those within the changing and diverse communities it serves."

The District's Non-Discrimination Policy (2.47) – included in the College Catalog, schedule of classes and Student Handbook – states that the colleges are committed to equal opportunity in educational programs and campus life.

LMC strives to provide a learning environment that promotes mutual appreciation of diverse cultures and encourages relationships based on mutual respect for the dignity and worth of each individual. The college provides comprehensive programs in reading, writing and math designed for under prepared students and second language learners, as well as assistance to students with special needs in order to equalize their opportunities for academic success.

Some 65 percent of employee survey respondents (1.29) agreed that "the institution understands issues of equity and diversity"; 27 percent disagreed. Students were even more positive (1.5) – 74 percent felt that the college atmosphere supports diversity; 5 percent disagreed.

In 1994, an ethnic/multicultural studies requirement was added to the associate degree requirements (2.24). Students find a range of courses each semester that fulfill this requirement. Also, all general education course outlines must include objectives requiring students "to consider contrasting experiences, viewpoints and opinions of diverse social groups within the United States and/or among other peoples, nations and cultures."

Puente, a two-semester English sequence designed for students planning to transfer to a four-year institution, was implemented. The focus is on Latino themes and authors in order to develop reading, writing and thinking skills and includes a counseling component. A similar program focusing on African American students is being implemented this year.

The college was also awarded a Hispanic Serving Institutions grant that is focused on the improvement of outreach, English as a Second Language classes and services, tutoring and the development of learning communities.

LMC has had numerous professional development activities around diversity issues. Most prominent during recent years have been two "all college day" presentations on the latest state and local demographic realities and how best to meet the needs of the changing student clientele. The college is also working with the Campus Change Network to provide on-going professional development in this area.

The college has renovated and constructed facilities to comply with the American with Disabilities Act. During the past 10 years or so, $1.7 million has been spent to make the facilities more accessible, including modifications to doors, restrooms, parking lots and ramps. The three new buildings meet all of the latest access requirements.

Self Evaluation:

The college and District are committed to equity and diversity, as noted in numerous planning documents. The college continues to encourage diversity in its staff and student body. The student body generally reflects the diversity of the "feeder area" – which now has no majority ethnic group – although Caucasians, Hispanics and males are somewhat underrepresented. The LMC workforce is also diverse. Both employees and students give the college high marks for creating a comfortable environment for individuals and groups.

The college receives only a few "complaints of unlawful discrimination" each year and, once they are investigated, very few of those are found to have had merit.

Curricular offerings in ethnic/ multicultural studies continue to expand. In addition to course offerings, the college and student clubs sponsor events that enhance cultural awareness.

Staff development activities focusing on access, equity and success have increased in recent years.

The college has made significant progress in bringing its older facilities into compliance with the Americans with Disabilities Act, as demonstrated by major renovation projects.

Planning Agenda:

None.

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary:

The District and college continue to support – and implement – the policies on non-discrimination and equal opportunity. Every effort is made to attract diverse applicant pools. The District Equal Opportunity and Diversity Advisory Committee supports these efforts.

The college continues to have a diverse workforce, although diversity in some specific categories has decreased due to retirements.

Self Evaluation:

Although information related to diversity in recruitment and hiring is compiled, the District has yet to utilize the data in its hiring processes. The next step is for the District to complete the required diversity plan and submit it to the State Chancellor's Office.

Planning Agenda:

Under the leadership of the director of business services, the college will work with the District Equal Opportunity and

Diversity Advisory Committee to develop the diversity plan; it will then form its own diversity committee to implement the plan at the college level by June 2009.

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary:

A key point in the District's mission statement (3.16) is "striving for integrity and ethical behavior in all we do." The District has numerous policies and procedures – available in manuals and electronically – all designed to treat employees and students in a fair and effective manner.

LMC has several statements related to integrity in the "our values" statement (1.4), which is published in the College Catalog: "we value the importance of critical thinking, effective communication, ethical behavior and diversity"; "in collaboration we learn to value multiple perspectives and resolve conflict in constructive ways"; "we want an organization that has clear decision-making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures." The institution strives to live out these values in its dealings with employees and students.

Self Evaluation:

LMC's administration is committed to treating employees and students with integrity and consistently tries to follow existing policies, procedures and contracts. The college has experienced only a small number of employee grievances over the years, indicating compliance with collective bargaining agreements, which are designed to protect employee rights.

The college president and Shared Governance Council have made it a priority to improve/increase communication with employees regarding significant college issues.

The student survey (1.5) indicated that respondents strongly agreed that college employees treat them with respect.

Planning Agenda:

None.

III.A.5 - The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary:

The college provides numerous opportunities for continuing professional development for classified staff, faculty and managers. The activities all relate to the college's mission and are designed to enhance institutional and individual effectiveness.

The following are examples of major professional development activities:

- *FLEX seminars and workshops*. The activities are designed to educate, train and/or refresh faculty members, although many classified staff and managers also participate. FLEX information and registration are now available through the college intranet. Depending on the negotiated calendar, full-time faculty typically have a six-day FLEX obligation – two "all college days" and four days to choose from activities that are scheduled prior to classes in August and January. FLEX activities generally focus on professional development to improve the teaching/learning process.
- *Sabbatical leaves*. The United Faculty contract provides for funding of semester or year-long sabbatical leaves. Proposal categories are academic study, professional projects and travel – or some combination thereof. Upon return from sabbatical, the recipient is required to write an extensive report documenting that s/he met the goals of the leave. Several years ago, sabbaticals were suspended for two years due to District fiscal difficulties; they have been reinstated. Recently 20-30 faculty district-wide have been approved each year.
- *Orientation*. An evening orientation is held just before each semester for all new faculty. Topics include "nuts and bolts", a college tour and instructional and classroom management tips. The District now also offers an orientation for new classified staff.
- *Nexus*. This one-semester seminar for new full-time faculty is offered when there is a "critical mass" of new hires. It is designed to acquaint the new instructors with philosophical, pedagogical, student support services and practical elements of working at LMC. Some years it has been paired with an Instructional Skills Workshop, which is a week-long interactive experience focusing on pedagogy.
- *Seminars/workshops*. Numerous activities to support college priorities are offered. A particular focus recently is development in the areas of SLOs/assessment, developmental education and student equity, access and success. Specifically, a number of "teaching communities" have been held each semester to provide faculty with an in-depth experience in the assessment of learning outcomes.
- *Technology training*. The college has offered an extensive range of computer-related technology training to all employees over the years. The conversion to the Datatel system required specific, in-depth training for many classified staff and managers.
- *Conference funding*. Limited funding is available for employees to attend conferences directly

related to their work responsibilities. Managers approve employees' request for funding and the college provides substitutes, as necessary.

- *Wellness seminars*. A number of activities focusing on a holistic view of wellness have been offered to all employees.
- *Classified core activities*. Staff members stage a number of on-going activities, such as retreats, holiday luncheons, a summer barbeque and Job Links, an annual district-wide information-sharing and professional development event.
- *Classified Employee Enhancement Program*. This district-wide program is included in Local 1 contract provisions. Funding is available for course work, seminars, conferences and other learning and educational activities.

All staff development activities are designed to contribute to achievement of the college mission and to meet the needs of its employees.

Self Evaluation:

Historically, the college has been very supportive of professional development activities. For many years, the Committee on Staff and Organizational Development (CSOD) provided oversight for the program. It was administered by a faculty coordinator with .50 reassigned time (later .25) and a classified staff coordinator, supported by clerical assistance.

At about the time when the District and college experienced financial difficulties and the State cut categorical funding for staff development, faculty interest in coordinating the program also diminished. The college's self-critique of staff development was that it focused activities based on individual interests (presenters or participants) and not necessarily on identified college priorities, i.e. "there are lots of professional development activities, but not a real professional development program." Therefore, during the 2006-07 academic year, the college president and Shared Governance Council disbanded CSOD and set up an ad hoc task force to examine professional development at LMC and recommend a new model (3.17). That process is still underway.

Despite structural and programmatic issues that need to be solved, there is widespread employee participation in professional development at the college. For the past three years, numerous activities directly related to Educational Master Plan goals have been planned and implemented. The current priority is improving student success by offering development activities that focus on identifying and assessing student learning outcomes, improving developmental education, addressing changing demographic realities and integrating student support services.

Planning Agenda:

None.

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

LMC regularly assesses its professional development activities by soliciting informal and formal (evaluation forms) (3.18) feedback from participants, which is then shared with the presenter(s). Surveys of the college community have also been used to solicit input on professional development needs.

As indicated in the previous section, the college evaluated the entire professional development program and, on that basis, is in the process of redesigning the program.

Self Evaluation:

As dictated by good practice, the college assesses its professional development activities and program and uses the results for improvement.

Planning Agenda:

Under the direction of the college president, LMC will adopt, implement and evaluate its newly redesigned professional development programs.

III.A.6 - Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

The Educational Master Plan (1.3) (EMP), completely revised during the 2006-07 academic year, drives all planning at the college. The plan's values (learning, collaboration, communication and engagement with the community) and goals – improved learning, a goal-oriented educational environment, high quality programs, fiscal well being and innovation/ inclusiveness/collaboration – all have clear impact on human resources decisions.

The local Box 2A group (prioritization of faculty hiring requests) uses the EMP as one of the criteria in determining its recommendations. It also considers specific priorities, such as the Puente Program and developmental education initiatives, in determining the ranking of position requests.

The Shared Governance Council considers the EMP in making classified hiring recommendations to the college president.

The District commissioned the Hay Group to study all confidential, management and supervisory positions to make sure that they were appropriately defined, classified and aligned (3.19). As a result, the classification of some positions changed, effective during the 2007-08 academic year.

The fall 2006 program review/planning process (2.27) asked all programs to state their resource needs for the next three years, including human resources. A specific question was asked regarding

the adequacy of program full-time faculty and staff.

The LMC management team regularly assesses the effectiveness of the college's human resources by timely implementation of employee evaluation processes and by periodic evaluation of the overall college structure. As a result, improvements are proposed and implemented. At times, these reviews result in the Local 1 reclassification process for staff.

More specifically, each time a position vacancy occurs, the department and management conduct an assessment of the need to fill the position "as is", to modify it based on changing college needs or to determine that the position is no longer needed. In the latter case, the position may be reallocated to cover a more pressing institutional need.

Self Evaluation:

LMC has well designed planning processes, which clearly tie human resources planning to the Educational Master Plan.

The college evaluates the effectiveness of its human resources, as demonstrated by the president's implementation of several significant reorganizations (3.20) during recent years; examples include elimination of the academic division chair structure, changes in Student Services and the reassignment of some District managers to the college.

Planning Agenda:

None.

Standard III B - Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1 - The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary:

The District chief facilities planner has oversight for district-wide facilities planning, scheduled maintenance allocations and contact with the State Chancellor's Office. Coordination between the campus and the district office is facilitated by the college Building and Grounds Manager, the Campus Project Manager (part of the District Modernization Team, working with new building projects) and Police Services. The college Facilities Master Plan (2.57) is part of the District five-year planning process, generating Initial Project Proposals and Final Project Proposals for submission to the Chancellor's Office. Completed during the summer of 2007, the latest college Facilities Master Plan also includes an

updated Americans with Disabilities Act (ADA) Transition Plan for the college.

A thorough review and analysis of campus facility needs has been conducted twice since 2001, most recently during 2006-07. The planning process has been facilitated by an architectural firm with participation from representatives of all campus constituencies, resulting in two Facility Master Plans that guide new building and remodeling projects on campus. Each time, the facility plan was based on the most recent Educational Master Plan.

The passage of two bond measures for the District (2002 and 2006) has provided the means to make significant campus improvements: new building construction, renovations for improved classroom and lab space, upgrades in equipment, improved student access and completion of maintenance projects.

Self Evaluation:

Based on a recent reorganization in the District Office, changes to the chief facilities planner position have resulted in changes for the colleges, including the shift in reporting relationships for the building and grounds managers, who now report to the college presidents. This change was made in the summer of 2007 in order to encourage closer coordination and to strengthen work relationships with other college managers. The reporting relationship for custodial services on campus was reassigned from the director of business services to the Buildings and Grounds Department, which also contributes to improved coordination of services.

In addition to new construction and remodeling projects that have been identified for the main campus, there is also interest in a new location for the Brentwood Center. Brentwood is the fourth fastest growing city in the state, according to the Department of Finance. The Brentwood Center is currently housed in 17,500 square feet of leased space. Enrollments have continued to climb in the Brentwood Center since 2001. For example, spring enrollments increased from 1,118 students in 2002, to 2,870 students in spring 2007. With 14 classrooms and a multi-purpose community room, the course offerings have expanded considerably from 42 sections in 2001, to 116 sections in spring 2007. Given the rapid growth and continued development in far East County, it is a high priority for the college to find a location for a new and larger Brentwood Center facility. Tentative plans to build the center on 30 acres of donated land located on the Cowell Ranch property south of Brentwood are on hold, given the discovery of Native American remains at the site. The college is seeking an alternative location. The City of Brentwood, the Cowell Foundation and CCCCD continue to support the establishment of a new center.

Planning Agenda:

The President's Office will coordinate the development and review of options for a new Brentwood Center.

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary:

The college has addressed a number of facility, equipment and safety issues over the past several years, largely with the financial support of the District. New building construction (library, math, science) has been completed and improvements have been made to internal and external lighting around campus, existing classrooms and the HVAC system. Additionally, instructional equipment has been upgraded or replaced, and other campus equipment needs have been addressed, resulting in decreased energy usage.

During 2006, a second bond measure passed. Some of the funds will be used for remodeling and renovation of space that has been vacated as a result of the opening of new buildings. It is also funding accessibility upgrades to classrooms and buildings (ADA compliance), as well as the construction of pedestrian and vehicular access to the new main quad, improving student access and safety.

Another bond-funded project during summer and fall of 2007 was the installation of a photovoltaic solar panel system. In partnership with Chevron, the District approved the energy conservation measure which includes a lighting system retrofit, primary voltage upgrades, and a photovoltaic solar system for each college in the District. At LMC, the related repaving and construction projects in parking lots B and C were completed during fall 2007. The project is projected to result in a significant savings in utility costs.

The safety of the facilities is reviewed by the Buildings and Grounds Department, college Police Services and college managers. The buildings and grounds manager and eight staff members have responsibility for maintaining all physical resources on campus, as well as providing support to the Brentwood Center. To support the needs of the new campus facilities, three additional Buildings and Grounds staff were hired during the past 18 months. In addition to daily observation of the grounds, the staff undertakes a semi-annual review (3.21) of repair, remodel and replacement needs. The results of this review contribute to project lists which establish department priorities. As the new buildings opened, the custodial staff was also increased by three positions in response to the increased square footage to be cleaned.

Additional reviews for safety are also conducted by Police Services, with daily walks of the entire campus. Observations of potential safety hazards or needs are reported to the Buildings and Grounds Department. Other reviews are completed twice each year by a team of managers (3.21) that are assigned to specific areas on campus. Conditions of the classrooms, labs, walkways, lighting and overall appearance are reported to the Buildings and Grounds staff for follow up.

Self Evaluation:

General campus maintenance is based on a priority system and an automated work order process which has provided an efficient means to address campus needs, although deferred maintenance projects continue to be backlogged due to inadequate funding. During 2006-07, there was only $346,000 in deferred maintenance funds to address a project list amounting to some $8 million. While there is a campus plan to address maintenance projects and equipment replacement, projects are prioritized as funding allows. Bond funding has provided for improved lighting in both the central campus and the parking lots and modernization plans include the installation of synthetic turf in the football stadium in 2008. ADA projects continue to be addressed, including a new automatic door on the south side of the cafeteria and the installation of a new hand rail.

In a recent survey, college employees were asked to indicate their perceptions about the college facilities (1.29). The responses were generally favorable, with 83 percent being moderately to very positive about safety on campus; 79 percent were moderately to very positive about cleanliness on campus; and 89 percent moderately to very positive about the appearance of landscaping on campus. Responses were less favorable regarding classroom facilities (73 percent indicating moderately or slightly adequate), for quality of technology resources available to personnel (69 percent reporting moderately or slightly adequate) and equipment available to carry out job responsibilities (68 percent moderately or only slightly adequate). The survey was conducted before the three new buildings were opened. Students who responded to a similar survey (1.5) rated LMC high for cleanliness of the campus and classrooms, landscaping, safety and lighting of hallways. Lower ratings were given for parking facilities and lighting in parking lots. However, the parking facilities and lighting have been upgraded since the survey was conducted.

Planning Agenda:

None.

III.B.2 - To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

a. Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary:

The 2001 LMC Facilities Master Plan (3.22) addressed six key planning issues: improve the visual image of the college, create opportunity for community outreach, expand instructional space, review land utilization for future facilities, consolidate and expand student services and create more indoor/outdoor activity space for

students. The need for new facilities was reinforced by a shortfall of capacity load in lecture and lab space and the continued rapid growth of LMC's feeder area. Based on the planning discussions, review and analysis, construction projects to house three programs and services were identified as priorities: a library and mathematics and science buildings. With funding obtained from a combination of state and local bonds, construction has been completed on a 25,300 square foot library; a 24,000 square foot mathematics building (opened in summer 2007); and a 52,600 square foot science building (opened in summer 2008).

Other priorities identified in the 2001 Facilities Master Plan included:

- Expansion of the Art Department;
- Relocation of the Computer Science Program;
- Expansion of the Nursing and Emergency Medical Services facilities;
- Expansion and integration of Student Services into a "one-stop" facility;
- Addition of large classrooms to be used by a number of instructional programs;
- Relocation of administrative offices;
- Addition of a space dedicated to tutoring and student leadership development.

All issues identified in the 2001 Facilities Master Plan (3.22) have either been completed or are in the process of being addressed. Institutional goals for improving the quality of instructional and student services space are being carried out with implementation of the projects described in the FMP.

As a result of the new buildings and upgrades in the college complex, access to "smart" classrooms and labs has greatly increased for students on campus. While the college has not always been prepared with a computer hardware replacement plan and a means for managing the total cost of ownership (initial purchase, software, replacement costs, ongoing support), the costs are now factored into planning documents and requests for funding through the Resource Allocation Process.

Self Evaluation:

The installation of computers in the new Library, Mathematics and Science buildings has increased the work load for the existing Information Technology staff. The library alone has 100 computer stations for student and public use, in addition to wireless access. It is anticipated that between the impact of the new buildings and other new initiatives on campus (Process Technology, changes in the small ESL lab, other grant projects), the IT staff is facing a 50 percent increase in computer support needs. Staffing increases will continue to be a priority for the IT Department.

Building and Grounds and the Custodial Departments have implemented a plan for new positions to accommodate services required as a result of the campus expansion.

Planning Agenda:

None.

b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

Physical resource needs are addressed in a variety of forums on campus. Identified needs based on enrollment trends are discussed in specific department meetings and general department chair meetings. Representatives of departments that have been identified for expansion or relocation have the opportunity to meet with the campus architects to discuss facility planning options.

In addition to departmental discussions, physical resource needs are addressed in the program review process. On a regular basis, all college programs are required to undergo a thorough review and analysis of program effectiveness, including consideration of how the facility and equipment needs may impact the success of the program and student learning. Information from the program review process is factored into the goals and planning described in the Educational Master Plan and this information, in turn, is used to update the Facilities Master Plan. For all of these processes, participation in the development of the plans is not only an option, but is highly encouraged. A number of college wide assemblies have also been scheduled to broaden the dialogue about modernization and other facility projects. Representatives from the designated architectural firm have facilitated campus discussions, presenting detailed visuals of proposed facility projects.

The opportunity to replace instructional equipment is addressed through a process that is tied to a review of department/unit plans and financial planning for the college – the annual Maintenance of Operations allocation process. The funding source for the allocation includes Block Grant funds, VTEA funds, local revenue funds, and, during fiscal year 2006-07 only, AB1802 funds. During the allocation request processes, each department completes a form (3.23) detailing the need for the replacement of equipment and the impact on the program if the equipment is not replaced. The review and approval of the senior dean of information technology is also required for all computer hardware/software requests, in order to ensure the requests are appropriate to meet the needs and that the "total cost of ownership" is being factored into the estimated costs.

Equipment needs to support online services, both in and outside the classroom, are prioritized in the college Technology Plan (3.24), which is updated every three to five years. The plan contains guidelines for determining computer equipment replacement or upgrades in instructional and administrative areas. The campus Distance Education Committee is currently working on a three-year plan to address equipment replacement and license renewal for the use of Blackboard.

During 2006-07, with the facilitation of a district-employed architectural firm, a college team of faculty, staff, students,

and managers engaged in the development of an updated Facilities Master Plan (2.57). The new plan includes a detailed site plan that addresses construction and remodeling priorities for the next 10 years, based on review and analysis of:

- Planning priorities identified in the updated College Educational Master Plan;
- Program Review documents;
- Enrollment trends by TOPS code/discipline;
- WSCH/FTEF by division;
- Lecture and Laboratory WSCH by division.

Self Evaluation:

During fiscal year 2004-05, the college funded about $273,000 in equipment replacements. The amount included $157,778 for lab computer replacements, with the balance allocated for library materials and other equipment replacements. During fiscal year 2005-06, the college funded about $380,000 in equipment replacements, which included $99,000 for lab computer replacements, with the balance allocated for library materials and other equipment replacement. During fiscal year 2006-07, the college funded $567,000 in equipment replacements, including $140,000 in staff and lab computer replacements, with the balance allocated for library materials and other equipment replacements.

During the past three years, the only equipment replacement projects that were not approved for funding were those that the Shared Governance Council and college president agreed did not meet the funding criteria of having a significant impact on improving instructional programs. Overall, the college has kept up with the need for equipment replacement -- LMC has funded in excess of $1.2 million (3.25) over the past three years and no request has been turned down for funding more than once.

The college acknowledges that an ongoing equipment replacement program is beneficial and has been moving in that direction over the past few years. For example, during fiscal year 2006-07, $126,600 of the total of $567,000 available for distribution was allocated to ongoing replacement projects, such as library materials, computer infrastructure and document imaging.

Planning Agenda:

None.

Standard III C - Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1 - The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary:

Los Medanos College is committed to providing access to technology and to using technology effectively to reach its goals. All college departments and units promote and support the use of technology in order to improve student learning outcomes and create a more efficient operational environment. The Information Technology (IT) Department designs and implements effective technology solutions to support the college's mission and goals. Specifically, IT has the following as its primary goals:

- Create a technology-enriched learning environment that is student-centered, all encompassing and responsive to student needs.
- Enable technology-enhanced instructional delivery by allowing the faculty to use various technologies to support their instruction.
- Promote the use of technology in learning, teaching and service through the Resource Allocation Process. Ensure that technology is available to effectively support all aspects of college operations.
- Maintain a robust campus technology infrastructure to support the technology applications in all areas.
- Collaborate with District IT to enable the campus to streamline the administrative process and produce timely results with a minimum of effort.
- Support information sharing and collaboration among students, faculty and staff.
- Provide responsive technology support services that are customer-oriented and deliver user-friendly, timely, and high-quality support to the end users.

Self Evaluation:

While it is a continuous struggle to acquire and maintain adequate financial and personnel resources for information technology, the IT Department has worked diligently with faculty, staff and college administration to achieve these goals. The department is supported in these endeavors by auxiliary technology services such as Media Services, web administration and distance education. Specifically, the college has achieved the following:

- Beginning fall 2005, college administrative leadership made an annual allocation of about $75,000 to the IT Department to support campus wide software, replacement and contingency needs. It has now become somewhat routine to be able to purchase software and licenses for campus wide uses and to replace an errant switch or UPS.
- The IT department has worked closely with the Technology Advisory Group, a shared governance group working under the Shared Governance Council, to create and maintain purchasing standards for desktops, laptops, printers, and PDAs. In addition, hardware and software that are supportable are publicized and updated on a regular basis.
- The core of the campus network with its firewall securities and backup power has been upgraded twice, once in 2002, and again in 2007. The network infrastructure with its temperature and power requirement has been stabilized.
- Student computers are replaced on a regular basis with funds from the college, instructional Block Grant funds from the state and, in some cases, VTEA funds. The replacement of student computers is accomplished through the Resource Allocation Process, with assistance from IT. IT provides inventory information, as well as a list of factors for the Shared Governance Council to consider in approving or rejecting proposals from various departments/areas to upgrade student computers. The process is working out well for the college and for the users.
- Once proposals for upgrading student computers have been approved, the IT Department then orders, configures and installs the computers, except those in the Computer Science lab. Between 2002 and 2007, the IT Department assisted in creating the Computer Math Lab, the English computer lab, the ESL computer lab, the Graphic Arts computer lab, the mini-lab in the Honors Center and the computerized assessment center. It also assisted in upgrading the Computer Science lab, Business lab, Travel lab, and High Tech Center. During the spring of 2007, the IT Department installed 300 computers for the new library and math buildings in a short period of time in order for these two new buildings to open successfully for summer school.
- In the spring of 2004, LMC had one-time funding to replace 40 of the oldest desktop computers on campus. That was the first time that desktop computers were replaced on a large scale. Following this initial action to replace employee desktop computers, the college infused another round of funding in fall 2006 to replace 100 desktop computers. The first phase of this desktop replacement project is complete; LMC is now in phase II of this project. The updated computers make a huge difference in the computing experience for faculty and staff; the feedback from employees is unanimously positive. The IT Department wants to translate these actions into a commitment to follow a consistent

plan of desktop replacement (3.26) on a regular basis.

- The support services offered by IT have in the past received mixed reviews. In 2005, as preparation to updating the technology plan, a technology survey (3.27) was administered to both students and faculty/staff. In the technology survey, when asked the question about their level of satisfaction with general technical support on campus, 5 out of 60 respondents (8 percent) chose "Excellent"; 14 (23 percent) chose "Very Good"; 16 (27 percent) chose "Good"; 9 (15 percent) chose "Fair"; and 5 (8 percent) chose "Poor" (some respondents did not answer this question). It is interesting to note that the same number of respondents is at either end of the scale. The survey results indicate an improvement in the perceptions of technical support on campus; but it does not mean that everything is all right. The ongoing challenge exists on two fronts: conflicting understanding at the institutional level and lack of adequate staffing.
- Regarding technology implementation, the IT staff believes that there is a lack of trust in the professional expertise of the IT Department and leadership. It is fairly common for a user to come to IT with a chosen solution to his/her need or problem, which, in many cases, is inadequate or incorrect because of the lack of understanding of the total computing environment. There is a sense that users continue to be suspicious of IT switching products on them; therefore, they come to IT with a specific product/solution and only that product/solution will be satisfactory. This issue has resulted in many frustrating situations for both the end user and IT. The campus as a whole needs to have a clear understanding that IT is a partner in implementing all technology solutions; hence, including IT in identifying the need for technological solutions to problems, in discovering possible technology solutions, in singling out the best out of the possible solutions, and in procuring and implementing the best solution is crucial to the success of technology implementation on campus.
- Support calls to Information Technology keep increasing, on a par with the increase in technology implementation. IT staffing was cut by 2 FTE in 2003. In 2007, one of those positions was restored and a computer and network services technician was hired that fall. However, more staff is still needed, most particularly at the Brentwood Center. There used to be a full-time IT support staff at the Brentwood Center. The Brentwood Center is increasing its enrollment and expanding the facility. The college needs to find a solution to provide more IT support to the Brentwood Center.

<u>Planning Agenda:</u>

None.

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary:

In addition to formal course work in information technology offered by both the computer science and the business departments, students receive training in using technology both in the library and in the student services areas.

Training in information technology for faculty and staff is more challenging and has declined since the employee in charge of staff development moved to another position at the college. Other than FLEX workshops here and there, structured, regular technology training for faculty and staff does not currently exist.

Self Evaluation:

Between 2002 and 2005, when there was a staff person specifically in charge of staff development, progress was made on improving the training outcomes in the administrative use of technology. IT, as the service provider on campus, communicated the need for training to staff development, which also solicited input from the college community. As a result of the collaboration, the technology training that was offered was more targeted and more useful to the end users. Under this arrangement, LMC has offered training in basic and advanced Outlook usage, the GUI interface to Datatel, using Query Builder in Datatel, training in use of anti-spam techniques, as well as an introductory workshop on the new computing environment at the college. As IT continued to upgrade its computing infrastructure, the plan was to offer additional training so that users could take full advantage of the improved computing environment.

The employee in charge of staff development left the position in 2005. Since then, there has been limited training in technology use. As the college and the District are preparing to upgrade to Office 2007, and the Vista operating system, a major hurdle to the rollout is lack of training. IT is concerned about the lack of end user training in the dramatically different operating system and office suites and has brought this up with the District technology management group. It appears that there are funds available for technology training at the District level and IT will work with the District staff development committee to ensure end user training in Office 2007 and Vista before rolling out Office 2007. Many employees participated in the training during summer 2008.

On a related note, the District has recently put together a new employee training manual (3.28) that covers some of the basic IT information, such as using Datatel and Outlook. The college's IT department is working with staff development and Human Resources to augment the manual by adding a hands-on component specific to the LMC computing environment.

Regarding instructional uses of technology, there is a core group of faculty that is committed to using technology to enhance teaching and learning. Currently, the college lacks a dedicated instructional technology staff person to facilitate and manage

instructional technology for faculty; however, some support is provided by an instructor with reassigned time. Faculty have worked with staff development to offer both basic and advanced training using Blackboard, as well as training in incorporating multimedia into online courses. The training sessions have been well received by faculty participants. Partially as a result of the training, LMC's online offerings have continued to increase.

In terms of instructional software utilization, many faculty appear to believe that IT has little, if any relevance, in their software purchases. Whether it is in the evaluation of, or training on the use of, software, IT has little involvement. Although IT has limited staff, it could do more to assist faculty in researching the best options for instructional software and help them in implementation once the software has been purchased.

Technology training for students occurs at multiple levels at the college. LMC instituted a computer literacy requirement for its students some 20 years ago, so all students earning a degree (2.24) or certificate of achievement take a 1.5-4 unit course related to computers. With the increase in the college's online offerings, computer skills become even more crucial for student success. There are a number of classes offered by both the computer science and the business departments in the use of information technology.

As more technology is infused into the library world, the librarians at the college have taken it upon themselves to instruct the students in the technology that will enhance thier information retrieval experience. So in addition to teaching students information retrieval skills at the reference desk, in library orientations and workshops and in formal library studies courses, librarians instruct the students in the use of internet technology and wireless technology as well. The library has also moved aggressively into the electronic age by putting together a virtual library that contains a variety of online resources, including eBooks and electronic databases, as well as online or self-services, including Ask a Librarian and self-check stations.

The Student Services areas undertook a pilot program called "the Incubator Project" to train students to use more online self-service in applying to the college and enrolling in classes in 2004. The Incubator Project enabled the college to tap into existing computing resources in the Career Center to demonstrate to students the multiple benefits of using online self-service. The project also resulted in the purchase of four kiosk-type stations so that students can access online services. The project has been successful; more kiosk stations are needed by the students if physical space is available. The Counseling Department is also developing a pilot project for online counseling.

<u>Planning Agenda:</u>

None.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary:

Los Medanos College's technical infrastructure is maintained according to documented procedures designed to optimize performance and efficiency. The replacement and upgrading of equipment is accomplished more regularly now in order to meet the changing technical and budgetary requirements through the technology planning process. The most crucial maintenance and replacement plans, described below, include plans for security, data/systems backup and recovery, system performance and capacity, desktop software management, equipment replacement and cascading, and technology asset and support services management.

The ongoing implementation of these plans represents a substantial effort by Information Technology staff and management. Maintaining the underlying technology infrastructure is critical to optimize performance and to ensure overall system availability and accessibility. It is equally critical to secure the computing environment to protect the vast quantity of sensitive college and user data. Before any new technology initiative is evaluated for potential adoption, its impact on the infrastructure is assessed, including hardware requirements, software upgrade plans, network/system capacity plans, and associated security requirements. Information Technology staff handle the bulk of this planning and must stay abreast of current hardware and software availability, as well as methods used to determine the quantity and capacity of hardware and software options. Vendor meetings and demonstrations, on/off-site training, conferences, and exhibits provide staff with the latest information.

Security Management

The Information Technology department is engaged in ongoing re-engineering and enforcement of security policies established to protect the integrity of the information resources of the college (3.29). Major security restructuring efforts are planned and implemented with all systems software version upgrades to take advantage of any functional improvement from those products.

Security related issues and implementation plans fall into several categories:

- *Physical infrastructure security*: IT works to ensure that network, telephone, servers, and other technology-related devices and equipment are consistently located in locked rooms or closets.
- *Password policy*: Industry experts agree that secure passwords are the most effective security mechanism in a network environment. Information Technology implemented a set of guidelines for "strong" passwords in 2005 (3.30).
- *Directory structure*: The College utilizes Active Directory to host domain network directory functions. These services involve the regular maintenance of the user and computer accounts database, as

well as ensuring replication of these data at all college sites.

- *Virus protection*: Information Technology maintains constant updates to antivirus software on workstations and servers to protect the college and its users from viruses. The department is currently working to further develop a support plan to help users re-cover systems damaged by viruses and to provide users with effective virus prevention.
- *Network traffic segregation/ filtration*: Data originating from student lab workstations are going to be segregated from confidential faculty/administrative data through the creation and maintenance of a "student forest". In addition, access control lists, configured at routers across campus, filter network traffic by protocol and connection endpoints. As a further precaution, a Windows 2003 Active Directory domain group policy prohibits access by students to any faculty/staff workstation.
- *Network firewall/IDS*: A secure system detects and blocks access attempts that are unauthorized and/or arrive in such large numbers as to constitute a malicious dedicated denial-of-service (DDOS) attack. A firewall handles such breaches that originate from the Internet (external) by intervening in the college's outside connection. A robust and stable CISCO PIX firewall system was installed to ensure better performance and provide higher security, throughput, availability, and reliability.
- *Internet, network, and data security*: Network traffic is managed through core distribution and access layer network devices.

Data/Systems Backup and Recovery

The District Office maintains student records permanently, securely, and confidentially. Student data and records maintained in computing systems have adequate security and provisions for recovery from major and minor disasters. Employee access to student records requires levels of management approval up to and including the associate vice chancellor of technology systems and planning. The District Office is responsible for student data security, backup and recovery.

At the college level, the administrative systems are protected by password security, as well as by physical layer network security. As noted above, a new password policy (3.30), which enforces strong passwords with periodic changes, is in place. The systems are separated from the student network by hardware and software filters, active domain policies, and by a virtual LAN implementation on the college's gigabit Ethernet backbone. LMC has also installed a firewall and proxy servers for added security. In the summer of 2005, an unstable power situation caused a breakage in the college's data backup system. A proposal was put forth to re-engineer and upgrade the college's data backup system; it was approved, and two years later, the backup and recovery system was reinstated with a much greater capacity.

System Performance and Capacity Planning

- Performance benchmark and service agreement: Information Technology strives to define clear

benchmarks to measure system performance for all technology services. Typical benchmarks include system response time, hours of availability, means of access (e.g. LAN based vs. Internet enabled), and data backup/recover capabilities. These measures are developed in consultation with end users so that system performance and user expectations match.

- Daily pro-active maintenance and monitoring: System and network administrators and analysts monitor critical system event logs and trace files on a daily basis to identify potential problems or resource shortages. They also document system changes and problem resolutions in a standard location to facilitate follow-up activities and future trouble-shooting of system issues by technical support staff.
- Capacity planning: The technical requirements for equipment increase continuously due to software and hardware version releases and to increasing functional needs from end users. Accordingly, IT analyzes system resource capacity planning needs at least annually. In each budget cycle, proposals for the expansion of servers, server components, devices, and other peripherals are developed and submitted to the District Technology Committee for possible inclusion in the crucial objectives for the Master Plan for Technology annual objectives. The proposals are developed using a Total Cost of Ownership (TCO) model to anticipate both direct and indirect costs of implementation.

<u>Desktop Software Installation</u>

- Software upgrade purchase plan: In most cases, software maintenance agreements are purchased along with new licenses for college wide software. A schedule of maintenance (3.31) renewal dates is maintained to ensure that all maintenance agreements are renewed prior to expiration, as part of each year's technology objectives. This system enables the College to access the most current versions of software packages and enables substantial cost savings. For specialized titles licensed by individual departments, upgrades are generally purchased as approved through the technology planning process.
- System Management Software: The college currently manages more than 800 workstations, making individual desktop visits the least feasible solution to frequent software installation upgrade requirements. IT selected Microsoft's System Management Server (SMS) with Intellimirror Group Policies (native to MS-Windows) to accomplish centralized software distribution tasks whenever possible. System Management Server has also been helpful in collecting asset information and providing some remote diagnosis capabilities to facilitate remote troubleshooting of problems.
- Cloning of workstation images: To achieve an effective method of workstation installation, upgrade, or repair, most common software "images" (the complete operating system and software environment) are identified, documented, stored,

archived, and deployed with a standard tool and procedure. The college is currently standardizing on Ghost. The plan also includes the creation of a single, centralized image repository on a file server that keeps versions of each image for change management, documentation, and other administration purposes.

- Student technology resource management: There are many campus computing facilities available to students, some equipped with unique computer hardware/software, and each with its own use policies. To manage this variety of computing facilities and associated software, a combination of off-the-shelf software and software developed in-house was implemented to achieve administrative functions, including workstation policy enforcement, wait-list management, lab monitoring, student workstation usage tracking, lab capacity planning, and fee-based printing/quota management for printing.

Equipment Replacement and Cascading

Beginning in the mid-1990s, the college started deploying computing equipment for students. Soon thereafter, desktop computers were distributed to full-time faculty and staff. Since technology resources were rather costly then, a variety of funding was utilized to accomplish this, including TTIP (Technology and Telecommunications Infrastructure Program) funding, Instructional Block Grant funding from the state and local funds. The state was interested in the community colleges acquiring and maintaining a level of technological infrastructure that was commensurate with post-secondary institutions, so funding was ample for several years. As the state economy began to falter, the technology funding from the state dwindled. At this point, TTIP funding is sufficient only to maintain the college's internet infrastructure and electronic database subscription for the library. The process of upgrading student computers was incorporated into the Financial Planning Model process, beginning in 2003. The process calls for IT to provide inventory information and guidance in SGC deliberations on proposals to upgrade student computers from various departments and areas. (3.33). Student computer upgrades occur on a regular basis based on instructional need. Although the college could not support a three-year replacement cycle for student computers, replacement does occur regularly.

Faculty and staff computers were purchased originally with special state funding and grant funding, so there was not a plan for regular replacement and upgrading. In the spring of 2004, the college president released some local funding to enable the replacement of 40 computers that were six years old. In the fall of 2004, IT began a desktop replacement plan for faculty and staff for 2005 (2.26). Since then, there is increasing recognition on the part of faculty, staff and administration that the lack of a plan to regularly replace employee desktop computers reflects a lack of commitment to providing up-to-date technology to faculty and staff. The college president then decided to allocate a combination of block grant and local funds to replace 100 aging

desktop computers for faculty and staff in the spring of 2007.

Classroom Technology and SMART Classrooms

Beginning in the late 1990s, the college started to deploy LCD technology in the classrooms, in addition to overhead projection. The equipment is expensive and the replacement bulbs caused conflict among and between the Media Services department and various instructional departments as to whose funds could be used to meet the replacement needs. In anticipation of the Media Services move to the new library building, the department put forth a Financial Planning Proposal in 2004-05 to install a baseline of technology in the classroom with a mounted television and VCR/DVD combo player so that faculty could accomplish a reasonable level of self-service in the classroom. At the same time, the SMART classroom approach was brought to LMC.

Since fall 2002, one of the major goals for Media Services has been to upgrade existing classrooms to be SMART classrooms, with a full array of digital and analog services available via a ceiling-mounted LCD projector. Between 2002 and 2005, with funding support from operating funds and the LMC Foundation, the Media Services department was able to roll out the first-generation SMART classroom at LMC with a compact podium that houses a DVD/VCR combo unit, a laptop docking station and a ceiling-mounted projector. While the concept was good and the cost was minimal, the actual operation of the initial SMART classrooms was problematic. For one thing, it entailed the faculty member making a request in advance for both the laptop and the remotes to operate the equipment and then making a trip to Media Services to pick up the laptop and the remotes on the day of instruction. For part-time faculty who taught evening classes that ended after the closing time for the Media Services department, the return of the laptop and the remotes was a problem.

So in 2004, IT started to re-conceptualize the SMART classroom setup, based on feedback and newer technologies that came on the market. The goal has always been to create something that is easy to use and hassle-free for the faculty. With some prodding from the nursing faculty, IT finally came up with a design that was initially implemented in two classrooms – a roomier podium that is lockable with a dedicated desktop computer, a DVD/VCR combo unit, an amplifier to enable a higher-capacity sound system, and a ceiling-mounted LCD projector, all of which are controlled via a touch panel that is installed right on top of the podium. The touch panel control also allows for the connection of an external laptop to the system. All of these classrooms also have Internet access.

With the success of the two classrooms, IT applied this model (the second-generation SMART classrooms) to six more classrooms over the summer of 2006: 214, 221, 225, 226, 228, and 296. Three of these (225, 226 and 228) were upgraded from first-generation SMART classrooms and were funded by the college. The other three were brand-new and were funded in part by a grant from CSU East Bay Concord campus. So there are eight classrooms that feature the state-of-the art set up: 214, 221, 225, 226, 228, 296, PS13/14 and

PS16. In addition, all three of the nursing classrooms have a similar setup: 473, 487, and 489. In the summer of 2007, the college added seven SMART classrooms in the new math building and two in the new library. Room 118 in the College Complex has been successfully converted to a SMART classroom as well. The new science building also features SMART classrooms.

There are also a number of teaching labs on campus – rooms with computers for students, and with a ceiling-mounted projector and a teacher station: 104, 229, 232, 235, 238, 256, 283, 524 and 616.

Technology Assets and Support Services Management

A current and comprehensive inventory of technology assets is a critical foundation for technology planning efforts. With the evolution of Internet technology, computer hardware and software have become essential tools for staff, faculty, and students to conduct their daily business. Not surprisingly, the number of workstations, peripherals, servers, and other technology assets has grown tremendously in the past seven years. Currently, there is a concerted effort to keep asset information in the District's ERP system current and accurate. IT is working closely with the Business Office to accomplish this goal.

Self Evaluation

Security Management: There is a District Acceptable Technology Use policy (3.34) that every computer user in the District should abide by, but the policy is neither widely publicized nor uniformly followed. There is a group comprised of the senior dean of IT&S, two instructional deans and various members of the lab coordinators group currently working on a uniform computer lab policy for LMC (3.32).

The college is working to improve physical infrastructure security. The MPole, the main server room and the IT storage/work room have been outfitted with keycard access to which a small number of staff members have admittance. Appropriate uninterruptible power supplies (UPS) and power generators have been installed in the MPole and the main server room to protect the availability of the network, servers and services. Next on the list to work on are the installation of appropriate fire protection equipment and the implementation of earthquake damage prevention devices.

Data/Systems Backup and Recovery: The last piece in the disaster recovery plan is to have a smaller setup at the Brentwood Center so that there is a limited off-site option in case anything should happen to the main campus.

System Performance and Capacity Planning: The college is satisfied with its current system performance and capacity planning process.

Desktop Software Installation: The installation of instructional software is sometimes not smooth because IT was not involved in the initial specification and purchase of the software. Faculty members involved in the purchase of unique software for their area don't always consult IT, so that sometimes the wrong versions are purchased

(network vs. single user version, for instance).

Equipment Replacement and Cascading: The college needs to follow through with its desktop replacement plan (3.26).

SMART classrooms: There are a number of areas on campus – such as the vocational area, the music area and the PE area – that want to use the latest teaching technologies, but the set up as far as SMART classrooms is neither uniform nor ideal. More attention should be paid to the classrooms in these three areas.

The college has started to fund a Media Services' plan for the replacement of legacy LCD projectors.

Technology Assets and Support Services Management: It is time to investigate a robust version of the help desk software that could also be used to track IT assets. The College needs to know that the IT purchase cycle is from 12 to 18 months, so the standards for all desktops, laptops, printers and servers remain constant during this time period. In essence, all the assets are interchangeable.

Staffing to Support Information Technology Functions: The growth in the use of technology on campus has, in general, far outstripped the human resources available to support it. The following table charts the growth of information technology on campus. (Due to the extremely dynamic environment in which the college operates, these numbers are approximate.)

	FA 2001	FA 2007
Number of student use workstations	240	600
Number of full-time faculty workstations	80	120
Number of administrative/staff workstations	80	150
Number of employee network accounts	200	400
Number of student computing facilities	6	13
Total number of ports on network	2,000	5,382
Total centralized data storage	N/A	3TB
Campus network backbone bandwidth	100MB	1GB
Internet bandwidth	1.5MB	13MB
Number of smart classrooms	2	22
Number of on-line course sections	5	55

Given the substantial increase in the use of technology, the number of staff to support information technology functions needs to be commensurate with the increase in technology use. The lack of staff to support technology training and the Brentwood Center is especially acute.

Planning Agenda

None.

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The college's technology resources are widely distributed, with allocations coordinated centrally by the Shared Governance Council with assistance from the Technology Advisory Group (TAG).

The TAG has been charged by SGC to maintain and update the Master Plan for Technology. This committee is chaired by the senior dean of information technology and services and is composed of faculty, managers, classified staff, and student representatives.

Funding for the technology plan is provided through a combination of the college's general and categorical resources. General funds provide Information Technology staff compensation, supplies, maintenance contracts, and occasional equipment purchases. Most equipment and software is purchased with various categorical funds, in accordance with the guidelines for the appropriate use of each. In recent years, the following programs have provided the majority of funding for technology plan purchases:

- Instructional Equipment and Library Equipment grants are usually allocated to the colleges by the state annually to support needs for instructional equipment, including both technical and non-technical equipment needs, for instructional programs and for the library.
- Vocational and Technical Education Act (VTEA) funds are allocated by the federal government via the state. They are intended to support the development of occupational programs and may be used for technical and non-technical needs.

LMC is committed to fulfilling its legal and ethical obligation to provide equal access to electronic and information technology to all students and employees, including those with disabilities. Consistent with this commitment, the college integrates into its technology plan (3.24) universal access goals based upon current accessibility standards for software, web pages, telecommunications products, video and multimedia products, self-contained closed products, and desktop and portable computers. The current federal standards are those delineated in the 1998 revision to Section 508 of the 1973 Rehabilitation Act. California Assembly Bill 105, which went into effect January 1, 2002, mandates compliance with Section 508 standards for any purchases made with state funds.

The college's planning process has resulted in widespread use of technology across disciplines, student services areas, and locations. Computers are located in all departmental offices, most faculty offices, all administrative offices, most staff offices, more than 22 student computer labs and classrooms, one faculty/staff computer lab, and at instructors' podiums in all smart classrooms retrofitted since 2001.

Self Evaluation

A key component of technology planning is the recognition and inclusion of the total cost of ownership of new technologies in all stages of planning and implementation. To accurately project the impact of additional or new technology, planning must address, over and above the initial cost of any equipment or software, the costs associated with:

- Changes to physical space necessary for new/additional technology to operate properly: moving, removing, or adding walls; additional electrical or data equipment or wiring; and additional loads on existing air conditioning systems. Also, changes in space usage must be included in the state space inventory and adhere to required fire, life safety, and building codes.
- Additional network infrastructure necessary to support new or additional technology, such as servers, routers, switches, hubs, ports, and IP addresses.
- Additional staff to support new or additional technology, including lab staff for student labs, tech support for college staff, network staff to support the additional impact on the infrastructure, staff to maintain and repair equipment, and user training staff. (If existing staff are to assume additional duties, the impact on workload, turn-around time, and scheduling must be addressed).
- Expansion of existing software licenses. College-wide licenses cannot absorb additional users without additional cost.
- Maintenance and repair – additional technology increases energy consumption, which must be projected; additional equipment must be repaired and maintained, requiring staff.

So far, the concept of TCO has not been adequately addressed and incorporated into the planning processes at the college or into the Resource Allocation Process.

Planning Agenda

None.

III.C.2 - Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary:

The IT Department is working closely with the Technology Advisory Group (TAG) to update the college's technology plan (3.24). The goal of the technology plan is to integrate and prioritize instructional technology needs with student services, administrative services and other college infrastructure technology needs so as to ensure that technology is distributed systematically and equitably and that technical solutions are effective in meeting user needs. Before any new technology services are implemented, they are proposed and evaluated via the technology planning process. The

Master Plan for Technology has had widespread input and, although not explicitly keyed to the objectives statement of the Educational Master Plan, does take the college's mission and goals into account.

Self Evaluation:

While the formal technology planning process ensures equitable distribution of technology resources, technology procurement and development processes ensure that technical solutions are efficient and effective in meeting the pedagogical, operational or administrative needs of the users. These processes are highly interactive, with technical staff, users, and, on occasion, technology vendors sharing their expertise with each other.

A typical technical solution is designed via several steps: meeting with end users to define the need and the scope of the project; soliciting vendor demonstrations and proposals; evaluating outsourced versus in-house options; and, if an in-house solution is selected, additional collaboration between technical staff and end users to define every detail of the proposed solution so that the final product will match the users' expectations. When outsourcing, the process continues with collaboration between the college's technical staff, vendor representatives and the users to determine how best to integrate the third-party solution with existing campus technology. Either way, users and technical experts engage in detailed discussions throughout the development and implementation process to ensure that both parties understand the needs and requirements of the other and that the final product is technically sound, sustainable and effective for the end users.

The college's procurement process ensures that third-party technology is compatible with existing college systems, appropriate for user needs, and not redundant with existing systems. The IT Department worked closely with the TAG to develop purchasing standards for desktops, laptops, PDAs, etc. (3.35) The paperwork for all technology equipment purchases must be approved by IT management prior to processing by the Purchasing Department. This system ensures that users consult with IT before making the final selection of any third-party product. When conflicts arise, IT works with the end user and the manufacturer of the proposed product to identify, clarify, and resolve potential problems associated with the proposed technology.

Most new Information Technology initiatives are developed or purchased in consultation with IT staff. However, there are still occasional exceptions that result in incompatible or redundant technologies being employed by a college department. To eliminate the need for double or triple entry of data and to ensure that all technical services are maintainable and effective, it is critical that all members of the college community consult with IT prior to investing in substantial new technologies.

It is also essential to reassess the technology procurement and development processes regularly, since technology continues to evolve and become integrated with an increasing number of college functions. For

example, many digital projectors housed in college classrooms are now in need of replacement, yet no replacement/cascading plan for projectors exists. Some college photocopiers are now networkable and capable of functioning also as scanners and printers, but they were not purchased in consultation with Information Technology, since these issues of compatibility with the college network were new.

Planning Agenda

None

Standard III D - Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1 – The institution relies upon its mission and goals as the foundation for financial planning.

a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary:

Financial and institutional planning occurs at two levels – the District and the college.

At the District level, "Key Goals and Strategies" (3.36) are developed under the shared governance process and incorporate a multi-year (three to five year) perspective. Emphasis is placed on institutional goals and strategies needed to accomplish them. The operational plans, developed to support and implement the strategic initiatives, identify the budgetary impact related to each action step.

The Governing Board reviews annually the budget calendar (3.37), along with the District's "Budgeting Parameters" (3.38), which guide budget development. After the budgetary needs for District-wide initiatives are determined, allocations are made to the colleges based principally on full-time equivalent student (FTES) enrollment. Each college assumes the primary responsibility for developing its own operational plans, in support of the District's overall goals, and the internal distribution of resources to support those plans.

More specifically, the District allocates operating funds to the three colleges based on the established allocation formulae – Business Procedures Manual, Section 18 (3.39). The Chancellor's Cabinet and the District Governance Council (a shared governance committee comprised of representatives from faculty, classified staff, management and students) work in collaboration to identify funding priorities beyond the District funding formulae in order to meet district/college goals and planning efforts. District-allocated operating funds support on-going operations at LMC. Specific funding of on-going operations includes: full-time faculty salaries and benefits, management salary and benefits, classified staff salary and benefits, and college operating budgets, which include funds for discretionary departmental expenditures.

Each year the Governing Board adopts a budget calendar, budget parameters, and the annual budget following input from the DGC. The process ensures that district goals are reviewed for

appropriate funding of activities to support these goals.

At the college level, the president reviews the annual budget allocation for its base operation in terms of meeting the college's mission and goals, which may result in reallocation of funds from one area to another. The president shares this information with the college Shared Governance Council. Separately, the college conducts an annual Resource Allocation Process which is the vehicle to fund new initiatives based on planning processes. Specifically, each college department conducts a program review and planning process on a periodic basis to identify departmental plans that support college goals. Those plans that require financial resources are then submitted to the Shared Governance Council for review and recommendation to the college president for funding in the subsequent year. Project requests must be documented in the departments' Program Review and Planning document, filed on a timely basis in the Office of the Vice President, in order to be considered for funding. This process regularly includes the allocation of VTEA funds and Block Grant funds, and supports the process for identifying funding sources through potential grants and the College Foundation. Beginning in 2006-07, this process also included a Classified Staffing Proposal process whereby departments submitted requests for additional staffing based on departmental plans.

At mid-year and year-end, the Office of Instruction conducts an evaluation (1.58) of Resource Allocation Process projects to confirm that they met their objectives in supporting college goals.

Self Evaluation:

During fall 2006, the college successfully implemented a new Program Review and Planning process for instructional services, student services, support services and administration services units. Of 69 departments required to complete program review and planning documents, 61 departments complied, a completion rate of 88 percent. The overall completion rate exceeds the prior submission rate of 73 percent when Program Review documents were last required.

The basis for the resource allocation process is the requirement that project proposals must support college goals. In 2004-05, the college re-addressed its goals and formulated Los Medanos College Goals 2005-07 (1.9). The college departments addressed these goals in their Program Review and Planning documents, which were completed during fall 2006, and during 2006-07, the college also updated its Educational Master Plan (1.13). For the fiscal year 2006-07 Resource Allocation Process, the former and new college goals were both used to accommodate the occurrence of the Program Review and Plan process paralleling the updating of the college goals via the Educational Master Planning process. This approach ensured integrity of the planning process since there was a link between departmental plans and college plans.

During fiscal year 2004-05, the Financial Planning Model (3.25) process resulted in funding of four projects totaling $116,660. During fiscal year 2005-06, the FPM process recommended funding

of four projects totaling $76,291. Major projects funded during these two years included: development of an Environmental Science program, community service learning, teaching communities, and upgrading technology for teaching emerging microcomputer technologies in Computer Science. The limited number of project proposals submitted in fiscal years 2004-05, and 2005-06, was viewed as a natural occurrence given that 2005-06, marked the third and final year covered by the previously prepared Program Review and Planning documents. As a result, there were adequate funds to pursue each of the projects that the President approved for funding. During the 2006-07 Resource Allocation Process, just four Financial Planning Model process projects were submitted – a small number given that the college had just undergone a complete Program Review and Planning process.

In response to this limited number of Financial Planning Model projects submitted in 2006-07, and the continued feedback from departments that the process for requesting funds for Block Grant and Financial Planning Model proposals was too cumbersome, the president initiated significant changes to the Resource Allocation Process to streamline the procedures and encourage more projects to advance the college towards its goals and initiatives. The Block Grant process was renamed the Program Maintenance Process and the college simplified the request form and made the approval process an administrative function. The revised process eliminated specific deadlines and streamlined the approval processes. The Shared Governance Council evaluated the new approach at the completion of the process and determined the changes were an improvement to the previous process.

The Financial Planning Model proposal process was renamed the Program Improvement and Development Process. Management used the Program Review updates to insure that more projects were identified and submitted to the shared governance process for funding consideration and advancement towards college goals and initiatives. During the 2007-08 Resource Allocation Process, 11 proposals were submitted, which was viewed as a major improvement to the process. The Shared Governance Council also evaluated the changes to the process at its completion and determined the changes were an improvement.

As planned, the Office of Instruction has implemented both a mid-year and year-end evaluation of Financial Planning Model projects each year (1.58). The fiscal year-end 2004-05 evaluation report indicated that all funded projects met their project goals or were in the process of achieving those goals. The project goals centered on a new Engineering program; forming teaching communities to establish and assess student learning outcomes; and establishing online counseling services to increase the number of students with educational plans. The fiscal year-end 2005-06, evaluation report indicated that again, all funded projects achieved their goals. The project goals for 2005-06 again centered on teaching communities and the online counseling service, along with a new Environmental Science program and a Community Service Learning program to improve student success rates.

To augment the resource allocation process, the president may also allocate funds "off the top" of existing funding sources to meet immediate needs based on college goals. During fiscal year 2006-07, the president set aside $76,898, in local and Block Grant funds to purchase 32 computers for employees and six servers to replace failing equipment, based on the recommendation of the Technology Advisory Group. This process demonstrated an open dialogue between a shared governance committee and the president in identifying and funding a college need.

Each year, the Shared Governance Council conducts an evaluation of the Resource Allocation Process. During fiscal year 2005-06, this evaluation process included a college-wide survey (3.40). The results of the survey indicated that many employees were still not familiar with the allocation processes (a range of 35 percent to 61 percent who responded indicated so); however, those who were familiar with the process were satisfied with it (a range of 47 percent to 57 percent expressed satisfaction). The results indicate that the organization depends on lead personnel in each department to be familiar with and utilize the Resource Allocation Process and that those individuals are satisfied with the process.

The Shared Governance Council's self-evaluation (3.40) of the Resource Allocation Process during fiscal year 2005-06, resulted in a significant change in the process by which the council rates and ranks project proposals. Beginning in 2006-07, the council met twice at Stage I to review project proposals: the first meeting enabled the council to discuss each proposal in order for members to come to a common (normed) understanding of the proposals; and the second meeting was to review the rating and ranking of each project proposal in order to formulate a recommendation to the president. The SGC found this change in process to be very helpful in better understanding each project proposal and any issues involved with the proposals. This evaluation of the process demonstrates the college's commitment to evaluation, planning and improvement.

The Personnel Survey (1.29) conducted in spring 2007, reported that 61 percent of the respondents moderately or strongly agreed that LMC's Program Review model was effective in terms of identifying projects requiring institutional funding. The survey also reported that 55 percent of the respondents moderately or strongly agreed that the Resource Allocation Process at LMC was effective in tying resource allocation to planning.

In terms of the District allocation model and its support of District goals, during fiscal year 2005-06, the District contracted with a consultant to review the general fund budget development and allocation process. The recommendation presented to the Governing Board included:

(1) the District pursue a budget allocation model that is understood, fair and encourages proper behavior;
(2) the budget should accurately reflect the cost of services, particularly with respect to the cost of instruction; and

(3) the District should pursue a method for establishing benchmarks against which performance and accountability can be established and measured.

The District responded to these recommendations by simplifying the allocation of Operating Funds and classified staffing in the fiscal year 2007-08 budget.

Planning Agenda:

None.

b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary:

The college receives a base allocation from the District to fund full and part-time faculty, permanent classified and management salaries and college operating funds. Therefore, the basic college operation is assured funding. Long-range financial planning considers a variety of funding sources (such as state facilities funding, block grant funding, local revenue and Foundation fundraising efforts) and the probability of future funding. The president and director of business services are charged with the responsibility of matching project funding needs with current and long range funding availability. The Shared Governance Council and other shared governance committees are charged with reviewing project proposals and making funding recommendations. In order to ensure an objective ranking of project proposals, the SGC is informed after the fact what funding sources are used to support approved projects.

Self Evaluation:

Each fiscal year, the President reviews the various funding sources for ongoing operations and new projects in order to ensure that funds are appropriately designated for various needs. Operating funds have been relatively stable over the past few years and have met the needs of the basic college operation. Block Grant and VTEA funds, the primary funding source for Financial Planning Model project requests tied to college planning functions, have also been sufficient to meet identified college needs. While the president ensures adequate funding for planning purposes, his message to the college is to develop and submit project proposals irrespective of potential funding sources. The approach is that if good projects are proposed, the college will identify funding sources, even if it means seeking new grant opportunities. As examples, local funds raised by the college, the College Foundation and Title III and V funds have provided a funding stream for various projects. Between fiscal years 2003-04, and 2005-06, the college benefited by $2,083,055 in spending from Foundation and Title III and V funding sources.

During fall 2006, the college pursued two major planning processes: a revised Educational Master Plan (1.3) and a college-wide Program Review and Planning effort. Both processes included a focus on student learning outcomes and assessment. Specifically, the Educational Master Plan dedicated a

college goal to student learning outcomes, and the Program Review and Planning documents for both instructional and student services departments required identification of student learning outcomes. As a result, departments and the college have focused much of their planning efforts around SLOs.

Planning Agenda:

None.

c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary:

The District is keenly aware that short-range financial plans must not be detrimental to long-term goals of financial stability and the ability to meet long-term contractual obligations and liabilities. The principle of maintaining on-going expenditures within on-going revenues has been stated not only by the Governing Board, but by all negotiation groups as one of the mutual interests arrived at through "interest based bargaining." In the unrestricted general fund, as part of the budgeting process, the District segregates on-time revenues and expenditures from those that are ongoing and presents them separately in all internal budget and quarterly financial reports.

During 2006-07, to ensure financial stability, the board directed the District to continue maintaining its unrestricted general fund balance which was, at the time, equal to 10.2 percent of expenditures; by the end of that fiscal year, that balance had grown to $22.3 million, or 13.4 percent. Maintenance of a sizable fund balance is viewed as a way to mitigate any unforeseen, or temporary, fiscal emergencies; it also allows the District the ability to fund one-time initiatives.

As part of the District's budgeting process, all short range plans are incorporated into a four year, cost-projection model, which includes variables such as FTES growth/decline, projected state COLA, increases/ decreases in local revenues and increases/decreases to salaries and other operational costs. The purpose of the model is to determine the long range, net effect of the District's fund balance for various short range plans that the District is considering.

Per the District's June 2006 audit report, (3.41) long-term liabilities consisted of:

- General obligation bonds payable $115,990,639.
- Accrued compensated absences $10,820,670.
- Certificates of Participation $1,215,000.
- Capital lease obligations $1,002,288.

Total $129,028,597

The balance under general obligation bonds is the remaining principal on $120 million in bonds that were approved by the voters in 2002. The bonds were issued in three series: $50 million in 2002, $45 million in 2004 and $25

million in 2006. All three will be paid off by 2029, and are funded by County property tax assessments.

The liability for accrued compensated absences represents amounts owed to employees for unused vacation time and instructional over-loads. Cash payouts are available only at termination of employment. During the past three years, annual monetary payouts have been less than $200,000. As of June 30, 2006, the District had set aside $2 million as debt service funds to cover this liability. At the end of 2006-07, the fund was increased to $2.8 million. The District intends to continue adding to the fund with unrestricted general fund monies that are identified as available at year end.

In June 1996, the District issued $1,605,000, in Certificates of Participation to help fund a student union building at Diablo Valley College. The Certificates of Participation will be paid off by 2021, and are funded from student union fees assessed to DVC students.

"Capital lease obligations" represents the principal due on a variety of equipment leases. By 2010, all the leases will have been paid off; the annual payments are being made from the operating budgets of the departments leasing the equipment.

Per the 2006 audit report (3.41), the District's "actuarial accrued liability" for "Other Post-Employment Benefits" (OPEB) amounted to $225,080,400. The liability represents the District's contractual obligation to offer subsidized health benefits to all employees who retire from the District and meet age and service requirements for eligibility. This contractual benefit is no longer available to employees hired after June 30, 2005.

By June 30, 2006, the District had set aside $27,785,500, towards funding the OPEB liability. During 2006-07, interest earnings, plus another, one-time contribution of $15.6 million, raised the overall funding to $44.9 million, or roughly 20 percent of the current liability.

The money needed to provide retiree health benefits, plus the annual $1 million contribution towards the debt, comes from the District's unrestricted general fund. In 2005-06, the $7.3 million cost represented about 5.3 percent of the District's unrestricted general fund budget. The District plans to continue its current funding policy. Given the current funding level, in 30 years it is projected that the District's debt funding will match the remaining liability.

During fall 2006, the college updated its Educational Master Plan (1.3), thus addressing long-term planning. As part of that plan, the college adopted a facilities plan (2.57) to address anticipated college growth and the need to provide adequate facilities to accommodate the additional enrollment.

At the District level, the Facility and Planning Division prepares five-year capital construction and scheduled maintenance plans, which are reviewed annually. Long-range capital plans are based on the colleges' current educational programs and the results of program planning affecting future locations and course offerings.

Self Evaluation:

In making short-range financial plans, the District calculates the long-term effects of the plans that it is considering. The District and its employee groups all recognize the importance of having an adequate fund balance and maintaining ongoing expenditures within ongoing revenues, so as not to diminish that balance. The District recognizes all of its long term liabilities and has proactively taken steps to fund them.

The college has recently finished construction of a new library and math and science buildings. The college has a long term lease arrangement for an East County educational center in Brentwood and is planning for a state-approved Center in East County. The District has been successful in passing two bond measures, which greatly benefit its three colleges.

LMC has also identified long-range goals during its process of updating the Educational Master Plan. This plan identifies programmatic needs to better serve its current student body and future students as the college grows and community diversity increases. The Resource Allocation Process, implemented on an annual basis, stems from these long range plans.

Planning Agenda:

None.

d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary:

The Program Review and Planning process addresses departmental needs for increases in base budgets and funding needs for new initiatives. Each year, departments may elect to update their plan in order to revise their budgetary needs. Management reviews the base budget needs and makes recommendations to the president for changes in base budgets. Departmental needs for the funding of new projects and classified staffing requests are submitted to the Shared Governance Council as part of the Resource Allocation Process.

During fiscal year 2005-06, the college revised its Program Review and Planning process based on input from each constituency through the shared governance structure. Departments then participated in the Program Review and Planning process during fall 2006. The Office of Instruction communicated the new process to all instructional programs; the Office of Student Services communicated this process to all student services programs; and the Business Office communicated this process to all support and administration services departments. Managers worked with their departments as they completed their Program Review and Planning documents, and indicated their approval upon the completion of these documents. The planning section of

these documents is the basis by which departments may request funding from the Resource Allocation Process (2.22).

The Business Office administers the Resource Allocation Process (includes Financial Planning Model, Block Grant Maintenance of Operations and Classified Staffing Proposals), with periodic announcements to the community during the fall semester, and provides a detailed manual during the spring semester when the process is conducted.

Self Evaluation:

The college has administered the Financial Planning Model process since 2000-01. Each year, upon the completion of the process, the Shared Governance Council and management have conducted a self-evaluation in order to improve the process. Improvements have included: a President's Cabinet retreat to review project proposals for appropriateness; the SGC's extended review of proposals to ensure complete understanding of the proposals prior to ranking them; administrative procedures to ensure appropriate departments review proposals prior to their submission; and a mechanism for certain ongoing projects to obtain permanent funding. With each change, the process has better met college needs.

During spring 2006, the Shared Governance Council conducted a survey of the three Senates and the community at large regarding the Resource Allocation Process. The results indicated that of those employees who were charged with budgetary responsibilities in their respective areas were familiar with, understood, and supported the processes.

During 2004-05, and 2005-06, a consensus developed in the college community for a shared governance process for the allocation of permanent classified positions. Historically, this decision had been the college president's alone. An ad hoc subcommittee of the SGC was formed to recommend a shared governance process for the allocation of classified positions, which was accepted by the council. The approved process is tied to the planning process via the Program Review and Planning documents prepared by each department and is incorporated into the Resource Allocation Process. During the first year of implementation of this process (2006-07), departments requested positions totaling just fewer than 10 full-time positions (3.44).

When the Shared Governance Council convenes annually to review and rank Resource Allocation Process requests, the council includes the college president in this process in order to ensure an open dialogue of ideas, concerns and assessment of projects. This approach has consistently resulted in SGC recommendations that the president has endorsed.

At the completion of both the first and final stages of the annual Resource Allocation Process, the president issues a memo stating the funding recommendation that the Shared Governance Council has submitted to him and his final decision. This communication includes the rationale for both the Council's recommendation and

the President's final decision, which ensures the integrity of the process. The president also informs the SGC of his decision prior to issuing the decision to the entire college community.

Planning Agenda:

None.

III.D.2 - To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary:

The District is required to submit an Annual Financial and Budget Report (the CCFS-311) to the State Chancellor's Office. In the 2005-06 report (3.45), over 70 percent of the District's general fund expenditures were spent directly for instruction, instructional and academic support, various student services and contract education. As a means of measuring the appropriateness of its expenditure levels, the District compares various levels of summary information from its own CCFS-311 report to other districts within the "Bay 10." In general, this analysis shows that the District's expenditure levels fall well within the range of expenditures (as a percentage of total expenditures) of neighboring districts.

The California Education Code requires that an independent CPA firm perform an annual audit of all District financial records, including all funds and reports to state and federal agencies, such as the CCFS-311. Audit findings are accompanied by recommendations that require District response. The District holds two open meetings of its Finance Committee where the external auditors discuss the audit and any findings and recommendations. Additionally, there is a public presentation of the annual audit during a Governing Board meeting. Once accepted by the board, the audit is placed on the District's website (3.46). As part of the following year's audit, the external auditors review the progress made by the District in correcting the prior year's findings.

The college Business Office oversees the appropriate allocation and use of financial resources. At the beginning of the year, the director of business services ensures that the Operating Fund budget is allocated according to District guidelines and amounts. The director then confirms with each department coordinator his/her Operating Fund budget allocation. The president reviews the allocations annually and makes modifications to budgets to ensure that the college is meeting its goals.

The Business Office ensures that categorically funded programs receive their allocations. The office, in conjunction with the program directors, also ensures that categorically funded programs budget and expend their funds according to funding guidelines. The District Accounting Department also oversees the allocation and expenditures for all Operating Funds and categorically funded programs. The District Accounting Department regularly communicates external audit findings to the director of business services.

Self Evaluation:

External audits, conducted each year, have found Los Medanos College to be generally in compliance with respect to financial reporting. The fiscal year-end review of the Operating Fund budget indicates that, in general, operating units spend within their beginning budgets, augmented by local revenue and redistribution of budgets. Documentation is in the fiscal year-end analysis available in the Business Office (3.47).

The District Accounting and Internal Auditing departments have consistently found that the college has generally complied with district financial policies and procedures. The District views responses to audit findings as a positive activity for systematic improvement.

Planning Agenda:

None.

b. Appropriate financial information is provided throughout the institution.

Descriptive Summary:

The Business Office provides monthly budget reports (3.48) to each department, both those funded by operating and categorical funds. These reports delineate by line item the budget, year-to-date spending, encumbrances and balances remaining. The Business Office also sends summary budget reports to the deans for each of the departments that report to them. The director of business services provides budget reports for designated funds, and the accountant I provides budget reports for all categorical funds. In addition, the director of business services maintains an Excel spreadsheet that calculates a projection of the total college carry over, which he updates during the last four months of each fiscal year. These reports are intended to assure that all key personnel take appropriate steps to ensure that the college spends within budget and meets carry over goals.

At the District level, regular monitoring is provided through quarterly reports to the Governing Board. The reports show actual revenue and expenditure activity as compared to the budget, changes to revenue and expenditure during the quarter and an explanation of financial activity, which could affect district solvency. The quarterly reports are based on actual system data and are transmitted for review and appropriate action by the State Chancellor's Office.

Self Evaluation:

Department and program coordinators continually express a sense of satisfaction that they are provided with the necessary financial information to monitor and control their budgets. In a recent Business Services survey (3.49), 98 percent of the respondents indicated that the Business Office provides useful accounting information and 94 percent indicated that the Business Office provides clear and useful interpretation of Business Procedures.

The director of business services has successfully provided the president with detailed and timely spending projections compared to the budget in the operating fund and hourly teaching budget each year, as well as FTES projections. As a result, the college has been able to project its annual carry over budget well in advance of District Accounting's formal calculation. The projections have led to good and timely decision making about carry over funds. Consistently, over the past three fiscal years, the college has successfully met its carry over objectives. At the same time, the accountant I position has ensured that the college has spent on average 99.8 percent of the categorical funds, while staying within categorical fund guidelines.

Planning Agenda:

None.

c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Contra Costa County operates under the "Teeter Plan" regarding distribution of property taxes to local agencies. Under this plan, the District is granted an advance on all property taxes which the county will collect during the fiscal year. Therefore, the District starts each year with a "spending credit" equal to 44 percent of its total revenues. Given the timing of enrollment fee collections, state apportionment distributions and the size of its fund balance (reserves), the District is never in a situation where the county would deny redemption of one of its warrants.

The District addresses risk management by maintaining adequate insurance coverage. Property and liability coverage is maintained through the Bay Area Community College District Joint Powers Authority (BACCDJPA). Through continuous levels of re-insurance, the District has property and liability insurance (per occurrence) up to $245 million and $25 million, respectively. As a member of the BACCDJPA, the District's self-insured retention is $10,000 per occurrence. For workers compensation, the District maintains insurance coverage through the Contra Costa Schools Insurance Group JPA. To help minimize losses, both JPAs provide members with regular on-site safety inspections and active health and safety programs.

As indicated previously, the Governing Board has directed the District to

maintain a sizable fund balance in order to mitigate any unforeseen, or temporary, fiscal emergencies.

Self Evaluation:

The District meets this standard.

Planning Agenda:

None.

d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary:

Annually, the CCCCD internal auditor compiles a risk assessment of the District's various departments and processes. With input from the board's Finance Committee and Chancellor's Cabinet, the internal auditor then prepares a schedule that will undergo review or audit investigation. Results of those reviews are reported to the Finance Committee.

All institutional investments that are made on behalf of the District are performed and overseen by the County Treasurer's Office. Short-term funds (cash) are primarily maintained in the county's investment pool. At the District's direction, the county invests surplus cash into longer term instruments. For the funds that the District has set aside for its retiree health benefits liability, the District has contracted the investment services of Public Financial Management (PFM). On a quarterly basis, the board receives a report on the District's investments, which includes benchmark comparisons of the investments managed by PFM.

The District also retains an independent auditor to perform annual audits of its financial records. In addition to the audit of the District's governmental funds, proprietary funds, fiduciary funds and account groups, the auditors also perform specific audits of the Proposition 39 bond fund and each college foundation. The audit is performed in conformance with generally accepted auditing standards, which include a review of the District's fiscal processes and internal controls. Where the audit has identified findings, the District addresses the auditors' recommended corrections.

At the college, the Datatel financial system provides real-time budgetary information. Thus, at any time, a program manager can review individual general ledger account information or total department budget information. The Business Services Office also provides a monthly budget report to all program and department leaders.

The director of business services and accountant I review all externally funded programs each month to ensure that there is a correct budget, expenditures are reported in the appropriate accounts, and spending is on target based on the budget. The director also ensures proper accounting and tracking of carry over funds.

Departments developing contractual relationships consult with both the director of business services and District's vice chancellor of finance and administration in establishing these formal relationships.

LMC has 13 co-curricular trust accounts, 13 student club accounts, and 16 trust fund accounts. Co-curricular trust accounts are governed by Business Procedure 3.14 – Financing Co-Curricular Activities and Business Procedure 3.15 – Co-Curricular Activity Accounts. Student club activities are governed by Governing Board Policy 3003 – Student Organizations, and Business Procedure 3.41 – Student Body Funds and Club Accounting. Trust fund accounts and student club activities are governed by Business Procedure 3.38 – Guidelines for the Establishment of Accounts for Clubs, Trusts and Donations. For each trust or student club account, there is a college employee responsible for approving that trust/club's transactions. Monthly budget reports are issued to each of these college employees in order to monitor transactions.

The Financial Aid Office follows all mandates for the accounting and distribution of financial aid, including Federal Work Study, SEOG, Cal Grants, and Board of Governors Grant Waivers. The Financial Aid Office works closely with District Office personnel to ensure that the college accounts for its grant funds appropriately. Financial Aid staff attend periodic workshops to stay abreast of changes in financial aid guidelines. Additionally, the Financial Aid Office undergoes periodic independent program review and audits of its operation to ensure compliance with appropriate guidelines.

The LMC Foundation has a Finance Committee, consisting of the Foundation president, treasurer and two board members. The Finance Committee members are given quarterly financial reports for review. The reports include the current profit and loss and an expense report. The Foundation's budget is reviewed by the Finance Committee then submitted to the entire Foundation Board of Directors for review and approval at the quarterly meetings. The annual budget is developed by the executive director then submitted to the Finance Committee for review, revision, if needed, and approval. Once approved by the Finance Committee, the annual budget is submitted to the entire Board of Directors at the annual meeting, for discussion and approval. Copies of the financial reports are filed with the official Foundation Board of Directors meeting minutes (3.50).

The Foundation has an annual audit by an external audit firm under contract with the District. The Foundation's last full audit was June 2002 (3.51). The CCCCD determined that no audit was necessary for the 2003 fiscal year. The 2004 audit is being completed at this time. Even though the Foundation does not, at this time, fall under the provisions of the Sarbanes-Oxley Act of 2002, a Foundation Audit Committee was appointed at the June, 2007, Foundation annual meeting. All required tax documents and financial accounting documentation are available for inspection in the Foundation Office.

Self Evaluation:

The District exercises effective oversight of finances. Internal and external audits show LMC to be in compliance with District procedures with respect to student club and trust accounts.

The director of business services and accountant I, in conjunction with program managers of externally-funded programs, have effectively tracked spending against budget. At fiscal year-end for the past several years, programs have spent up to the amount budgeted. Detailed year-end analyses are available in the Business Office.

The vice chancellor of finance and administration consistently approves the college's contracts upon their submission for Governing Board approval.

District Financial Aid Directors (CCC, DVC, and LMC) formed district wide teams to address financial aid systems processes that include any new Federal or State updates to mandates, operational compliance and/or regulations. Additionally, Financial Aid staff participate in professional development and training by:

(1) completing on-line training from the National Association of Student Financial Aid Administrators (NASFAA), US Department of Education (USDE), California Student Aid Commission (CSAC), and other Financial Aid organizations;
(2) attending workshops sponsored by NASFAA, USDE, CSAC, Western Association of Student Financial Aid Administrators (WASFAA), California Association of Student Financial Aid Administrators (CASFAA), California Community Colleges Financial Aid Administrators Association (CCCSFAAA), California Community Colleges Chancellor's Office, and other Financial Aid organizations; and
(3) attending annual Financial Aid association conferences.

The District Financial Aid Directors Financial Aid (DFADFA) Teams address any and all audit and/or compliance findings from a District system perspective that are implemented at each of the colleges. The DFADFA Teams have improved the application process, revised the Offer Letter, revised procedural forms to be more effective, coordinated efforts between the Financial Aid Office and other college departments, revised guidelines for distributing SEOG and Federal Work Study funds, revised the satisfactory academic progress procedures and revised the student appeals process. On June 23, 2003, Los Medanos College's renewal Cal Grant Programs Institutional Participation Agreement was approved through June 30, 2007. On July 15, 2003, USDE, San Francisco Case Management Team completed its review of Los Medanos College's (Institutional) application to participate in the Title IV, HEA Programs. Los Medanos College, based on the materials submitted, indicated that the Institution meets the minimum requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts 600 and 668. On July 29, 2003, USDE, San Francisco Federal Student Aid Case Management & Oversight Team approved LMC's Application to

Participate in Federal Student Financial Aid Programs that includes the college's Eligibility and Certification Approval Report, Program Participation Agreement, Certification for Title IV, HEA Programs until March 31, 2009.

Planning Agenda:

None.

e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary:

The Los Medanos College Foundation's mission (3.52) is to provide the community with the opportunity to invest in educational excellence. The Foundation's 501 (c)(3) (3.53) status provides the community with the means to donate money, equipment, and services to the college. Since incorporation in September 1997, the Foundation has been instrumental in providing scholarships and funding for educational programs and services at the college.

Financial integrity is the basis of the LMC Foundation. In 2003, the Foundation Board of Directors established and approved an extensive number of policies and procedures (3.54). The Foundation complies with state regulations regarding special fundraising activities such as raffles. All state and federal tax and accounting documentation are on file in the Foundation office and are available to the public, upon request.

The Business Office reviews all transactions for auxiliary activities that occur through bank accounts handled by the Cashier's Office, Trust Accounts and Student Club Accounts. The procedures governing these accounts are delineated in Business Procedure 3.38 – Guidelines for the Establishment of Accounts for Clubs, Trusts and Donations. These accounts are included in the annual external audit review.

Self Evaluation:

The LMC Foundation's Scholarship Program Office annually administers over $250,000 in scholarship funds and emergency loans for students. In cooperation with local medical facilities, the LMC Foundation provides additional funding to the LMC Nursing Department that supports faculty and staff. Since 2002, the Foundation has upgraded 10 classrooms and a large lecture hall for the college. Financial support from the Foundation has been used to purchase books for the library, equipment for physical science, chemistry, biology, student services, art, and auto technology. In 2005, the Foundation initiated the LMC Foundation Speakers Series with Nobel Peace Prize Laureate Rigoberto Menchu Tum. The Foundation has also supported the marketing efforts of the college by providing funds for ads in local publications.

Foundation policies (3.54) include: Spending, Gift Fee Assessment,

Investment, Endowment, Donor Advised Fun, Gift Acceptance, and Donor Guidelines and Recognitions. Procedures include: Accounting Separation of Duties and Spending Unrestricted Foundation funds. All Foundation expended funds are reviewed quarterly by the Foundation Finance Committee, with supporting documentation.

The Foundation is audited by an outside firm, under contract to the CCCCD. To date, the Foundation audits were found "…in conformity with accounting principles generally accepted in the United States of America."

The Student Activities Office reviews all activities and transactions conducted by student clubs to ensure that they conform to the guidelines established for each club, thus ensuring the integrity of the activities and consistency with their goals. The Business Office oversees the creation and use of all trust accounts and ensures that their activities are consistent with the purpose for each trust account.

The internal and external auditors periodically test transactions from both the Student Club account and Trust account and have found that the transactions adhere to District Business Procedures.

Planning Agenda:

None.

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary:

Departments developing contractual relationships with outside organizations may consult with both the director of business services and District's vice chancellor of finance and administration in establishing these formal relationships. All departments then submit proposed contracts to the director of business services for review. The director of business services then submits the proposed contract to the vice chancellor for final review prior to inclusion on the Governing Board agenda. The review includes legality of the contract terms, necessary indemnification and insurance provisions, sufficiency of funds and alignment of the contract services to college and district mission and goals. At any time after a contract has been approved by the Governing Board, the college or contracting agency may propose changes or termination of contracts.

Self Evaluation:

The college consistently develops contractual agreements that meet District guidelines for submission to the Governing Board. LMC has developed an effective relationship with the vice chancellor so that the college develops appropriate contracts with outside organizations.

Planning Agenda:

None.

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary:

The District evaluates financial management regularly, in a variety of ways. First, the annual audit report is a detailed and comprehensive review of the financial position of the CCCCD, the adequacy of financial safeguards and the reliability of financial systems. The annual audit report is a major means to evaluate the effectiveness of financial management systems and to provide recommendations for improvement.

Secondly, the quarterly financial reports presented to the Governing Board and State Chancellor's Office are designed to evaluate both the current financial condition of the District and to provide trend information necessary to evaluate financial controls and integrity of the financial management system.

Finally, regular meetings with college business directors, the District Governance Council and Chancellor's Cabinet provide opportunities for college and constituency representatives to comment on any financial management issues and to suggest improvements.

Self Evaluation:

The annual audit report is conducted under the guidance of the Governing Board Finance Committee. Early attention is given to focus the audit on legal compliance issues and any particular areas of concern. District staff annually develops a status report on implementation of audit findings to improve financial management.

Planning Agenda:

None.

III.D.3 - The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

At the time the college builds its budget for the subsequent fiscal year, the director of business services and president review the effectiveness of the budget for the current year. From this information, the president makes modifications to the budget to meet the subsequent fiscal year's objectives.

At end of the fiscal year, the director of business services conducts this review again to recommend any appropriate revisions to the subsequent fiscal year's budget.

As part of the Resource Allocation Process, the college conducts a review of current year projects at both mid-year and end-year to confirm that the projects

are meeting their established objectives in order to obtain continued funding for the subsequent fiscal year.

Self Evaluation:

Through established review processes, the college ensures that projects are evaluated prior to determining if funding should continue. As an example, at the end of fiscal year 2003-04, the college determined that with the establishment of a Puente program, there was no longer a need for the local Avance program, so funding was terminated for the latter program. Additionally, at the end of fiscal year 2005-06, the college determined that the Financial Planning Model project for Community Service Learning would not continue to be funded unless the program was reworked to better meet students' needs.

Planning Agenda:

None.

STANDARD THREE – EVIDENCE

3.1 Faculty/Administrator Minimum Qualifications
3.2 Hiring Procedures
3.3 District Personnel Hiring Procedures
3.4 Uniform Selection Guide (1997)
3.5 Local 1 contract
3.6 Faculty Evaluation Schedule
3.7 Management, Supervisor, Confidential Manual
3.8 Faculty Evaluation Criteria/Process
3.9 Employee Code of Ethical Behavior (HR1040.08)
3.10 Academic Freedom
3.11 Freedom of Expression
3.12 Equal Employment Opportunity
3.13 Conflict of Interest
3.14 Business Procedure 18.03
3.15 HR Procedures binder
3.16 District Mission Statement
3.17 Staff Development Model (2008)
3.18 Professional Development Activity Evaluation Form
3.19 Hay Group Study
3.20 Reorganization Documents
3.21 Annual Facilities Review
3.22 Facilities Master Plan 2001
3.23 Block Grant Maintenance of Operations forms
3.24 Technology Plan
3.25 Financial Planning Model memos
3.26 Desktop Replacement Plan
3.27 Technology Survey 2005
3.28 District New Employee Training Manual
3.29 IT Security Policies
3.30 Guidelines for Passwords/ Password Policies
3.31 Schedule of Maintenance Renewal Dates (IT)
3.32 Uniform Computer Lab Policy
3.33 Computer Information and Inventory
3.34 District Acceptable Use of Technology Policy
3.35 Technology Purchasing Standards
3.36 District Key Goals and Strategies
3.37 District Budget Calendar
3.38 District Budgeting Parameters
3.39 Business Procedures Manual Section 18
3.40 SGC Evaluation of RAP (05/06)
3.41 Audit Report – District June 2006
3.42 none
3.43 none
3.44 Classified Staffing Allocation 06/07
3.45 District Annual Financial and Budget Report 05/06 (CCFS-311)
3.46 Link to District website http://www.4cd.net/
3.47 Fiscal Year End Analysis
3.48 Monthly Budget Report – sample
3.49 Business Services Survey
3.50 Foundation Minutes
3.51 Foundation Audit – June 2002
3.52 Foundation Mission Statement
3.53 Foundation 501 (c)3 letter
3.54 Foundation Policy and Procedure Binders

INSERT TAB – STANDARD FOUR

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

Standard 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 are used to assure effective discussion, planning, and implementation.

Descriptive Summary:

During spring 2003, LMC began the transformation of its governance structure to a new model of shared governance. It established the Shared Governance Council (SGC) (4.1) which required membership participation from the academic senate, classified senate and LMC Associated Students and included input from management and Curriculum Committee representatives, the college president and sub committees of the SGC. The council now drives the planning and decision-making processes of the college, through the Educational Master Plan, a living document that describes college goals and strategic initiatives, which are influenced by current data provided by the Institutional Research Department.

Members of the campus community are able to bring forth ideas, suggestions and criticisms through their shared governance constituent representatives, at a constituent senate meeting, or directly to the SGC during public comment. Input happens frequently, whether it is at a large gathering, such as a College Assembly or a small weekly meeting. Once these ideas are brought forth, they are aired at the appropriate initial level of governance and forwarded when recognized as in need of a broader campus discussion.

Once decisions have been made, they are communicated to the college community. Through the college intranet, various web pages provide information on research, planning, distance education, curriculum and shared governance. Agendas and minutes from committees formed as shared governance sub-committees and senate (academic, classified and students) sub-committees are posted and available for anyone to access. Employee participation is ensured since

members are appointed to the various committees by their senates and are responsible for reporting to their senates and for conveying the "opinions" of their senates to their respective committees. Reports, demographic data and surveys that drive planning processes are also posted by the Institutional Research Department on the web-page (4.2).

The SGC meets twice a month (4.3) and is kept up to date with regular reports from its subcommittees on current projects and other information. This information forms some of the basis for many of the decisions made by the council. The SGC determines the College Assembly schedule to provide information to, and request input from, the campus community on current issues, such as budget, facilities, assessment, planning and accreditation. The use of email to disseminate shared governance decisions provides an additional medium to inform the community and/or to request feedback.

Self Evaluation:

Through constituency based governance, Los Medanos College sets and evaluates college goals and strategic initiatives. According to the most recent survey conducted by the Office of Institutional Research in spring 2007 (1.29), 56 percent of college employees agreed that "there is broad participation from LMC personnel in planning processes" and 59 percent agreed that "the college gives students adequate opportunities to participate in planning processes."

Although since 2003 efforts to report important decisions to the college community have increased, campus leaders still struggle to find ways to transmit information to the college community so that it is received. The intent to communicate governance decisions and opportunities for input to the campus community has demonstrated a need for innovative approaches to more effectively reach more employees and students.

Planning Agenda:

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.

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:

The Shared Governance Council Position Paper of March 2003 (4.1), describes the group's composition: a council facilitator, the college president,

the Curriculum Committee chair, two management representatives and three council seats each for faculty, classified staff and student senators. The President appoints managers and the respective senates appoint the others. Only those appointed by the senates are voting members. The SGC is responsible for reviewing proposals and making recommendations to the college president for the Resource Allocation Process, which includes the block grant (equipment) budget, classified staff allocation process and Financial Planning Model. Since its inception in 2003, the SGC has refined the process and continues to evaluate and improve it as necessary, as demonstrated by the inclusion of the classified staffing allocation recommendation in the spring 2007 SGC process. The SGC also reviews tutoring allocation requests and VTEA requests (prior to the Occupational Education Committee's review and final recommendation).

Included in the resource request process is the requirement to have a current program review and unit plan in order to be eligible to request resources. During the fall of 2006, almost all units complied – 37 instructional areas completed program reviews and 11 student services areas completed program reviews.

Self Evaluation:

The formation of the Shared Governance Council established a mechanism for representative college governance. Each voting member of the SGC represents the voice of his/her constituency and shares information between the council and their respective senates. The cooperative spirit of SGC members to date illustrates the effectiveness of the structure, which brings decision-making bodies of the campus together. However, attempts to have full participation on all shared governance committees have had mixed results.

Planning Agenda:

The college president and Shared Governance Council will develop and implement a plan to promote employee and students engagement with institutional governance processes during the 2008-09 academic year.

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:

Faculty are represented in the Academic Senate, which is the main governance body on campus for recommendations concerning academic and professional matters. The senate typically meets twice a month (1.30). Faculty are represented based on a combination of departments and large group associations such as at-large full-time and adjunct faculty. Currently most, but not all, of the elected representative positions are filled. The senate has been active over the years in dealing with new programs, curriculum, degree requirements, changes in governance structure, program review, and budget planning.

The Academic Senate and Curriculum Committee provide the mechanism for approving new programs, based on faculty input. All individual courses and college programs are presented for approval to the committee.

The Teaching and Learning Project (TLP) is a group of instructors and managers that provides guidance, initiative and some funding for the professional development revolving around assessment of student learning outcomes. Based on the premise that faculty development is a key ingredient to improving SLO performance, five different groups of faculty have produced program learning outcomes. Each group is at varying stages of creating program, cross discipline assessment and arranging professional development based on an analysis of the results.

There are a large number of distinct initiatives used to improve student learning by providing special services. Examples of these include Puente, the Reading and Writing Center, Umoja Scholars, IDEA, and evolving inititatives such as First Year Experience, MESA programs, ESL counseling, learning communities and the reorganization of tutoring.

Self Evaluation:

At SGC, there has been a consistent consensus and acceptance on major campus issues among senate representatives. According to the most recent survey conducted by the Office of Institutional Research in spring 2007 (1.29), 64 percent of LMC personnel agreed that [their] "*concerns and ideas are listened to in college committees."* For the last four years there has been a consensus, or at least professional agreement, between the Academic Senate and college governance. Faculty have been directly involved in the creation of new programs (Engineering, Environmental Science and Process Technology, among others). Faculty also spent time discussing larger issues that would effect the college – topics such as moving to a compressed calendar and the statewide change in English and math AA degree requirements. Curricular decisions are being made at the proper levels.

Four Brentwood faculty filed a complaint in May 2007, alleging that the Curriculum Committee had violated the Brown Act (open meeting law) by discussing the curriculum approval process without having it on the agenda. Later that semester, an attorney from the District discussed Brown Act provisions at a meeting of the Academic Senate. Since that time, there have been no allegations of violations.

The institutionalization of student learning outcomes and assessment has been accomplished at LMC, largely due to faculty leadership. During the last four years, the TLP has expanded from a small group of volunteer teachers trying to come up with a complete, closed loop process for creating, assessing and improving program SLOs. The TLP now has plans to encompass most faculty with a comprehensive multiyear, multi-outcome, multidiscipline, complete cycle. The challenge remains to build understanding and enthusiasm among some faculty regarding these new initiatives.

Planning Agenda:

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 working collaboratively for the good of the institution. The shared governance process was designed to encourage the discussion of significant ideas and issues and to promote effective communication among the college's constituencies. The SGC contains equal numbers of members from each constituency (except management), all with equal voting rights. Each group is asked for input, including the students. All four constituent groups have active, functioning governing bodies. The interests specific to the Brentwood Center are communicated through representation on both the Academic Senate and the Curriculum Committee.

In order to promote collaboration, the college communicates by doing the following:

- Maintains intranet web pages containing up-to-date information, agendas, minutes, etc. for governance and planning committees (1.15, 1.14).
- The Office of the President, provides campus wide reports via email and newsletter, regarding decisions, projects, grants, etc. (4.4)
- Requires constituent representatives appointed to SGC to provide a report at their respective senate meetings, and in turn convey the senate's wishes/opinions to SGC.
- Regularly schedules information-sharing sessions at College Assemblies (1.30). Discussion is encouraged and documented.
- Posts reports regarding institutional performance and planning processes on the intranet. (1.14)

Self Evaluation:

Information and data are regularly referenced and used at all levels of shared governance, including the Shared Governance Council and Planning Committee, as well as many other task forces and committees. The information is readily accessible and understandable on-line but it may be beneficial to publicize appropriate reports' existence on the campus bulletin boards and via emails and to place paper copies in accessible locations for students and staff. Student leaders and student workers who are provided with LMC email accounts also have access to this information. However, some members of some constituency groups have expressed a need for improved communication.

All groups work together well. Presidents of constituent groups communicate regularly about important

campus wide issues. Student senators visit Academic Senate meetings to inform and ask for help from faculty on LMCAS projects. Faculty and classified staff co-sponsor some campus activities. Managers and classified staff are brought in early when dealing with how faculty curriculum changes might affect them. However, one issue is the continuing difficulty in recruiting and maintaining student leadership. For fall 2007, the college hired a full-time faculty student life coordinator with the charge of improving student involvement.

Planning Agenda:

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.

Descriptive Summary:

A passage from the report of the previous Accreditation team stated: "A very well written, organized and documented Self-Study. The document was clear, easy to read, consistent across all standards, and, most importantly, accurate according to the evidence we found at the college."

The college has sent annual Accreditation reports to the Commission on a timely basis and the reports have been accepted. The mid-term report (4.5) was sent on a timely basis and accepted by the Commission; however the college was asked to do a more extensive report about its response to recommendations regarding student services. The report was completed by the senior dean of student services, (4.6) reviewed by management and the SGC and forwarded to the Commission.

LMC also demonstrates honesty and integrity in its relationships with other external agencies. In recent years, the college has received two Title III grants from the U.S. Department of Education, focusing on developmental education and transfer initiatives. Accurate reports were submitted in a timely manner and both grants met their stated goals. The college is currently implementing a five-year $2.75 million Title V Hispanic Serving Institutions grant.

The college also administers Pell Grants and has a solid record of submitting required reports. Audits indicate that the program complies with Federal regulations.

All LMC publications and materials portray the college accurately (2.3). Major publications, such as the College Catalog and Class Schedule, are reviewed by several managers to ensure that the institution is being presented truthfully. Marketing materials undergo similar scrutiny.

Self Evaluation:

According to the survey conducted by the Office of Institutional Research in spring 2007 (1.29), regarding college publications 44 percent of LMC personnel agreed that the publications were moderately adequate and 42 percent felt that they were very adequate. Students who were surveyed were also very positive about the publications. LMC publications and marketing materials have won several statewide awards in recent years (2.39).

Planning Agenda:

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 institution's governance is primarily made up of shared governance committees under the umbrella of the Shared Governance Council. The SGC is the main body that formulates policies and direction for the college, made up of three members from each constituency. There are also individual constituent groups and their subsidiaries, such as the Academic Senate, Classified Senate, Associated Students, President's Council (all managers) and President's Cabinet. These groups, intertwined through multiple reporting and communication mechanisms, come together to work through the many processes used throughout the year to guide the college, including the Resource Allocation Process (RAP), Education Master Plan development, program review and unit planning.

Each year, the Shared Governance Council surveys itself and requests survey input from the campus community. The major finding has been that communication with the college community needed to be improved. As a result, the frequency of informative newsletters, emails and assemblies was increased. During a typical semester, two to three assemblies are held to disseminate information from the SGC and/or college president. At that time, input is also solicited from the LMC community.

SGC meetings are Brown Act meetings – any constituent of the college may attend and provide feedback to his/her representatives, the SGC meeting facilitator or the president.

Reports of SGC decisions are delivered at constituent meetings, where feedback is also encouraged – Academic Senate, Classified Senate, Associated Students and management meetings.

The President's Council meets monthly (4.7). The meetings were last evaluated in June 2005. Issues raised in the council are brought to the SGC by the president and/or management representatives.

The Academic Senate was transformed from a body of the whole to a

representative senate in 2001. There have been two evaluations (4.8) of the senate since the change; both focused on the issues of representation, communication, inclusiveness, accountability and program goal accomplishment. The results were discussed in the senate and published in the minutes, which are posted on the senate web-site (1.16).

The Curriculum Committee, a subcommittee of the Academic Senate, meets twice a month. It was evaluated in 2004 (4.9), when there was a change of the committee chair; the results were brought to the Academic Senate. Results of Curriculum Committee actions are posted on its web-site (1.19) and reminders of upcoming meeting times are emailed to the entire college. Representatives from the Curriculum Committee are present at some senate and SGC meetings.

The Planning Committee and SGC play the major role in planning processes at LMC. In the fall of 2006, LMC went through a major program review (2.22) of all four college areas: instructional, student services, administrative and support services. The results of the program review were reviewed by the SGC, the Teaching and Learning Project (TLP), the Curriculum Committee and management. Managers also looked at the original program data and posed questions to those doing the review. The Planning Committee was authorized in spring 2007 (4.10) to evaluate the newly revised program review and planning process.

The Education Master Plan was redone during 2006-07 (1.3), after the results of the program review, in conjunction with updating the Facilities Master Plan (2.57) for both locations (Pittsburg and Brentwood).

Because LMC is constantly striving to improve the Resource Allocation Process, there are two separate areas for evaluation of the RAP. The first is at the end of the funding application process, when the participants are given a blind survey (4.11). Secondly, a mid year report of each unit receiving Financial Planning Model funds provides regular evaluation (4.12).

Self Evaluation:

The college has made great strides in setting up and implementing evaluation processes for its governance and decision-making processes. The results are used for institutional improvement.

One specific example: the original Financial Planning Model and current Resource Allocation Process have been evaluated annually (4.13) and the results used to modify/improve the processes. The SGC found that the processes were sometimes unclear, perceived to be cumbersome and time-consuming and did not foster innovation. Modifications were proposed and implemented to address these issues.

Planning Agenda:

None.

Standard IV B - Board and Administrative Organization:

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 - The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary:

The Contra Costa Community College District is comprised of three colleges (Contra Costa, Diablo Valley, and Los Medanos) and their affiliated centers – San Ramon Valley, Brentwood and Walnut Creek. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. Though elected by region, Board members represent the interests of all county residents, as stated in Board Policy 1010. Serving a one-year term, the sixth member of the Governing Board is the student trustee who has an advisory vote on actions other than personnel-related items.

Governing Board meetings are well publicized and open to participation by the public. Five of the 12 monthly meetings (4.14) are rotated among the colleges and centers, with the remainder held at the District Office in Martinez. The Governing Board meeting agendas provide a consistent format where the first open meeting agenda item is the opportunity for the public to address the Board. In addition, members of the public may comment on agenda items as they are presented.

Self Evaluation:

Board members work together to support the District and take an active role in advocating for the interests of the community as a whole. Throughout the year, Board members routinely attend college and/or community meetings to offer information, speak on behalf of, and seek support for, the colleges and students of the District. Board members work with elected officials and other community members when necessary on behalf of the District in order to ensure that the interests of the District are protected. Most votes taken by the Board are unanimous. When decisions are not unanimous, members who dissent on an issue support the decision of the majority.

Planning Agenda:

None.

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary:

Policies and procedures that ensure the financial health, the quality of the educational program offerings, standards for graduation, and processes for curriculum development and the subsequent curriculum approval process are in place to support the stated mission of the District. The Governing Board exercises oversight of the college's educational programs through policies and procedures that establish standards and processes in accordance with the District's stated mission (ARL 4.B.1b-3) to provide educational opportunities for the community.

The development of the educational and fiscal policies is conducted through the shared governance process. Board Policy 1009 (4.15), stipulates the District's approach to shared governance, delineating the roles for faculty, staff and student participation in institutional governance.

The chancellor and college presidents meet monthly with Academic Senate presidents on behalf of the Governing Board to discuss academic and professional matters and to develop and review policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services. Agreements reached in these meetings are reviewed and approved by the Governing Board.

The Board ensures that educational programs are of high quality through the execution of Board Policy 4008 (4.16) – Review, Establishment, Modification and Discontinuance of Courses and Programs. The policy requires that the Educational Planning Committee meet, at a minimum, once per year to review the educational program plans of the colleges and coordinate offerings across the District. Committee membership includes college presidents, instructional and student services managers, Academic Senate presidents, a United Faculty representative, the chancellor, vice chancellors, and an economic development representative. Results of the committee's work are documented in the Educational Planning Committee minutes and in a report to the Governing Board.

Further, Board Policy 4001 (4.17), and Curriculum and Instruction Procedure 4001, Standards of Scholarship, demonstrate the Governing Board's mission to provide quality education, as do Board Policy 3007 (4.18), and Instruction Procedure 4007 (4.19), which deal with general education and graduation requirements.

Sound management of resources and fiscal practices to provide resources necessary to support student learning are evidenced in the budget development parameters (3.38), which are reviewed and approved by the

Board annually. Formulas are in place for the distribution of funds to support educational programs and services through the District general fund for college operating and hourly teaching budgets. Board Policy 5007 (4.20) provides for an external audit of all District funds. In addition, Business Procedure 2100 and 2101 (4.21) provide for internal auditing. The implementation of sound fiscal practices is, in part, also addressed through the Board-approved position of the district internal auditor. In addition, the Board conducts a study session annually in April on the budget for the upcoming fiscal year. It establishes funding priorities consistent with the mission and goals of the District.

Self Evaluation:

A variety of actions taken by the Board demonstrate its commitment to student learning programs and services. The results of the meetings of the Educational Planning Committee are presented to the Governing Board for review and discussion. The Board monitors the progress made in the development and assessment of student learning outcomes through annual progress reports.

The Board has based its annual goals and objectives on the strategic goals established by the District. Members rate their performance, as well as the performance of the chancellor, on goals that ensure the quality, integrity, and improvement of student learning and programs as set forth in the District strategic plan. Accountability measures have been established for each of their activities. The Board has worked hard, despite the recent financial crisis, to provide the resources necessary to support the delivery of programs and services to students. As a benefit of the Governing Board's bond initiative in 2002, major improvements have been made to the educational facilities in the District. The passage of a second bond measure in 2006 promises even more much-needed facility improvements. Because of the budget challenges the District has experienced in the last few years, the formula established for college operating budgets has not been fully funded. With recent improvements of the District financial situation, operating budgets will be restored. The Board recognized in its January 2007 (4.22) self-evaluation that it needs to develop metrics by which to monitor educational programs and that it needs a districtwide strategic plan and a workforce development plan.

Planning Agenda:

The Board will develop metrics by which to monitor educational programs. It will also update and promulgate a districtwide strategic plan and complete a workforce development plan.

c. The governing board has ultimate responsibility for education quality, legal matters, and financial integrity.

Descriptive Summary:

Final approval and responsibility for the educational programs and fiscal integrity of the District rest with the Governing Board, as evidenced by the Board's pledge "to carry out its policy-making responsibilities with the highest ethical

standards as it fulfills its mission to promote student learning, progress and development" and to do so will "approve budgets that maintain the fiscal integrity and stability of the District" as found in Board Policy 1010 (4.23). Curriculum and the educational master plan, facility planning, scheduled maintenance, and the five-year construction plan supporting the District's educational plan are also the ultimate responsibility of the Board.

To directly relate program quality analysis with the mission, the District has substituted its former report to the Board on Institutional Effectiveness Indicators with the State Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) (4.24).

In conjunction with the Chancellor's Office and District counsel, the Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the colleges and the three centers. As needed, the District hires other counsel to take on specific tasks.

The Board bears responsibility for monitoring all aspects of the District and college finances. An independent audit of the District's financial statements and accounting practices is made annually by an outside agency.

The Governing Board conducts a study session annually in April on the budget for the upcoming year and receives an annual report, as required by the state, on the financial condition of the District following the guidelines (checklist) established by the system office.

Self Evaluation:

The members of the Governing Board have made some difficult decisions since the last self-study in order to maintain educational quality and the financial integrity of the District. A financial crisis resulted in a salary reduction for all employees over a two-year period. However, longevity and step and column increases continued. In addition, college operating budgets were reduced and have yet to be restored to the amounts established by formula. The Governing Board has begun the work of regaining the District's previous financial stability. Salaries were restored during the 2006-07 academic year. The Governing Board guided the District in removing itself from the 2002-03 Watch List by again maintaining a minimum 5 percent reserve and subsequently approved holding a substantial ending-fund balance to increase the reserve to 10.2 percent in 2006-07. The District has met the GASB 45 requirement to meet the retiree heath benefits unfunded liability. In 2006, the bond rating for the District was upgraded from A2 to A1 allowing for a quarter percent improvement in the second Measure A bond issue. The Board has worked to make the difficult fiscal decisions to maintain a balanced budget.

Planning Agenda:

None.

d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary:

The Rules and Regulations of the Governing Board (4.25), approved by the Board and published in the Governing Board Policy Manual, describe the size, duties, responsibilities, structure, and operating procedures of the Board. The regulations provide for an election procedure for Board officers, a process for replacing Board officers who leave office prior to the end of their term, a process for removing any appointed officer, and stipulate the role and responsibilities of the Student Trustee. Further, the regulations provide for the selection of Board members to the Board Finance Committee. Board Policy 1010 (4.23), Code of Ethics of the Governing Board, addresses responsibilities as adopted by the Governing Board.

Self Evaluation:

The Board is consistent in adhering to the requirements set forth in the State Education Code (70902) and its own Rules and Regulations regarding its "size, duties, responsibilities, structure, and operating procedures." The information is included in the Board Policy Manual in hard copy and on the District web-site.

Planning Agenda:

None.

e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary:

The Governing Board is charged with establishing broad policies, which govern the operation of the District; it has the expectation that all policies and procedures are followed properly. The development of Board policy is based on the shared governance process, as noted in Board Policy 1009 (4.15). A hard copy of the Governing Board policy manual is issued to all District leaders. In addition, the policy manual, together with all departmental procedures manuals, is posted on the web-site (3.44). Links have been established between policy and procedure, ensuring the reader of full disclosure.

During 1998 and 1999, the Board, District management and constituency groups completed a major review and revision of all District policies and procedures. As part of that process, all policies were screened:

(1) to determine whether their inclusion would be more appropriate in other procedure manuals; and
(2) to ensure that they reflected current practice and legal statute. In addition, all code section references were verified for accuracy and status.

The District is an original member of the Community College League of California (CCLC) policy/procedure service and has subsequently reviewed and revised where appropriate all policies and

procedures on a biennial cycle: policies one year, procedures the alternating year. As a result, all policies and procedures of the Governing Board are current, computerized, uniformly formatted and posted on the Contra Costa Community College District web-site (3.44).

Prior to presentation to the Board, all constituency groups (managers, Faculty Senates, Classified Senates, and student government representatives) through the District Governance Council (DGC) offer input on policies and procedures that fall within an area of shared governance, as prescribed in Administrative Procedure 1900.03 (4.26). The classified and faculty unions are also part of the review process. There are two readings at DGC meetings, generally a month apart, for all policy/procedure change actions. Except for policies/procedures regarding academic and professional matters, the Chancellor's Cabinet gives final approval for all procedures, and the Governing Board gives final approval for all policies.

As the Governing Board's designee, the chancellor consults collegially with the Academic Senate presidents for those policies and procedures regarding academic and professional matters, as determined in Administrative Procedure 1009.01 (4.27). Once agreed upon by the chancellor and FSCC, the policy or procedure is forwarded to DGC as an information item and then to the Governing Board for final approval.

The District was accused of violating Education Code Section 88017 by the Public Employees Union Local One concerning the District's implementation of a reduction in hours (furlough) for the 2004-05 fiscal year. Local One sued the District on June 15, 2004. Then a compromise process for filling hourly classified assignments was agreed to, and the lawsuit was settled out of court.

The District was accused of violating the United Faculty contract when it updated the spring 2004 actuarial report for retiree health benefits without consulting the United Faculty. The United Faculty filed a grievance with the Public Employment Relations Board. The complaint was resolved outside of the official grievance process during the summer of 2006.

Self Evaluation:

Under previous chancellors, the district was accused of violating Education Code and the United Faculty contract. However, those matters have been resolved and the District is currently in compliance with this requirement.

Planning Agenda:

None.

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary:

The chancellor and the board president plan the new board member orientation, coordinating additional meetings with

key staff members regarding budget, staff/personnel, facilities, technology, and strategic planning. Each new Board member is also invited to visit each college and meet with the college president. Further, Board members are encouraged to participate in the Community College League of California (CCLC) statewide orientation meetings. New Board members are provided copies of all essential documents regarding agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important and current issues.

The student trustee meets individually with the chancellor to review the student trustee information packet, in addition to discussing the role of the Board, the responsibilities of the student trustee, and the operation of the District.

The Governing Board has recently amended its meeting schedule (4.14) to provide, on a regular basis, quality time for study sessions to address such areas of interest as student learning outcomes, budget issues, facilities, etc. In addition, the Board has recently adopted a new annual schedule for self-assessment. During the self-assessment process, the Board identifies areas of future interest for member development, reviews and objectively assesses the achievement status of prior-year goals, and develops coming-year goals for the Board.

Board members access ongoing individual development through conferences, community meetings, workshops, and reading. Time is set aside at Board meetings to convey the results of these individual efforts.

Board member elections are staggered so that 2-3 of the members are elected every two years. Serving a one-year term, the sixth member of the Governing Board is the student trustee, who is selected by rotation among the three colleges and who has an advisory vote on non-personnel actions.

Self Evaluation:

The new Board member orientation is fully operational, and Board development is a high priority for the members as demonstrated by the participation in retreats on topics of interest and importance to the board and their active involvement in conferences and other growth activities.

Planning Agenda:

None.

g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary:

The Board has established an annual process to evaluate its effectiveness and performance, which includes self-evaluation and input from District employees who interact with the Board on a regular basis. During 2006, with constituency group input, the Governing Board approved Board Policy 1015 (4.28), Governing Board Self-Evaluation Policy, and has implemented a process whereby it will assess its own

performance by identifying its strengths and areas for improvement.

The self-evaluation is conducted each year during January and addresses the achievement of Board goals related to the board-approved Strategic Directions. Each Board member's opinion is gathered, with a summary provided to the Board, then discussed in an open meeting, and future Board goals are developed as a result. The Board also regularly schedules retreats for in-depth discussions on selected topics, i.e., budget, facilities funding, and accreditation.

Further, the Board's Code of Ethics (4.23) states: "The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve."

Self Evaluation:

The Governing Board has demonstrated its commitment in this area as evidenced by its most recent self-evaluation. The District is in compliance with this requirement. However, the District Governance Council believes that the self-evaluation would be more effective if the Governing Board sought input from employees, students, and the general public before evaluating itself.

Planning Agenda:

None.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary:

Board Policy 1010, Code of Ethics of the Governing Board (4.23), adopted in 1992, was last revised August 30, 2006, to include a process for dealing with behavior that violates the code.

Although members are elected by geographic wards in the county, each Board member represents all students and citizens of the District and provides input for all Contra Costa County residents. Board members are careful in their intent to adhere to District policies and procedures and the Brown Act. The Board has also committed itself to not engaging in activities that could be considered a conflict of interest or impair its fair judgment or using the Board member position for personal benefit.

Self Evaluation:

The District is in full compliance with this requirement.

Planning Agenda:

None.

i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary:

Board members are invited to attend the Self-Study Workshop facilitated by the Accrediting Commission for Junior and Community Colleges, ACCJC. A study session on the accreditation process is conducted prior to each visit. Each board member receives information on the objectives and activities of the visiting teams and reviews outcomes and expectations for the self-studies. Additionally, the Chancellor advises the board of the accreditation process and status.

The Board reviews the college self-studies prior to submission and, relying on the content information and the recommendations by the ACCJC for each self-study, provides a forum for discussion that encourages serious self-examination and professional and personal growth. The Board ensures that the Accrediting Team recommendations of the mid-term and/or final accreditation are implemented.

Self Evaluation:

The Board is informed about accreditation standards but could increase its involvement in accreditation by using accreditation standards as part of its self-assessment process.

Planning Agenda:

None.

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary:

The policy for hiring contract administrators, approved by the Governing Board in 1999, is part of the CCCCD Uniform Employment Selection Guide, which is contained in the Human Resources Procedures Manual, HR1010.02 (4.29). The policy clearly delineates all the steps involved in hiring college presidents, the chancellor, and vice chancellors. The policy has been implemented consistently since its approval.

The Governing Board has the responsibility for hiring the chancellor; the chancellor has the responsibility for hiring the college presidents. For both positions, a national search, managed by a search firm, is typically conducted. All District constituencies are represented on the committees, as well as members of the community. Open forums are held for finalists, giving the

entire District community the opportunity to interact and give feedback on the candidates.

The Board recognized in its January 2007 self-evaluation (4.22) that it needs more information on enrollment management strategies, workforce development, effectiveness of educational programs, and community needs, in order to ensure the financial integrity and educational quality of the District. (Since the self-evaluation, the Board has received additional information on community needs.) In a survey of 354 members of the LMC community (including all employees and student senators), 50 percent agreed that the Board is effective in carrying out its responsibilities, 25 percent disagreed, and the rest didn't know or didn't respond. The response rate to the survey was about 33 percent.

Section 6.9 of the CCCCD Management, Supervisory, and Confidential Employees Personnel Manual (3.7) clearly establishes the process for the evaluation of college presidents and the chancellor. Beginning 2006-07, college presidents and the chancellor began annual evaluations because of a Governing Board-generated change in their contracts.

Self Evaluation:

An inclusive and effective process has been developed and implemented for the selection of a chancellor for the District and a president for each of the colleges. The guidelines outlined in the process are strictly followed. However, there has been an unusually large turnover in the Chancellor's position (Spence, Callahan, and Benjamin) along with frequent changes in personnel directly under the Chancellor's position. The board needs more information in order to improve the accountability of the chancellor for financial integrity and educational quality.

Planning Agenda:

None.

IV.B.2 - The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

After widespread consultation, the college president has designed and implemented two significant reorganizations of LMC's administrative structure and more minor "evolutionary" changes continue to occur. Based on an evaluation of the structure under the previous president, and fiscal constraints, the current president determined that changes were needed in the management structure, particularly in student services and instruction. The positions of dean of

economic development and executive dean were eliminated. The position of senior dean of student services was created to oversee student services. In instruction, division chairs were eliminated by the District and eventually replaced by one senior dean of instruction and three academic deans. As indicated previously, several former District Office managers are now part of the college administrative structure. Also, a number of reporting relationships have changed. (See organizational chart at the beginning of the Self Study.) During the 2006-07 academic year, the District contracted with a consulting firm to study its analyst and supervisor positions. As a result, many of those positions have been modified.

Self Evaluation:

The president delegates responsibility to the individual managers to carry out the responsibilities that are stipulated in their position descriptions. The president meets regularly (4.7) with all managers (President's Council) and his cabinet in order to promote communication, coordination and accountability. The president regularly evaluates his "direct reports" as required by District policy. Additionally, the president is regularizing performance evaluations for managers, ensuring evaluation and oversight of the administration at the college. There is no allocation process for management and supervisory positions district wide. LMC management is not staffed at a level equivalent to similarly sized colleges. Management/supervisor allocations will be reviewed by the District. As a result, it is possible that LMC's management allocation will be augmented.

Planning Agenda:

None.

b. The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals and priorities.
- Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions.
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary:

As covered extensively in Standard One, the college president set up a collegial process for revision of the Educational Master Plan (EMP) that updated the college's values, goals and priorities during the 2006-07 academic year. Shared governance groups – the Planning Committee and Shared Governance Council – were integrally involved in the process.

The college president has set the agenda for more emphasis on evaluation and planning processes that are based on data (see Standard One). The EMP was based on "environmental scans" (both external and internal) that

required the collection and evaluation of significant amounts of relevant data. As a result of changing conditions, the new plan is significantly different than the previous one. The college Research Office also provides regular reports to the president, including those that deal with institutional effectiveness (1.61) and enrollment management data. The president regularly communicates crucial data and information to the college community – in writing, e-mail and at college assemblies (4.4).

LMC has integrated educational planning with its resource allocation processes. The new Resource Allocation Process (RAP) incorporates the distribution of both funds and classified staff positions. All financial and classified staffing proposals must address college goals – including identification of student learning outcomes and their assessment – as outlined in the EMP and emanating from departmental program reviews and annual updates. The director of Business Services leads the RAP.

The college president and Shared Governance Council have charged the Planning Committee with evaluating LMC's planning and implementation efforts (4.10). As outlined in Standard One, numerous processes are in place that result in timely evaluations, which are then submitted to the SGC and president. Also the Teaching and Learning Project is involved in evaluating program-level SLOs and plans for their assessment.

Self Evaluation:

The Educational Master Plan (EMP) (1.3) was reviewed by the entire community at college assemblies. The president regularly reviews reports from the Office of Research (also published college wide). While the research department reports directly to the director of business services, the researcher schedules meetings with the president to keep him connected to current research.

Planning Agenda:

None.

c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

Based on his job description, the president is ultimately responsible for ensuring implementation of all regulations and policies. The EMP and strategic plans are developed directly from the college mission and aligned with institutional goals.

Self Evaluation:

The EMP and facilities plan were presented to, and examined by, the Governing Board in September 2007 (4.30), with strong accolades for thoroughness and consistency.

Planning Agenda:

None.

d. The president effectively controls budget and expenditures.

Descriptive Summary:

The president delegates oversight of budgets and expenditures to the director of business services. The Business Office provides monthly budget reports (3.46) to each department, both those funded by operating and categorical funds. These reports delineate by line item the budget, year-to-date spending, encumbrances and balances remaining. The Business Office also sends summary budget reports to the deans for each of the departments that reports to them. The director of business services provides budget reports for designated funds, and the accountant I provides budget reports for all categorical funds. In addition, the director maintains an Excel spreadsheet that calculates a projection of the total college carry over, which he updates during the last four months of the fiscal year. These reports are intended to assure that all key personnel take appropriate steps to ensure that the college spends within budget and meets carry over goals.

Self Evaluation:

The director of business services has successfully provided the president with detailed and timely spending projections compared to the budget in the operating fund and hourly teaching budget each year, as well as FTES projections. As a result, the college has been able to estimate its annual carry over budget well in advance of District Accounting's formal calculation. The projections have led to good and timely decisions being made about carry over funds. Consistently, over the past three fiscal years, the college has successfully met its carry over objectives. At the same time, the accountant I has ensured that the college has spent on average 99.8 percent of the categorical funds, while staying within categorical fund guidelines.

Planning Agenda:

None.

e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary:

The president spends a significant amount of his weekly schedule off campus in the local communities (4.31). In addition to his regular communications with the surrounding feeder schools and transfer institutions, he is a member of the board of several community organizations, including Dow Community Advisory Panel, Delta Science Center, Sutter Delta Medical Center, and the Association of Community Colleges of California; he is also a member and past president of the board of One Day at a Time and president of the East County Boys and Girls Club in Pittsburg. The president is well recognized locally and has a good rapport with area leaders and residents. This recognition expands the college's visibility within the community which it serves.

Self Evaluation:

The president is involved with many outside activities that make him positively visible to the surrounding communities.

Planning Agenda:

None.

IV.B.3 - In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

a. The district/system clearly delineates and communicates the operational responsibilities and functions for the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary:

In a multi-college District, there is always the struggle to define organizational roles within the system. The CCCCD colleges have a long history of autonomy, supported in the Rules and Regulations of the Governing Board, numbers 35 and 38 (4.25). While at times the centralization/ decentralization dialogue has surfaced at the Chancellor's Cabinet and District Governance Council meetings, only recently have efforts begun to address it. Beginning with the 2005-06 fiscal year and spanning into the 2006-07 fiscal year, the Chancellor's Office focused on the various roles of the colleges and of the District Office. Within that context, a District Office management organizational study was conducted by KH Consulting Group (4.31), with the goal of emphasizing the service role of the District Office to the colleges and more evenly distributing supervisory responsibilities.

After many interviews and consideration of alternative structures, it was decided to reorganize, with a special focus on the reorganization of executive staff and the Chancellor's Office staff. Instead of the previous five vice chancellors, there are now two who oversee district wide planning and educational services and district wide administrative services, supported by three associate vice chancellors. A supervisor of administrative support services, an internal auditor, and a chief facilities planner support the Chancellor's Office. The District's role is to support the mission and functions of the colleges and to ensure a high standard of performance at all sites.

Currently, services and practices that are primarily centralized at the District level or that are provided by the colleges are outlined in the document "Delineation of Responsibilities" (4.32)

Self Evaluation:

The "Delineation of Responsibilities" has only been recently developed. Because of the reorganization at the District level,

the bookstore and buildings and grounds personnel have just recently begun reporting to college managers after reporting to District Office managers for many years. Other changes in reporting relationships are new as well. Significant issues still revolve around how far District influence extends until it interferes with college autonomy. This issue is particularly evident in the area of Information Technology, where District and college personnel are forced by technical requirements to create some kind of workable balance of control.

Planning Agenda:

None.

b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary:

The District's primary purpose is to provide operational and logistical support to the colleges. In this effort, the District Office offers an array of support services to the colleges. The main services involve instructional and student services support, human resources, business services, financial services, legal services, public relations and marketing, facilities planning and information technology.

As a result of the recent organizational restructuring, unnecessary duplication of services has been eliminated so that services to support the colleges are delivered and resources are used in a more efficient and effective manner.

Within this new administrative structure, the District Office offers district wide coordination and support of educational services through the vice chancellor of planning and educational services. She is responsible for coordinating reports to the Governing Board and compiling and filing routine reports with the State Chancellor's Office. Also under the purview and direction of this vice chancellor are district wide marketing, the Curriculum and Instruction and the Student Services policies and procedures, along with the coordination of services for international students. Information Technology services (data needs for Educational Program Planning, wide area network, local area network, e-mail, Datatel's Colleague Administrative and Student Enterprise Resources Planning System, WebAdvisor, Data Warehouse, districtwide intranet, and networked telephone system) are also provided.

Additional services to support the colleges are provided by the vice chancellor of administrative services (Human Resources, Finance, Payroll, Purchasing, Facilities, and Campus Safety and Security Services). In the new structure, services (bookstores, building and grounds) formerly administered by the District Office were moved to the colleges for supervision, effective in July 2007.

In a survey of members of the LMC community (1.29), 43 percent agreed that the District Office provides effective services, 43 percent disagreed, and the rest didn't know or didn't respond.

Self Evaluation:

The District Office provides effective support services in most areas to each of the colleges. An area requiring attention is technology support for registration, which is currently under review. The effectiveness of the new administrative structure has yet to be evaluated.

Planning Agenda:

Under the leadership of the college president, LMC will evaluate the District's new administrative structure for efficiency and effectiveness.

c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary:

The budgeting process includes both long-range and short-term planning, and utilizes the latest information on all significant sources of revenue and operating costs. Recommendations on resource allocation are encouraged from employee groups, and information related to budget estimates and procedures is reviewed with them. Full and open disclosure is essential to the District's budget process.

Ninety-seven percent of the District's unrestricted revenues are directly related to enrollment. After allocating a portion of these revenues to support centralized services, the remainder is allocated to the colleges roughly proportional to the number of FTES served. Actual distribution is accomplished through funding formulas that recognize both the variance in the physical size of each campus, as well as certain "economy of scale" issues in providing services to the number of FTES served by each college. On an annual basis, the Chancellor's Cabinet, which includes the presidents of each of the colleges, meets to review, revise as necessary, and approve the allocation/funding formulas.

Self Evaluation:

The formulas that are currently in place need to be revised to support the colleges more appropriately. A review of the finances of the District (4.33) was conducted by an outside consultant during spring 2006. The report included a number of recommendations that identified problems with the funding formula. Those recommendations are in the process of being addressed.

Planning Agenda:

Under the leadership of the college vice president, the college will evaluate the District's hourly teaching budget formulas in terms of the adequacy in supporting the effective operations of the colleges and propose modifications, as needed.

d. The district/system effectively controls its expenditures.

Descriptive Summary:

Board policy is approved through the Chancellor's Cabinet and Governing Board to be implemented at the local level. Meeting monthly, the business directors, together with the district's chief financial officer, director of payroll, and assistant comptroller, monitor college and District budgets and discuss procedures and protocols for conducting business within the District. Also under discussion are budget issues/guidelines, projections and internal controls/audits. From this meeting, instructions for compliance with policy and procedure are developed and delivered to the colleges and constituency groups.

The District's outside audit assesses the effectiveness of its financial management. The 2003-04 and the 2004-05, audits were each about three months late, but the 2005-06 audit was on time. The Governing Board, college presidents, and the public are provided periodic updates and presentations regarding the District's financial condition.

Self Evaluation:

During recent years, the District ran into severe financial pressure due to a multitude of causes. One result was a 7 percent cut in all employee salaries for two years. Significant damage was done to the District's reputation statewide and with its own employees. Recently the pay cut was restored and a two-year contract has been signed with the unions that includes a salary formula connected to growth, in order to bring financial stability to the District. The District has made a substantial and successful effort to effectively control its expenditures. Further, the District put in place a plan to fund the projected retiree health benefit costs. With a board-approved reserve nearly twice the state requirement, the District now has the ability to minimize the impact of budget cuts on local college programs. Finally, District Accounting has filled two positions with temporary employees to ensure that future audits are completed on time.

Planning Agenda:

None.

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e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary:

The chancellor meets twice monthly with the college presidents to discuss issues of primary concern to them. In addition, she meets twice monthly with the Chancellor's Cabinet, which includes the college presidents. The mission of the Chancellor's Cabinet is to serve as the leadership team to ensure the capacity of the District to effectively educate students and meet the needs of its communities, in partnership with classified staff, faculty, and other managers.

The presidents have full responsibility and authority to conduct their work without interference from the chancellor. Accountability is established through annual comprehensive evaluations that include the establishment of goals and objectives agreed upon between the chancellor and each president. These goals and objectives are based on the District strategic directions. The presidents are held accountable for the extent to which the agreed-upon goals are achieved, as well as other factors. This accountability system became effective during 2006-07.

Self Evaluation:

The chancellor delegates full authority to each college president for the effective management of the college. S/he serves as the chief executive and educational leader; supervises programs and services at the college; promotes the development and implementation of needed programs; provides administrative direction for college policies and procedures; presides over the decision-making structure and participates in the governance structure; assesses, plans, organizes and evaluates college resources, programs, and services; provides overall fiscal responsibility for the college; provides leadership in establishing bond projects and priorities; and much more.

Planning Agenda:

None.

f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary:

The District Office is structured to be a liaison between the colleges and the Governing Board. The Chancellor's Office develops the board agenda with direction from the Governing Board and input from the colleges. The board agenda and minutes are posted to the District web site (3.44). The college presidents participate in Board meeting closed sessions and interact with Board members on matters affecting their respective college and the District as a whole. In the open session, the presidents give reports to the Board. The District sends a monthly newsletter (4.34) to employees summarizing board actions within three days of each board meeting. Governing Board members often attend college events in order to become more aware of college activities.

All employees receive at least two communications monthly: 1) Chancellor's Cabinet Highlights (4.35) and 2) The News (4.34) (a summary of events and news across the District). Further, the chancellor conducts office hours (Chancellor's Chats) in the fall term at six District locations to encourage interaction between the chancellor and all employees.

The chancellor meets at least once per semester with the managers and supervisors. Informal communications

are sent frequently to managers/ supervisors throughout the District. The chancellor and the District's chief business officer conduct budget workshops at six District sites during the spring term. The Chancellor's Advisory Team (CAT) and the Chancellor's Cabinet meet bi-weekly and disseminate information from these meetings to their staff.

The chancellor meets regularly with the District Governance Council (DGC), faculty (Academic/Faculty Senate presidents), classified staff (CSCC), student leadership, and managers/ supervisors/confidentials (Management Council) and the leadership from both employee unions to discuss District issues.

District wide committees and operational workgroups meet regularly to facilitate the sharing of information and resolve issues affecting all sites.

Results of the LMC employee survey (1.29) indicated that 14 felt well-informed about system issues and board actions, while 18 did not feel well-informed. The rest did not respond to the question. Many members of senates and the Shared Governance Council report that communication between the District and the college has improved significantly over the past three years.

Self Evaluation:

Improvements have been made in intra District communication since the last accreditation visit – regular communication occurs between the colleges and the District Office. However, it appears that many members of the campus community do not read the information that is available.

Planning Agenda:

None.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary:

The District's governance and decision-making structures are in place. They are designed to be collegial and inclusive, with constituents working together to help the colleges and the District reach their goals. District leadership actively seeks the participation of local college leaders in decisions that affect all the colleges. The Chancellor's Cabinet established a vision, mission, and goals (4.36) for itself in 2005, and evaluated its effectiveness in 2006. Faculty and staff are well represented on districtwide committees. Students have a voice through the Student Trustee and through their participation on the District Governance Council.

Self Evaluation:

Although mechanisms are in place for role delineation and governance and

decision-making structures, a formal system of evaluation needs to be developed. The only mechanism in place is an annual climate survey, first conducted in November 2005 (4.37), and the self-evaluation conducted by the Chancellor's Cabinet. Results of the climate survey are shared district wide. During 2007, the District Governance Council (4.38) conducted its first survey to get feedback regarding its effectiveness. The survey showed that while most of the respondents were satisfied with how DGC is doing its job, fewer than half knew what that job is and only half felt that DGC got their input. (Response rate was only about 12 percent.)

Planning Agenda:

The District will develop mechanisms for regularly evaluating role delineation and governance and decision-making structures, and make improvements, such as increasing participation in district governance, based on the evaluation results.

STANDARD FOUR - EVIDENCE

4.1. SGC Position Paper
4.2. Link to Research Webpage http://www.losmedanos.edu/newsitepages/research/index-testmenu.html
4.3. SGC Meeting Schedule
4.4. President's Newsletters – samples
4.5. Accreditation Mid Term Report 2005
4.6. Student Services Focused Report 2006
4.7. Management Meeting Schedule
4.8. Academic Senate Evaluations
4.9. Curriculum Committee Evaluation 2004
4.10. Planning Committee Authorization memo 2007
4.11. RAP survey sample
4.12. FPM mid-year report sample
4.13. FPM/RAP Annual Evaluation Results
4.14. Governing Board Meeting Schedule
4.15. Board Policy 1009
4.16. Board Policy 4008
4.17. Board Policy 4001
4.18. Board Policy 3007
4.19. Instruction Procedure 4007
4.20. Board Policy 5007
4.21. Business Procedures 2100 and 2101
4.22. Board Self Evaluation January 2007
4.23. Board Policy 1010
4.24. ARCC summary
4.25. Governing Board Rules and Regulations
4.26. Administrative Procedure 1900.03
4.27. Administrative Procedure 1900.01
4.28. Governing Board Policy 1015
4.29. HR Policy 1010.02
4.30. Governing Board Minutes – September 2007
4.31. President's community commitments list
4.31 KH Management/ Organization Study
4.32. Delineation of Responsibilities
4.33. District Review of Finances 2006
4.34. District Monthly Newsletter samples
4.35. Chancellor's Cabinet Highlights samples
4.36. Chancellor's Cabinet Vision, Mission, Goals
4.37. Annual Climate Survey November 2005
4.38. DGC Effectiveness Survey 2007